

The Winnetka Public Schools
 1235 Oak Street
 Winnetka, IL 60093

Thomas Hagerman, Ed.D.
Superintendent

Trisha Kocanda
Assistant Superintendent of Curriculum, Instruction, and Assessment

Susan Pingitore, Ed.D.
Chief Financial Officer

Mark Dithardt
Director of Pupil Services

Maureen Cheever, Ph.D.
Director of Human Resources

Matt J. Fuller
Director of Technology

Crow Island School
 1112 Willow Road
 Winnetka, IL 60093

Julie Pfeffer, Ed.D.
Principal

Greeley School
 275 Fairview Avenue
 Winnetka, IL 60093

Susan Hugebeck
Principal

Hubbard Woods School
 1110 Chatfield Road
 Winnetka, IL 60093

Daniel Ryan, Ed.D.
Principal

The Skokie School
 520 Glendale Avenue
 Winnetka, IL 60093

April Jordan
Principal

Alison Hawley
Assistant Principal

Carleton Washburne School
 515 Hibbard Road
 Winnetka, IL 60093

Cathy Rosen, Ed.D.
Principal

Steve Schacherer
Assistant Principal

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Looking Back and Hurtling Forward

The final issue of *Learners* for the 2012–2013 school year provides us the opportunity for a brief look back at the year, while also addressing an issue—Technology—that will continue to shape the lives of our students in profound pedagogical, functional, philosophical, and economic ways.

The approval and implementation of The Winnetka Public Schools Strategic Plan was a crowning achievement of the past year. This work has provided the District with a clear roadmap for the next five years. The Plan articulates our Mission, Vision, and Values, and reiterates our commitment to progressive education and making decisions in the best interests of students collaboratively with all of our stakeholders.

Curriculum, Instruction, and Assessment are central tenets of the Plan. Curricular revisions reflect our goals of ensuring rigor and best practices and meeting evolving State and national standards, such as the Common Core State Standards (CCSS). In the past year, the Math Curriculum Review continued, and new math materials were selected for grades K–5.

Additionally, the World Language Curriculum Review included an added emphasis on functional language skills. Students from grades 1–4 will see an increase in instructional time in the upcoming year. Finally, gains in progress monitoring were realized with the implementation of the computer-adaptive STAR assessment, and the Curriculum team unveiled the results of

a comprehensive Instructional Time Study, designed to ensure that each content area is receiving sufficient allotted time for instruction.

As importantly, the Central Office and School Board completed a thorough review of District finances and are working together to craft a Philosophy of School Finance to guide future fiscal decision-making. The launch of an online Dashboard of key District metrics

reflects our commitment to transparency and to the judicious management of District resources.

As one of the core pillars of the Strategic Plan, creating an engaging technology environment is an essential component of our road forward. Technology has often been viewed as a tool, like a hammer or calculator, to complete a specific task. This issue of *Learners* highlights examples of how technology is put in service of larger goals and

is treated as one resource among many in learning to facilitate critical thinking and solve problems.

Technology-specific curricula is vitally important. The creation of an atmosphere where these resources and knowledge flow seamlessly from classroom to lab to dinner table is equally essential. By creating this environment, we will be providing the foundation for future learning and the development of critical thinking skills engendered by faculty and staff, that will empower our students to excel across a wide range of disciplines and interests.



Crow Island School students use iPads to complete their Woodland reports. Studying the life cycles of plants and trees, students delve into Crow Island Woods and take pictures and videos of their findings. Using apps such as Pages, they incorporate text, photos, and videos into their project, leveraging multiple media via modern resources to complete school reports.

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Board President Message



This is the final issue of *Learners* in the 2012–2013 school year—an academic year marked by impressive achievements that will lay the foundation for even greater progress in the years to come. Before I highlight some of those successes, I want to extend our gratitude to Beth Moritz Filip and Susan Crowe Whitcomb,

who retired from their Board assignments this year. Betsy Owens and Kendra Nichols Wallace were installed for four-year terms at our May Board Meeting, and I know they are eager to deliver on the Board mission. I would also like to acknowledge and thank our Superintendent, Dr. Thomas Hagerman, and his administrative team, for their outstanding leadership, along with all the dedicated teachers and other staff, who have worked tirelessly on behalf of our children.

Approving the Strategic Plan this year was a major milestone, laying out a roadmap for the next five years. A critical component of the Plan is the Curriculum, Instruction, and Assessment pillar, and it will have the most significant impact on our students. This year alone, we have revised the Math Curriculum and selected new math materials for grades K–5 after a two-year study and pilot. Changes to the Fine Arts, World Language, and Language Arts curricula have also been implemented. These curricular revisions continue on a parallel track with an enhanced Differentiation Action Plan. These changes are all geared at improving instructional practices, increasing alignment and consistency, and addressing changing State and national standards. The District's commitment to differentiation underscores our belief in respecting the individual needs of our learners.

Technology is also essential to the long-term success of our students. Ensuring the future competitiveness of our students by updating the infrastructure and knowledge necessary to support teaching and learning is vital. To that end, a One-to-One Device Initiative pilot will explore the best way to provide our students critical technology tools for 21st century learning and life.

In addition to projects such as the One-to-One pilot, the School Board is utilizing technology in service of achieving other discrete objectives. An online Dashboard has been launched to share key performance metrics, and real-time updates to Strategic Plan goals are regularly posted online as we continue our efforts to be accountable and transparent. Earlier this year, the Board began using iPads for all Board materials. It is incredibly exciting to be using a device and apps that are part of the daily life of many of our students.

Much has been achieved in the last year. Accomplishing such ambitious goals is never easy, and future achievements will require a balance of far-reaching aspirations and prudent fiscal oversight. Engaging all of our stakeholders remains essential as we pursue these goals together.

I look forward to serving as Board president for the next year, and hope to see you at one of our meetings sometime soon.

Jon Kaplan
Board President

Retirement & Recognition

Retirees & Years of District Service

Diane Cannon, 11 Years, *Carleton Washburne School*
Susan Chait, 8 Years, *Carleton Washburne School*
Maureen Cheever, 16 Years, *District Office*
Mary Lind, 29 Years, *The Skokie School*
Frankie Malone, 21 Years, *Carleton Washburne School*
Camilo Vega, 35 Years, *Hubbard Woods School*
Lynnae Wolin, 15 Years, *The Skokie School*

10 Years of Service

Kim Babb, *The Skokie School*
David Cooper, *Carleton Washburne School*
Maria Cruz, *The Skokie School*
Louisa Erickson, *The Skokie School*
Jen Felderman, *Greeley School*
Sara Friedman, *Greeley School*
Teri Frigo, *Crow Island School*
Susan Hasselson, *District Office*
Shawn Kerns, *Hubbard Woods School*
Laura Matson, *Carleton Washburne School*
Dan Miller, *Greeley School*
Kathleen Powers, *Greeley School*
Jason Scheetz, *Hubbard Woods School*
Lindy Schmidt, *Crow Island School*
Suzanne Schwartz, *Greeley School*
David Senechal, *Carleton Washburne School*
Tony Spreitzer, *Crow Island School*
Alberto Vega, *The Skokie School*

15 Years of Service

Todd Burleson, *Hubbard Woods School* (16 years)
Karen Gullen, *Crow Island School*
Lillian Johnston, *Crow Island School*
Scott Klipowicz, *Hubbard Woods School*
Deborah Krueger, *The Skokie School*
Drew Peterson, *Greeley School*
Steve Vowles, *The Skokie & Carleton Washburne Schools*
Kim Wendel, *Carleton Washburne School*
Lynnae Wolin, *The Skokie School*

20 Years of Service

Linda Bachta, *Carleton Washburne School*
Judith Campbell, *Hubbard Woods School*
Jay Dillon, *Hubbard Woods School*
Leslie Jenner, *Greeley School*
Julie Pfeffer, *Crow Island School*
Alisa Shapiro-Rosenberg, *Greeley School*

25 Years of Service

Mark Ditthardt, *District Office*
Dennis Myers, *Hubbard Woods School*
Lynn White, *Hubbard Woods School*

35 Years of Service

Camilo Vega, *Hubbard Woods School*

Superintendent's Message



Creating an environment where learners thrive is our highest priority. In today's digital world, the tactics we use to shape this environment must continue to evolve while also staying grounded in the overall pedagogical approach and commitment to honoring the whole child we embrace in The Winnetka Public Schools. Two perspectives helped shape our thinking on emerging challenges in the digital age.

For a global viewpoint, we turned to Karen Cator, a nationally renowned educator and technologist. To balance these views against local priorities, we reflected on our own Mission, Vision, and Values.

In a recent interview, Cator, formerly the Director of the Office of Educational Technology in the U.S. Department of Education, now the CEO of Digital Promise, a nonprofit tasked with spurring breakthrough learning technologies, outlined three qualities of excellence for schools in the digital age: engagement, complexity, and personalization. These are values that have long been embraced by The Winnetka Public Schools.

Cator looks for high levels of learner engagement with teachers, content, and other students. Innovative uses of technology currently in use, discussed in the pages to follow, highlight ways in which we currently seek to broaden engagement through a commitment to experiential learning. Our One-to-One Device Initiative, also discussed, will take this commitment to an entirely new level.

Assignments, Cator argues, should be compelling, relevant, and allow for a variety of depths. Students should be expected to draw more from their assignments than simple searching, calculation, or copying. The belief that teachers are the best guides for resources and materials, allowing for personalized and variably complex projects for learners of all levels, is an enduring District value. Integrating new devices into this approach will add exciting new layers of complexity and depth.

Finally, Cator notes that technology makes student choice and learning that much easier. Transitioning to a digital learning environment will "...facilitate personalization, participation, interaction, and collaboration" on a vastly broader scale. The emphasis on choice, teamwork, and collaboration is already a recurring theme in our classrooms, and our unyielding commitment to differentiation underscores a belief in individualized learning that will only continue to improve with the addition of new technology resources.

This issue of *Learners* highlights a myriad array of examples where technology is integrated into teaching across the District. Each project showcases creative and innovative opportunities for students to use technology as a resource when selecting projects and producing outcomes.

These projects and outcomes will certainly evolve with the introduction of new devices. On that topic, Cator is clear, saying: "now is the time to make sure every student has a digital device..." but cautiously adds: "...devices come and go" and we "...can't get too attached to them." Bringing these devices into the classroom is the goal of our One-to-One Device Pilot. It provides state-of-the-art technology to our students, while ensuring time for reflection, adaptation to new changes, and a seamless integration into our larger teaching objectives before implementation on a District-wide basis.

Today's iPads will beget new and more powerful devices. Cator's comment on the transient nature of technology acknowledges as much. It also reminds us that these tools are secondary to the roles of the teachers and a thoughtful, progressive, individualized curriculum, in an environment designed to incorporate technology at every turn.

By grounding our efforts in our own belief system, we will continue to create the environment, provide the resources, and engender the approach to learning that empowers our students to face all of the changes that will confront them moving forward, not merely the technological ones. Values such as reflection; creativity and innovation; collaboration; and meaningful, purposeful, and experiential learning, provide the philosophical foundation for integrating technology into our curricula, while allowing us to pursue global standards of excellence.

There will surely be challenges as we adapt to the changing pace and changing demands of technology. By committing to a spirit of engagement, enhanced complexity, and greater personalization, guided by our own Mission, Vision, and Values, I know that The Winnetka Public Schools will meet these new challenges and prepare all of our learners for the brightest possible futures.

My very best wishes for a safe and enjoyable summer.

In service,

Dr. Thomas Hagerman
Superintendent



One-to-One Device Initiative to Explore Broader iPad Access

During the Strategic Planning process, extensive time was dedicated to gathering input from the community, parents, staff, and students in grades 5–8 on a wide array of topics, including technology. The findings produced an overwhelming consensus on the importance of increased access and usage of technology for District 36 students. Clear majorities of respondents also indicated that The Winnetka Public Schools should be leaders in technology integration. Perhaps not surprisingly, students surveyed indicated they would like greater access to technology and availability of more types of devices during the school day.

After reviewing this input, the District Technology Committee (DTC), made up of 28 technology leaders, including teachers, staff, and administrators of The Winnetka Public Schools, agreed that a One-to-One Device Initiative addressed many of the preferences and concerns expressed. In general, a One-to-One initiative is defined as a program to ensure greater access to technology and a uniform learning experience by giving every student access to a technology device during the school day. This initiative was delineated in the Strategic Plan, which was approved at the December 2012 Board Meeting.

Prior to attempting to craft a comprehensive solution, the DTC evaluated possible devices; identified professional development and support requirements necessary to ensure the success of such an endeavor; and outlined steps to upgrade the technology infrastructure of the District to give added backbone to hardware, bandwidth, and other technical areas in anticipation of new devices being added throughout the schools.

After extensive research, Apple iPads were selected as the device of choice. Next steps include developing hands-on, tool-based classes for teachers, and hiring a technology facilitator for the District's three elementary schools. Potential challenges to the existing infrastructure have been identified and a series of upgrades and add-ons have been planned. The 2007 Referendum helped paved the way for such an ambitious undertaking.

The device selection and action items outlined above constitute the One-to-One Mobile Learning Pilot Proposal presented to the School Board at the June 2013 Board Meeting. The proposal is grounded in the District's Mission, Vision, and Values, and flows from Strategic Plan input, as well as current research, best practices, and other findings of District Technology Committee members.

DTC partnerships with New Trier High School and other Township feeder schools, will ensure that the pilot addresses not only local concerns, but also best prepares students for future learning.

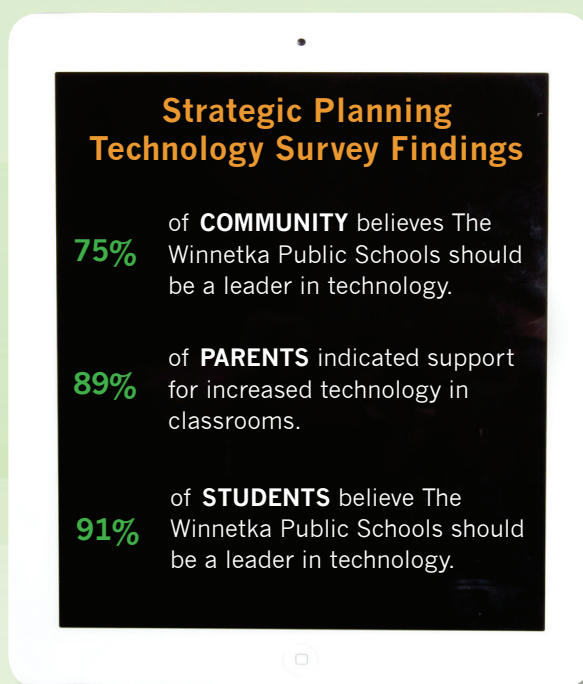
The plan will give iPads to a select group of District students during the pilot period. Devices will be left at school for students in grades 1–4, while students in grades 5–8 will be able to take the devices home. Wireless screen-sharing technology will be installed to facilitate dynamic learning environments, and in-school charging carts will provide power and security for the devices. Teachers may elect to participate in the pilot as well.

Selecting the iPad offers many ancillary benefits, including access to a vast catalog of education-based apps written for that platform. Digital readers synced to Resource Center eBook collections; presentation, spreadsheet, and word processing apps; note-taking tools; and access to a digital catalog of free educational content through iTunes U, are just some of the resources that will be utilized.

The plan will allow for constant individualized access to technology, allowing our students to engage with the curriculum in new ways, while also meeting Common Core State Standards (CCSS), as well as our own rigorous curricular requirements. As importantly, the pilot will generate key understandings to validate our assumptions and review our deployment strategy before implementing the program more broadly across the District, ensuring that the needs of all of our constituents are being met. Ultimately,

the Mobile Learning Pilot Proposal directly addresses the preferences of the community, parents, staff, and students on key issues surrounding the availability and ubiquity of technological resources available to our learners.

By eliminating barriers to entry, facilitating universal device usage, and strengthening the intellectual and systems-based assets of the District, the One-to-One Device Initiative will help shape our perceptions of technology from that of a *tool* used for a specific project, to that of a *highly networked environment*. This environment is defined as one characterized by greater access to global resources; in service of larger curricular objectives; made intelligible by the individualized attention of dedicated, forward-looking teachers and staff; and sustained by the support and commitment of an entire community.



Tech Lab Takes Classroom Assignments to New Levels



The Skokie School Technology Lab broadens and deepens classroom assignments through hands-on technology usage.

Fifth and sixth grade students at The Skokie School face greater challenges as the usage and complexity of technology accelerates with their progress from grades K-8.

In addition to

introducing basic fundamentals through extensive use of laptops and iPads, Kathy McDonough's technology lab builds on the assignments of classroom teachers by acting as a central hub of knowledge and instruction for hands-on, self-directed learning opportunities.

Earlier this year, students engaged in an App Design Project, creating designs for apps for the iPad and iPhone operating system, iOS. Drawing on their familiarity with other such apps, the students were required to demonstrate research, synthesis, presentation, and design skills to showcase and market the viability of their app. The idea for this project came from a survey of The Skokie School

students in which their own learning objectives were shared and prioritized.

Emulating the real-world success of Google's "20% Time Project" that gives Google engineers one day each week to research and develop projects of personal interest, McDonough's class embarked on personal projects of their own, allotting a fifth of the school week to the endeavor. A rubric was created requiring that the work must be of high quality and must include measurable learning. Performance benchmarking consisting of postings to a closed, secure blog ensured that students were on track with their assignments, and their work culminated in presentations featuring analog or digital artifacts.

Additional emphasis is placed on the concept of Digital Citizenship featuring topics such as online safety and cyber-bullying. Thanks to a grant from the Northern Illinois Computing Educators, a revolutionary new tool, the Raspberry Pi, is being introduced into classes next year. This tiny, low-cost computer opens up an entirely new world of opportunity to learn programming skills – infinitely scalable to meet the needs and interest of the student – far above and beyond the resources currently available.

Leveraging Modern Technology for Historical Narratives

Eighth grade students in Brad Rice and David Hovis' Social Studies classes at Carleton Washburne School already face the daunting challenge of synthesizing two years worth of world history on topics ranging from Comparative Religion to World War II. Manifesting that knowledge, however, requires the use of a range of technological tools and resources as the students produce documentary films in the final weeks of the school year.

Inspired by a technology project assigned to him while pursuing graduate studies, Rice inverted the paradigm, giving primacy to the historical narrative, and assigning technology a supporting role. This year, students in Rice's classes have chosen to research, write, direct, edit, and produce documentary films on the subjects of America in the Middle East and The U.S. Civil Rights Movement.

After two years of lecture and classroom activity, the students are freed to showcase not only the knowledge they have acquired, but also the skills in acquiring that knowledge which are equally, if not more, vital. Provided nothing but a broad outline of the objective, students select historical epochs to investigate, then research, outline, script, act out, and assemble films using high definition cameras, laptops, microphones, green screens, iMovie, and other video editing applications. While scripting, students collaborate with Language Arts teachers and the

Resource Center. While filming and editing, students work closely with technology-oriented staff.

Rice's classes worked in teams of 20 this year, with each student assigned a production-specific role, ranging from Executive Producer to Assistant Director to Editor-in-Chief. Assigning these roles allows for continued differentiation, and the collaboration and teamwork required to complete the project introduces critical real-world working methods that will better prepare them for the future. The final films were shown at a red-carpet gala in the final days of school.

History is often viewed through a narrative lens. By leveraging modern technology, these eighth graders were given the tools and the environment to create and live their own historical narratives, providing them with a deeper understanding and significantly richer learning experience.



Students at Carleton Washburne School filming a segment from their upcoming self-produced documentary on America in the Middle East.

Elementary Technology Integration

Students in third and fourth grade benefit greatly from technology integration into classroom assignments. Working closely with instructors, Mary Ellen Schultz at the Greeley School Resource Center, introduces online research materials as a complement to traditional printed book learning.

Among the projects designed to instruct learners on conducting research using a variety of platforms and media, the Chicago Project, as well as the Great Brain, introduce students to navigating safe online environments. After framing the assignment in class in broad thematic terms, students choose their own topics and undertake self-directed research using books, pre-approved research websites, the Winnetka Public Library, interviews, and other media such as DVDs.

Individual learning needs are addressed when choosing topics, by the extent of assistance provided, and by granting access to sites of increasing complexity. Synthesizing material from all these sources, students are encouraged to become subject matter experts on their topics, organizing their content into hierarchically arrayed note cards to facilitate the creation of a final presentation.



Students in the Resource Center at The Greeley School outline their self-directed research into hand-written matrices to better organize their projects.

Digital or analog artifacts such as posters are created for display during their final presentation, when the projects are shared with parents, staff, and fellow students. Using technology as one resource among many fosters critical thinking skills in choosing the appropriate resource for the necessary information. With this structure, students are taught valuable presentation, communication, literacy, statistical research, and graphical skills to leverage as they progress, scaffolding their learning from year to year.

Technology Fuels Engagement Across Disciplines



Students use SMART Response interactive remotes to answer questions on a French quiz at Carleton Washburne School. This system and others enhances collaboration and engagement in a variety of academic settings.

One goal of introducing technology into the classroom is to enhance engagement with the material, the instructor, and fellow students. Instructors in classes as diverse as Kinetic Wellness, math, science, and French are using technology resources and apps to create a more collaborative learning environment.

Julie Ambrose uses the SMART Response interactive system in her French class at Carleton Washburne School to engage her students more directly, creating a real-time feedback environment. The system uses wireless keyboard-style remotes coupled with a receiver and assessment software driven by the teacher. Resembling a smartphone, the remotes are intuitive and easy to use, including all of the *difficile* French accents.

Quizzes are displayed on SMART boards for the students to view. Responses are entered on the remotes, and the display indicates which student has yet to respond, a useful diagnostic for immediate differentiation. At the conclusion of the quiz, answers are revealed and discussed openly.

A pie chart shows the distribution of correct and incorrect answers, including a list of all incorrect responses without identifying the student or students providing them. This process serves several purposes, including identifying where concentrations of errors occur, as well as providing a communal setting for students to learn from each other. A paper quiz, taken, graded, and returned three days later, offers none of the immediacy or social feedback environment offered by such a system.

In addition to the SMART Response system, other tools are being used to similar ends. Doceri is a stand-alone and iPad app that creates an interactive whiteboard environment within the classroom. Eric Chan uses Doceri in his Kinetic Wellness classes at Carleton Washburne to gather instantaneous assessments of student knowledge on the rules of various sports being taught. Steve Agouridis also uses Doceri in his math and science classes at The Skokie School to administer assessments and quizzes, thus giving him time to interact more directly with the class. By introducing these resources, instructors in distinctly different disciplines have found new ways to collaborate with their students in real-time.

The Winnetka Public Schools Board



Jon Kaplan, President

2011–2015

Occupation: Director of Corporate Training.

Years in Winnetka: 5. **Children:** Two (grades 3 and 5).

What I'd like the community to know about The Winnetka Public Schools: We've made phenomenal progress over the past several years in key areas such as the quality and consistency of our curriculum, our instruction, and our assessment measures. We've increased the rigor of metrics and reporting and improved the efficiency and efficacy of all of our operations, all while improving fiscal discipline and being even more transparent and accountable. My goal is to build on all of this great work and continue our progress into the future.



Dana Crumley, Vice President

2013–2017

Occupation: Partner and Chair of the Education Law Practice Team at Franczek Radelet, P.C.

Years in Winnetka: 10. **Children:** Three (grades 3 to New Trier High School).

What I'd like the community to know about The Winnetka Public Schools: The quality that I value most about The Winnetka Public Schools is the love of learning that it has instilled in my children. The commitment to progressive practices in the classroom, individual student needs, and sense of community in the schools results in students who are engaged, involved, and eager to grow academically, socially, and emotionally. Our schools are a key component in the constant renewal of Winnetka's most important resource: educated, committed citizens who will continue to help our community grow and prosper.



Betsy Owens, Secretary

2013–2017

Occupation: Chief Marketing and Innovation Officer at the Rehabilitation Institute of Chicago.

Years in Winnetka: 10. **Children:** Two (New Trier High School).

Why I ran for the School Board: Education is fundamental to our success as individuals and as citizens and is the primary focus of my efforts outside of the office. The schools in Winnetka were a key factor in my return to the village as an adult with two children of my own. I want to preserve Winnetka's reputation as a destination that attracts families with a commitment to educational excellence and who believe that progressive education offers the best possible outcomes for our children.

What I'd like the community to know about The Winnetka Public Schools: The Winnetka Public Schools is an extension of a community committed to developing the whole child. Creative, thoughtful attention is paid to helping children develop skills not frequently emphasized in other school districts: collaboration, leadership, intellectual curiosity, and problem-solving. Teachers and staff are deeply involved in developing curricula attuned to habits of mind and rigorous instruction that grows all children.



Matt Hulsizer

2011–2015

Occupation: Co-Founder and CEO of Peak6 Investments, L.P.

Years in Winnetka: 10. **Children:** Four (grades 3 to New Trier High School).

What I'd like the community to know about The Winnetka Public Schools: We are a tremendously fortunate school district with many intellectual and financial assets. I am committed to providing the highest quality education possible while maximizing the return on our investment in our schools, school programming, and personnel.



William Meuer

2011–2015

Occupation: Retired Teacher and School Administrator.

Years in Winnetka: 40. **Children:** Three (Graduates of District 36 and New Trier High School).

What I'd like the community to know about The Winnetka Public Schools: Since the early days of Carleton Washburne, The Winnetka Public Schools has been recognized as a leader in elementary education and a proponent of educating the whole child. As a member of the School Board, I am eager to continue this mission.



Tom Shannon

2011–2015

Occupation: Business Consultant.

Years in Winnetka: 9. **Children:** Four (grades 3 to New Trier High School).

What I'd like the community to know about The Winnetka Public Schools: The District has many strengths, with excellent teachers and administrators. We have the opportunity to build on those strengths, tackling subjects such as improving assessments, increasing the consistency of instruction, and enhancing differentiation, by utilizing the recently approved Strategic Plan. It is heartening to see progress already being made in these critical areas as the plan is implemented.



Kendra Nichols Wallace

2013–2017

Occupation: Education Consultant and Advocare Advisor.

Years in Winnetka: 15. **Children:** Three (Crow Island, Preschool).

Why I ran for the School Board: Having been a teacher, a principal, and someone actively involved with curriculum creation and reform around the country, I am eager to share my experience and perspective with such a vibrant and engaged community.

What I'd like the community to know about The Winnetka Public Schools: We are a remarkable District that continues to grow and respond to the many changing demands we face, including revised curricular standards and challenging economic times. The Strategic Plan underscores our commitment to transparency and a rigorous approach to the District's priorities. It is emblematic of the inclusive nature of progressive education and the strengths of the District.



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Learning is a 12-Month Pursuit for Teachers

The school year may be over, but the work of the Curriculum Department is not slowing down. The teaching of students will be replaced by the teaching of teachers, with a strong emphasis on professional development. Extensive work on the Math and Language Arts curricula will also be undertaken over the summer months.

Following on the heels of the K-5 Math Materials Selection, curriculum units for these grades—recently revised to align with Common Core State Standards (CCSS)—will be linked to *Investigations in Number, Data, and Space*, the newly selected math materials. Supplemental materials will also be developed for implementation. Reflecting our commitment to professional development, over 60 elementary school staff members will be trained on the new math materials, ensuring seamless implementation at the start of the 2013-2014 school year.

Teachers in grades 6-8 will be meeting to align the revised curriculum to their current materials, and will focus on reviewing and selecting technology-based supplements to enhance the current curriculum. Work on selecting new math materials for grades 6-8 will begin next year as publishers develop materials appropriate for these grade levels.



Like their students, staff collaborate and use technology for learning. Professional Development continues throughout the summer.

Members of the Language Arts Committee will convene this summer to analyze CCSS-ELA. Using the Understanding by Design (UbD) framework, the committee will organize their findings into discrete units and then generate essential

questions and understandings for the progress of students from grades K-8. Similar essential questions and understandings will be developed for writing units at each grade level.

Stay current on The Winnetka Public Schools news and events. Join our email lists at:
www.winnetka36.org/communications