



1:1 Mobile Learning Initiative (MLI): Desired Student Outcomes



October 21, 2014



Goals of this presentation:

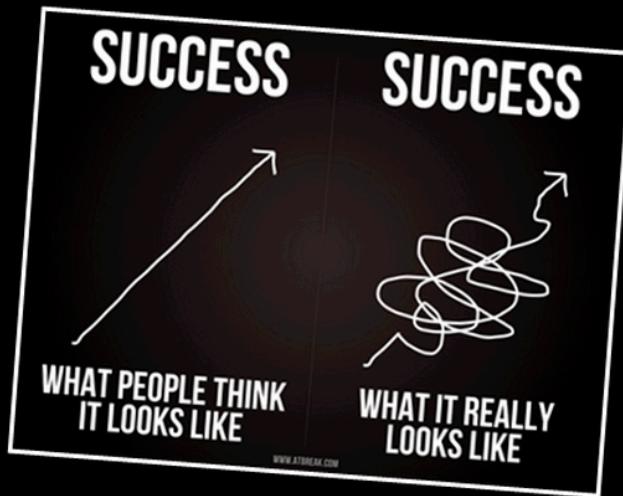
- ❖ Introduce the “Essential Conditions” for leveraging technology for learning
- ❖ Share draft vision statement and belief statements for technology integration
- ❖ Request feedback on desired student outcomes for the Mobile Learning Initiative
- ❖ Gain School Board support to begin working on measurement options

Essential questions:

- ▶ How can we implement the essential learning conditions necessary to leverage technology in learning?
- ▶ How do proposed outcomes for the Mobile Learning Initiative support our District's mission and vision?
- ▶ How well do the student outcomes represent what we value?

What does success look like?

If you want to be **SUCCESSFUL**...
...it's just this simple:



KNOW what you are doing,
LOVE what you are doing...and
BELIEVE in what you are doing!

(Will Rogers)

Next Steps:

How do we measure success?

- ❖ Curriculum
- ❖ Learning
- ❖ Access
- ❖ Operation/Skills
- ❖ Tools and Support/Environment



Where are we?

	iPads	Laptops	Desktops	Deployment
Carleton Washburne	490	245	180	1:1 iPads
Crow Island	185	97	110	Shared Carts
Greeley	185	76	108	Shared Carts
Hubbard Woods	230	72	106	Shared Carts
The Skokie School	490	225	165	1:1 iPads

Essential Conditions Necessary to Effectively Leverage Technology for Learning

- ❖ **Shared Vision**
- ❖ *Implementation Planning*
- ❖ **Equitable Access**
- ❖ *Ongoing Professional Learning*
- ❖ **Curriculum Framework**
- ❖ **Assessment and Evaluation**
- ❖ *Support Policies*
- ❖ *Empowered Leaders*
- ❖ *Consistent and Adequate Funding*
- ❖ *Skilled Personnel*
- ❖ *Technical Support*
- ❖ **Student-Centered Learning**
- ❖ *Engaged Communities*
- ❖ *Supportive External Context*

Essential Condition:

Shared Vision

Winnetka Public Schools Mission Statement

*The Winnetka Public Schools is a community that honors the **whole child**, fosters creativity, inspires lifelong learning, and develops civic responsibility. District 36 will develop learners who are **compassionate citizens**, who contribute to their community, and are **well prepared for a dynamic future**.*

—From The Strategic Plan (2013)

District Technology Committee (DTC)

Vision Statement (9/14):

The Winnetka Public Schools
encourages our community of learners
to innovate, create and collaborate
through the purposeful use of
technology in an ever-changing global
society.

Belief Statements (9/14):

We believe ...

- ❖ authentic, real-world connections enhance the learning experience.
- ❖ students and staff must be skilled users of technology.
- ❖ the integration of technology in all curricular areas allows for further enhancement of personal productivity, creativity, critical thinking, and collaboration in the classroom and in daily life.
- ❖ digital citizenship is a valued component of technology instruction and should be modeled by all students and staff.
- ❖ planning and implementing technology is a partnership between parents, teachers, and students.
- ❖ technology enriches and enhances student learning.

Essential Condition:

Curriculum Framework

Curriculum Framework

- ▶ Collaborations among technology, curriculum and student services
- ▶ Technology to enhance and transform teaching and learning
- ▶ Student-centered support of teaching and learning
- ▶ Vetting apps to support all content areas
- ▶ Embedding STEM/STEAM for Science
- ▶ Evaluating and selecting digital resources for Math (6-8) material process

Essential Condition:

Assessment and Evaluation

Assessment and Evaluation

- ▶ Parent Surveys
- ▶ Student Surveys
- ▶ Teacher Projects
- ▶ Project Tomorrow Survey
 - ▶ 11 Years of Research
 - ▶ 3.4 Million Participants
- ▶ Bright Bytes Research

Essential Condition:

Student-Centered Learning

Student-Centered Learning

- ❖ Increased access to technology at home
- ❖ Increased access to technology at school
- ❖ Ability for teachers to work with more students at once
- ❖ Timely feedback from teachers
- ❖ Increased productivity and organization
- ❖ Efficient and easy access to resources via the internet

Student Learning Outcomes for MLI

- 1. Student Independence and Self-Direction**
- 2. Student Interaction and Collaboration**
- 3. Digital Citizenship and Information Literacy**

Student Independence and Self-Direction

Students have increased opportunities for self-directed learning experiences.

"...We can only have citizens who can live constructively in this kaleidoscopically changing world..... if we are willing for them to become self-starting, self-initiating learners." - Carl Rogers, Freedom to Learn (1969).

#1

Student Independence and Self-Direction

Students have increased opportunities for self-directed learning experiences.

What is Self-Directed Learning?

The individual takes the initiative and the responsibility for what occurs. Individuals select, manage, and assess their own learning activities, which can be pursued at any time, in any place, through any means, at any age.

Student Independence and Self-Direction

Why?

- ❖ initiative
 - ❖ independence
 - ❖ persistence in learning
 - ❖ accepts responsibility
 - ❖ goal-oriented
 - ❖ curious
 - ❖ enjoys learning
 - ❖ self-confident
 - ❖ able to organize
-
- ❖ strong desire to learn or change
 - ❖ views problems as challenges, not obstacles
 - ❖ able to use basic study skills
 - ❖ sets an appropriate pace for learning
 - ❖ develops a plan for completing work
 - ❖ capable of self-discipline

(Guglielmino, 1977)

Student Independence and Self-Direction: What does it look like?

How often are students...

- ...accessing digital content?
- ...creating multimedia content?
- ... exploring their interests?
- ...engaged in inquiry-based learning?
- ...choosing/suggesting apps for classroom use?
- ...encouraged to be innovative and entrepreneurial?

Student Independence and Self-Direction:

What sources can provide data for measuring this outcome?

- ❖ Teacher interviews
- ❖ Student interviews
- ❖ App vetting spreadsheet
- ❖ Google Drive statistics
- ❖ Schoology statistics

Student Interaction and Collaboration

Students use technology to effectively initiate and engage in collaborative learning.

“Most great learning happens in groups. Collaboration is the stuff of growth.”

-Sir Ken Robinson Ph.D.

#2

Student Interaction and Collaboration

Students use technology to effectively initiate and engage in collaborative learning.

Collaborative learning is students working together and being responsible for one another's learning as well as their own. When reaching the goal implies that students have helped each other to understand and learn. When collaborating, students are actively exchanging, debating and negotiating ideas.

Student Interaction and Collaboration

Why?

Students use technology to effectively initiate and engage in collaborative learning.

- ❖ increases students' interest in learning
- ❖ encourages students to become critical thinkers
- ❖ tend to learn more
- ❖ retain the information longer
- ❖ appear more satisfied with their classes

Beckman, 1990, Chickering & Gamson, 1991, Goodsell, et al, 1992

Student Interaction and Collaboration:

What does it look like?

How often are students...

- ...connecting beyond the walls of the classroom?
- ...able to use tools to develop interest networks outside of class?
- ...contributing to rather than just consuming information?
- ...collaborating in groups to create projects?
- ...using devices outside of school to dig deeper?
- ...sharing documents, giving and receiving feedback?
- ...encouraged to be innovative and entrepreneurial?

Student Interaction and Collaboration:

What sources can provide data for measuring this outcome?

- ❖ Teacher interviews
- ❖ Student interviews
- ❖ Classroom Observations
- ❖ Google Drive Statistics

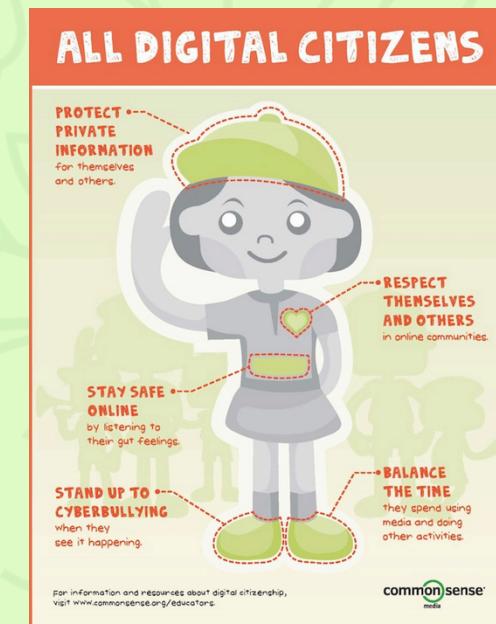
#3

Digital Citizenship and Information Literacy

Students are savvy, strategic, responsible and balanced users of technology.

Citizenship is a status that is bestowed on those who are full members of a community.

—T. H. Marshall, 1949



Digital Citizenship and Information Literacy

Students are savvy, strategic, responsible and balanced users of technology.

Digital citizenship is a concept which helps teachers, technology leaders and parents to understand what technology users should know to use technology appropriately and responsibly. Digital Citizenship is a way to prepare students for a society full of technology.

Digital Citizenship and Information Literacy

Why?

Students are savvy, strategic, responsible and balanced users of technology.

Students may never know how to safely navigate the world in which they will be expected to participate as members of a global society unless we explicitly teach and model for them (Ribble, 2007).

Digital Citizenship and Information Literacy

What does it look like?

Students are....

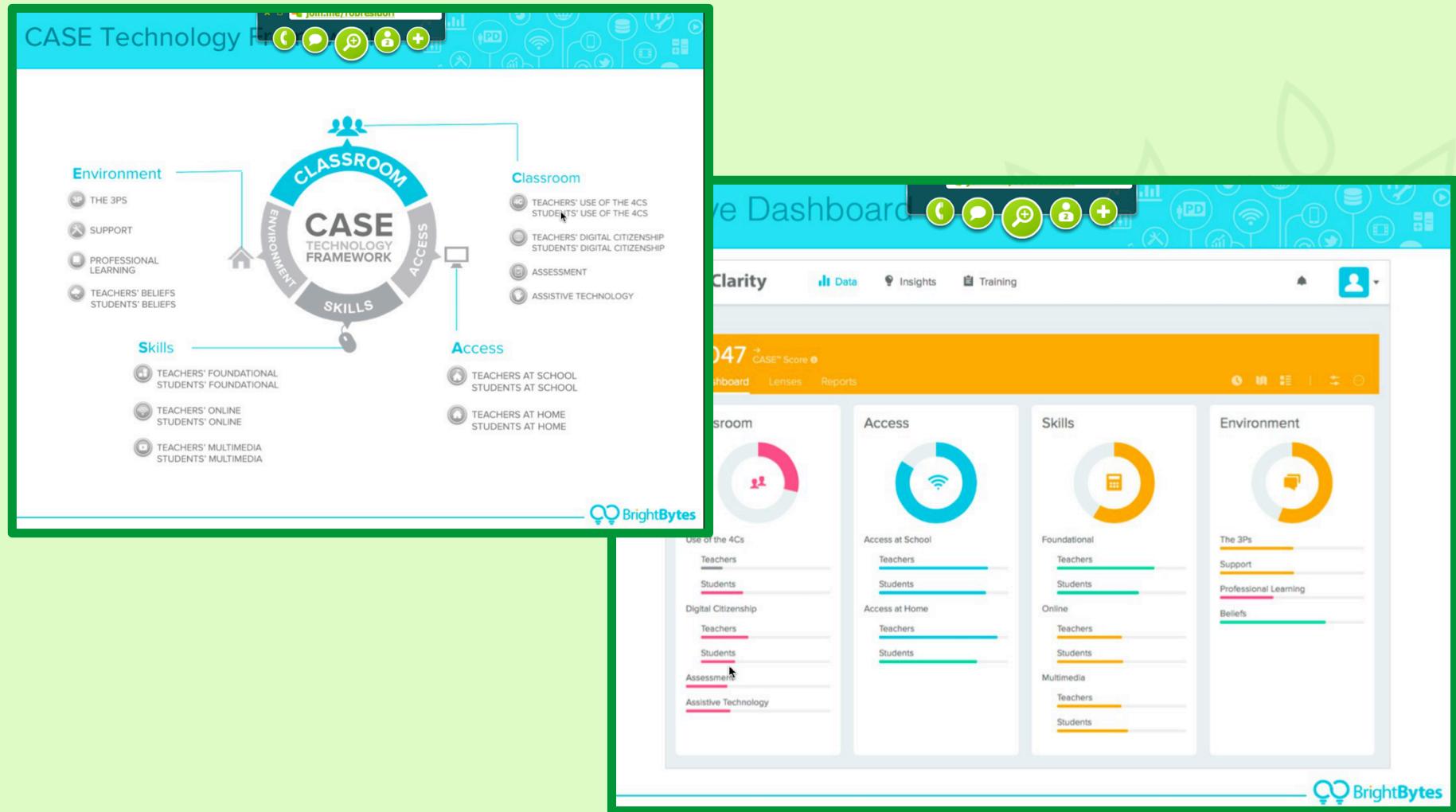
- ...safe, responsible, and respectful with their device.
- ...protecting their privacy and the privacy of others.
- ...maintaining a clean digital footprint.
- ...using age-appropriate social media responsibly and as a learning community.
- ...questioning information that they find by evaluating the sources.
- ...forming and supporting their own argument using credible digital sources.
- ...reaching an authentic audience when appropriate.
- ...creating real-world content.
- ...working in an increasingly paperless environment.
- ...easily submitting assignments for review and feedback.

Digital Citizenship and Information Literacy

What sources can provide data for measuring this outcome?

- ❖ Teacher interviews
- ❖ Student interviews
- ❖ Classroom observations
- ❖ Internet content filter data
- ❖ Student behavior data
- ❖ Paper consumption data

Next Steps: Out-of-District Measures



The image displays two screenshots of educational technology tools. On the left is the CASE Technology Framework, a circular model divided into four quadrants: Classroom (top), Skills (bottom), Environment (left), and Access (right). Each quadrant contains icons and text describing its components. On the right is the BrightBytes Dashboard, a data visualization tool showing a summary score of 947+, four main dashboard sections (Classroom, Access, Skills, Environment) with corresponding donut charts, and detailed bar charts for various metrics like 'Use of the 4Cs' and 'The 3Ps'.

CASE Technology Framework

- Environment:** THE 3PS, SUPPORT, PROFESSIONAL LEARNING, TEACHERS' BELIEFS, STUDENTS' BELIEFS
- Classroom:** TEACHERS' USE OF THE 4CS, STUDENTS' USE OF THE 4CS, TEACHERS' DIGITAL CITIZENSHIP, STUDENTS' DIGITAL CITIZENSHIP, ASSESSMENT, ASSISTIVE TECHNOLOGY
- Skills:** TEACHERS' FOUNDATIONAL, STUDENTS' FOUNDATIONAL, TEACHERS' ONLINE, STUDENTS' ONLINE, TEACHERS' MULTIMEDIA, STUDENTS' MULTIMEDIA
- Access:** TEACHERS AT SCHOOL, STUDENTS AT SCHOOL, TEACHERS AT HOME, STUDENTS AT HOME

BrightBytes Dashboard

Clarity Data Insights Training

947 + CASE® Score

Dashboard Lenses Reports

Classroom

Access

Skills

Environment

Use of the 4Cs

Teachers Students

Digital Citizenship

Teachers Students

Assessment

Assistive Technology

Access at School

Teachers Students

Access at Home

Teachers Students

Foundational

Teachers Students

Online

Teachers Students

Multimedia

Teachers Students

The 3Ps

Support Professional Learning Beliefs

BrightBytes

Next Steps:

**Develop measures to assess
and monitor outcomes**

Next Steps: Out-of-District Measures

Proposed action steps by building block category

Curriculum <i>What Will Your Students Learn?</i>	Learning <i>How Will Your Students Learn?</i>	Tools & Support <i>What Resources Do You Need?</i>	Operation <i>How Will You Run It?</i>
Standards & Curriculum Refine district policies to address mastery, pace; confirm content areas for PL	Pedagogy & Instructional Strategies Ensure adequate supports and interventions in place as schools transition to personalized learning	Cost & Resource Management Build a long term budget/investment plan	Planning & Change Management Define organizational change impacts and create a plan to evolve the district culture
Options & Resources Manage a portfolio of curricular options transparently across the district	Student-Focused Culture Craft an approach to increasing student involvement in planning/ownership of their own learning	Infrastructure & Technology Ensure data governance activities are aligned with vision and build capacity for real-time interoperability of tools	Governance, Structure & Roles Redefine the roles of the teacher and support staff
Assessments Continue to transition toward PL practices built on a continuous formative assessment feedback loop	Professional Learning Build fundamental awareness of PL throughout the district and community	Facilities & Materials Update FCS facility Ed Specs and IT Strategic Plan as needed	

Vision & Leadership				
Communication	Curriculum <i>What Will Your Students Learn?</i>	Learning <i>How Will Your Students Learn?</i>	Tools & Support <i>What Resources Do You Need?</i>	Operation <i>How Will You Run It?</i>
	Standards & Curriculum	Pedagogy & Instructional Strategies	Cost & Resource Management	Planning & Change Management
	Options & Resources	Student-Focused Culture	Infrastructure & Technology	Governance, Structure & Roles
	Assessments	Professional Learning	Facilities & Materials	Implementation & Sustainability
Monitoring & Continuous Improvement				

Next Steps: In-District Measures

- Continue parent, teacher and student surveys from the Pilot
- Classroom observations
- Teacher, student, parent, administrative interviews (New)
- Project Tomorrow Survey (New)

Next Steps: In-District Measures

Measurement	Dates	Duration
Surveys	December/May	3 Years
Interviews	November/April	3 Years
Project Tomorrow	October	3 Years



**Student Interaction and
Collaboration #2**

Q & A

**#3 Digital Citizenship
and Information Literacy**

**Student
Independence and
Self-Direction #1**



A Community of Learners

Mobile Learning Initiative Outcomes: How Do We Measure Success? (Phase I)

TO: School Board

FROM: Maureen Miller, *Director of Technology*

October 21, 2014

Executive Memo

Essential Questions

- How can we implement the essential learning conditions necessary to leverage technology in learning?
- How do proposed outcomes for the Mobile Learning Initiative support our District's mission and vision?
- How well do the student outcomes represent what we value?

Background Information

The Pilot Year - 2013-2014

During the year, one classroom/team per grade level piloted the 1:1 use of iPads. Teachers were asked to submit technology integrated lessons and describe how the lessons correlated to the International Society for Technology in Education (ISTE Standards (formerly NETS).. During the pilot year, surveys were conducted to gain insight into parent, student, and teacher perceptions of technology use in the classroom.

Year 2 - 2014-2015

The School Board approved the continuation of "The Winnetka Public Schools Mobile Learning Initiative" (MLI). Every student in grades 5-8 was provided with an iPad. Students in grades 1-4 will have increased access to technology as additional iPad carts have been deployed in the elementary schools. Specifically, the School Board approved one cart per grade level for grades 1-4 and allowed the 2013-2014 pilot classrooms to keep their carts. Additionally, all certified staff members were provided with an iPad and attended one orientation session prior to the start of the school year.

Goals of Presentation

- Introduce the “Essential Conditions” for leveraging technology for learning
- Share draft vision statement and belief statements for technology integration
- Request feedback on desired student outcomes for the Mobile Learning Initiative
- Gain School Board support to begin working on measurement options

Essential Conditions for Leveraging Technology for Learning

To successfully implement the MLI, the District is using the Essential Conditions indicators developed by International Society for Technology in Education (ISTE).

ISTE is a worldwide organization that guides and supports educators to achieve the following mission, “to empower learners to flourish in a connected world by cultivating a passionate professional learning community, linking educators and partners, leveraging knowledge and expertise, advocating for strategic policies, and continually improving learning and teaching.” ISTE is the definitive leader for educational technology standards and best practices for teaching and learning with technology.

ISTE [Essential Conditions](#) for leveraging technology for learning lists and describes the following conditions to ensure success in leveraging technology:

Shared Vision	<i>Empowered Leaders</i>
<i>Implementation Planning</i>	<i>Consistent and Adequate Funding</i>
<i>Equitable Access</i>	<i>Skilled Personnel</i>
<i>Ongoing Professional Learning</i>	<i>Technical Support</i>
Curriculum Framework	Student-Centered Learning
Assessment and Evaluation	Engaged Communities
<i>Support Policies</i>	Supportive External Context

*Items in **bold** will be addressed in this memo.

**Items in *italics* have been previously addressed.

Essential Condition: Shared Vision

In September of 2014, The Winnetka Public Schools District Technology Committee (DTC) reviewed the District’s Mission statement and crafted a vision statement and belief statements to support and guide our use of technology moving forward. The statements below are in draft form until our committee reconvenes to finalize our vision and beliefs. Our next meeting date is October 29, 2014.

Vision Statement (as of 9/14)

The Winnetka Public Schools empowers our community of learners to innovate, create and collaborate through the purposeful use of technology in an ever-changing global society.

Belief Statements (as of 9/14)

We believe...

- authentic, real-world connections enhance the learning experience.
- students and staff must be skilled users of technology.
- the integration of technology in all curricular areas allows for further enhancement of personal productivity, creativity, critical thinking, and collaboration in the classroom and in daily life.
- digital citizenship is a valued component of technology instruction and should be modeled by all students and staff.
- planning and implementing technology is a partnership between parents, teachers, and students.
- technology enriches and enhances student learning.

Essential Condition: Curriculum Framework

Through collaborations with content area teams, we hope to ensure the focus of the Mobile Learning Initiative is less on technology and more about what technology can do to enhance and transform teaching and learning. As each content area is under curriculum review, there will be an eye towards relevant and rich technology resources to support teaching and learning. As teams move forward with curriculum work, they will utilize resources to access technology-based products and services.

Currently, the technology integration is evidenced in our 6-8 grade science and math teams. The science team is researching how to incorporate Science, Technology, Engineering, and Math ([STEM](#)) content in the curriculum. Another example is the [MakerSpace](#) at The Skokie School where students are able to use technology to create and innovate. In grades 6-8 math, the team is seeking out technology-based resources and materials to support learning. They are currently accessing [Dan Meyer's blog](#), vetting digital tools and researching digital resources. Examples include the use of [Illustrative Math](#) and the [Desmos](#) graphing calculator.

Essential Condition: Assessment and Evaluation

The DTC will continue the data collection process started during the Mobile Learning Initiative pilot. Pilot surveys included parents, teachers and students. In 2014-2015, we are planning for parents, teachers and students to participate in a national benchmarking survey through [Project Tomorrow](#). Participating in a national survey allows The Winnetka Public Schools to:

- Collect unique data from a large sample size.
- Conduct a needs assessment and solidify our vision for 21st century learning.
- Use collected data to inform technology initiatives and create strategic goals.
- Communicate our technology needs to our stakeholders.
- Measure the success of our technology initiatives.

Parent Survey includes prompts regarding:

- Improving communication about the initiative
- Supporting the home use of iPads as teaching and learning tools
- Gauging parent perceptions about the cost of the initiative
- Providing a forum for open-ended comments about the initiative

Student survey includes prompts regarding:

- Initial iPad deployment
- iPad support at school and home
- Using the organizational functions of the iPad
- Managing documents and printing

Essential Condition: Student-Centered Learning

Students were interviewed and asked a series of questions to share their views of what the Mobile Learning Initiative does for them. It's important to note that after speaking with students, their voice was loud and clear that technology was essential to their success in school. Some outcomes the students cited related to the Mobile Learning Initiative included:

- Increased access to technology at home
 - Students described having to share devices in the past, either with parents or siblings.
- Increased access to technology at school
 - Students described having to take turns typing on the teacher's computer or waiting to get the laptop carts or computer lab. With the MLI, they have enjoyed access to technology anytime and anywhere.
- Ability for teachers to work with more students at once
 - Students described a situation where students are working independently on the iPads frees their teacher to meet with more students during the course of the day. Rather than students lining up at a teacher's desk to ask questions, the teacher can freely move about the room to various individuals or groups.
- Timely feedback from teachers
 - Students described the burden of printing in the past and the ease of turning in work with their own device. Students stated that they like the ability to submit work at any time and not worrying about printing multiple copies, instead they just share digitally via Google Docs or *Schoology* or email assignments to their teachers.
- Increased productivity and organization
 - Students described that "less is more". They didn't miss the days of one notebook per class and having to go back and forth to their lockers to switch out folders. Now, everything they need for all of their classes is

accessible on one device. Lost papers, forgotten notebooks can no longer hold students back.

- Efficient and easy access to resources via the internet
 - Students described the quick access to research via the internet.

Student Learning Outcomes for MLI

Throughout the summer and early fall, students, teachers and administrators were asked three questions based on the work of Dr. Scott McCleod from the UCEA Center for the Advanced Study of Technology Leadership in Education (CASTLE), <http://schooltechleadership.org/>:

- If our Mobile Learning Initiative is wildly successful, what will we see?
- What will be our success enablers?
- What will be our success blockers?

Responses to these questions were reviewed and coded to identify common themes and patterns. Three common themes emerged:

- *Student Independence and Self-Direction*
- *Student Interaction and Collaboration*
- *Digital Citizenship and Information Literacy*

To succeed in the classroom, on the job and in life, students need to be able to apply what they know to solve complex problems, interpret the world around them and adapt in a quickly changing environment. A shift is happening to see education and learning as less of a solitary place of content, knowledge and information and more like a community network facilitating the building of skills like creativity, communication, critical thinking and collaboration.

Based on best practice, research and feedback from staff and students. These are the learning outcomes we are proposing to measure for the Mobile Learning Initiative.

1) Students have increased opportunities for self-directed learning experiences.

What is Self-Directed Learning?

Self-Directed Learning is not a new concept. Many educators have heard some version of Plutarch's (46-127 A. D.) metaphor: "A learner is not a vessel to be filled, but a fire to be lighted." In Self-Directed learning the individual takes the initiative and the responsibility for what occurs. Individuals select, manage, and assess their own learning activities, which can be pursued at any time, in any place, through any means, at any age.

Why is this a desired outcome?

Research shows that self-directed learners exhibit initiative, independence, and persistence in learning. They also view problems as challenges, not obstacles. Self-directed learners are known to organize his or her time, have a high degree of curiosity

and are goal-oriented (Gugleilmico, 1977).

What data/measures might we need?

How often are students...

- accessing digital content?
- creating digital products to demonstrate their learning?
- working independently, self-directed learning?
- engaged in inquiry-based learning?
- choosing/suggesting apps for classroom use?
- interacting with peers and teachers outside of the classroom?
- using devices outside of school to dig deeper and expand learning?

What sources can provide data for measuring this outcome?

- Teacher interviews
- Student interviews
- App vetting spreadsheet
- Google Drive statistics
- *Schoology* statistics

2) Students use technology to effectively initiate and engage in collaborative learning.

What is Collaborative Learning?

Collaborative learning is students working together, but more than that students are responsible for one another's learning as well as their own and reaching the goal implies that students have helped each other to understand and learn. When collaborating, students are actively exchanging, debating and negotiating ideas.

Why is this a desired outcome?

Research shows that collaborative learning increases students' interest in learning. By engaging in discussion and taking responsibility for their learning, students are encouraged to become critical thinkers (Totten, Sills, Digby & Russ, 1989). Researchers have also reported that students working in small groups tend to learn more of what is being taught, retain the information longer and appear more satisfied with their classes (Beckman, 1990; Chickering & Gamson, 1991; Goodsell, et al, 1992).

What data/measures might we need?

How often are students...

- connecting with experts beyond the walls of the classroom authors, schools, experts, and professionals?
- able to use tools to develop interest networks outside of class?

- contributing to world discussions rather than just consuming information?
- collaborating in groups to create projects allowing more buy-in, motivation in learning?
- sharing documents, giving and receiving feedback, collaborating with others, both in their class and beyond their walls?

What sources can provide data for measuring this outcome?

- Teacher interviews
- Student interviews
- Classroom Observation Data
- Google Drive Statistics

3) Students are savvy, strategic, responsible and balanced users of technology.

What is Digital Citizenship?

Digital citizenship is the norms of appropriate, responsible technology use. Digital Citizenship is a concept which helps teachers, technology leaders and parents to understand what students/children/technology users should know to use technology appropriately. Digital Citizenship is a way to prepare students for a society full of technology.

Why is this a desired outcome?

Our students are digital natives, they only know what it is like to live in a world with instant connectivity to anyone at any time. Mike Ribble, known for the "[Nine Elements of Digital Citizenship](#)," believes that students don't understand the expectations that come along with communicating digitally, students may never know how to safely navigate the world in which they will be expected to participate as members of a global society unless we explicitly teach and model for them (Ribble, 2007).

What data/measures might we need?

Are students....

- safe, responsible, and respectful with their device.
- protecting their privacy and the privacy of others.
- maintaining a clean digital footprint.
- using age-appropriate social media responsibly and as a learning community.
- questioning information that they find by evaluating the sources.
- forming and supporting their own argument using credible digital sources.
- reaching an authentic audience when appropriate.
- creating real-world content.
- working in an increasingly paperless environment.
- easily submitting assignments for review and feedback.

What sources can provide data for measuring this outcome?

- Teacher interviews
- Student interviews
- Internet Content Filter Data
- Student Behavior Data
- Paper Consumption Data

Options for Outcome Measurement

Once the Board provides feedback on the student outcomes for MLI, I will present measurement models to align with the outcomes for Board review in January 2015. This will serve as Phase II of this process.

Many districts are looking to consulting firms who specialize in data collection around 1:1 initiatives. The scope and cost of these services are being investigated. An example of pricing for one company is \$2.36/student annually with an onboarding cost of \$650 for a total cost of approximately \$4500/year.

Two possible consulting firms are Bright Bytes and Gartner, Inc. Both have worked extensively in Education, specifically with 1:1 initiatives. Outsourcing some parts of our research can save time and resources so that our Winnetka team can focus on the direct impact of instruction on our students.

[Click here to view the materials that will be presented at the Board Meeting.](#)