



Teachers, Children and Technology Succeeding Together



Watch a Chicago Public School pre-K teacher implementing iStartSmart® educational technology in the classroom.

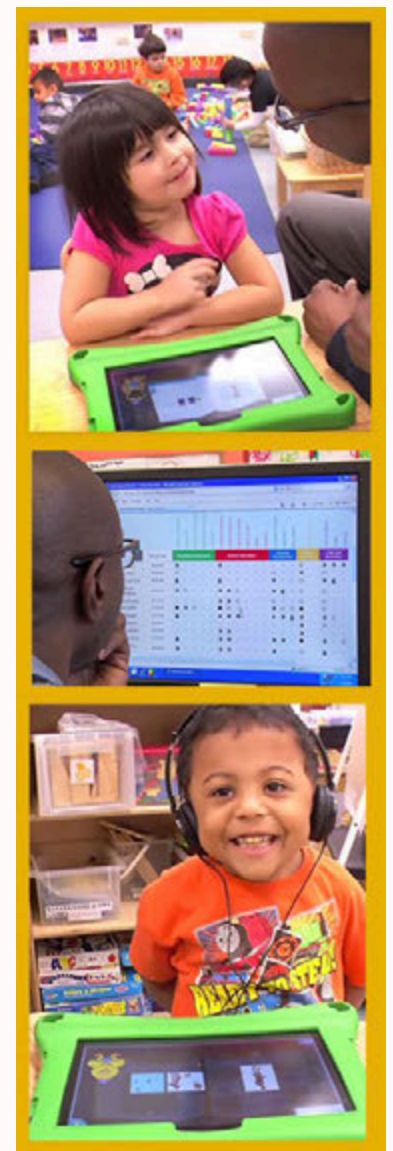
Real World Results

Chicago Public Schools (CPS) uses 30 iStartSmart Mobile tablets in six (pre-K) classrooms.

Data collection and progress monitoring reports help pre-K teachers, like Mr. Thomas at Stephen K. Hayt Elementary, make informed decisions about children's literacy and math goals. This video illustrates a best practice in action as Mr. Thomas uses Hatch technology to supplement daily lesson plans and inform early intervention by refocusing instruction. Parents enjoy learning about their children's progress throughout the year too!

*"If we want successful kids,
we have to give them, every
opportunity to use technology
and use it appropriately and
have teachers facilitate."*

- Fontane Thomas, pre-K Teacher, Chicago Public Schools

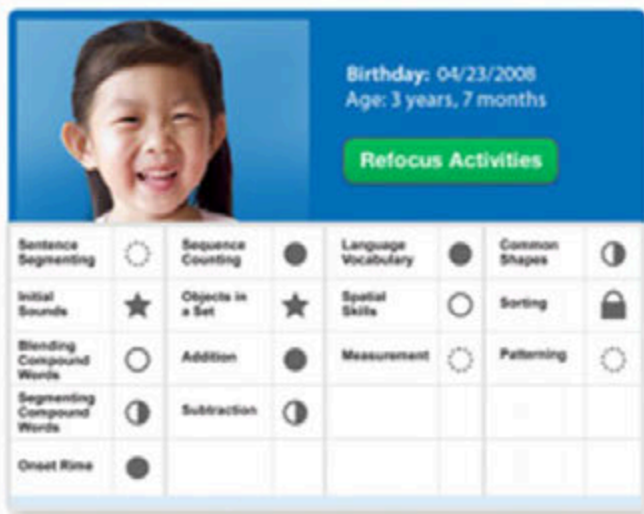


Success Begins with Progress

Administrators can also monitor how a child, classroom, program, or district is progressing in the acquisition of the 18 school readiness skills in literacy and mathematics. The web-based reporting system provides access to real-time, refreshed views of each child's progress.



The software in the iStartSmart Elite tablets have five scaffolded skill levels that include Tutorial, Emerging, Developing, Developed and Completed. These interactive games feature playful characters that provides support and rewards when appropriate. iStartSmart Elite includes authentic photos, along with the support of easy, two-step directions that are read by a certified speech pathologist.



Giving Teachers Powerful Tools

The teacher can control which skills are engaged and when the skills are presented to each child.

If a child is not progressing to the next level, the teacher can temporarily suspend progress monitoring until he or she works directly with the child to "Refocus." When a child misses a number of answers in a skill level, the system "locks" the skill from play by that child. This teacher provides intervention, and when the child is ready, the teacher unlocks the skill for the child to play.

Numbers Tell the Story

Research shows that it works! An empirical research study showed that after six months of use, children using iStartSmart scored significantly and statistically higher than control children on two standard language/literacy and math tests used to measure school readiness. A solid foundation based on research and results makes it easy to quantify a return on investment in Hatch technology.

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