NORTHFIELD PUBLIC SCHOOLS
Office of the Superintendent
Memorandum

TO: Board of Education
FROM: L. Chris Richardson, Ph.D., Superintendent
RE: Table File Items for January 26, 2015, Regular School Board Meeting

VII. Superintendent's Report
B. Items for Consent Grouping
2. Personnel Items.
a. Appointments *
7. Pam Hanson (Swanson), GenEd Educational Assistant at the High School for 6 hours/day beginning 01/28/2015; Step 1, $13.21/hour.
8. Katrina Warner, GenEd Educational Assistant/Sibcare at the NCRC/ECFE for up to 8 hours/week beginning 01/28/2015; Step 1, $13.21/hour.
9. Community Services Fall/Winter/Spring Recreation positions beginning 01/24/2015 – 05/31/2015: Savannah Dimick, Basketball Supervisor beginning 02/07/2015 – 05/31/2015; $10/hour; Michael Kopp – Birthday Party Staff beginning 01/24/2015 – 05/31/2015; $8/hour.

b. Increase/Decrease/Change in Assignment
11. David Kurth, Evening Engineer/Security at the Middle School, change to Custodial Engineer (Day Shift) at the Middle School beginning 02/02/2015.

c. Resignations/Retirements
7. Katie Bauernfeind, Building Nurse at Prairie Creek, Arcadia and St. Dominic's, resignation effective 01/20/2015.
8. Robert McCarthy, Special Education Teacher at the High School, resignation effective 01/26/2015.

* Conditional offers of employment are subject to successful completion of a criminal background check.

ARCADIA CHARTER SCHOOL

Northfield Charter Schools Data Sheet

Arcadia Charter School Mission

It is the mission of Arcadia Charter School to prepare our students to transition intellectually, emotionally, and ethically to higher education and future employment. Arcadia envisions a learning community that encourages and assists students to:

- Express themselves artistically
- Use technology responsibly, creatively, and with innovation
- Develop critical thinking and creative problem solving skills
- Construct knowledge and meaning for themselves
- Understand and strive for wellness of their whole person
- Recognize and act upon their responsibilities as local citizens within our global context
- Achieve proficiency in project-based learning

Arcadia Highlights / New Initiatives

Physical Education

Arcadia has worked with the Northfield YMCA for years to find physical education solutions for students. This year, with the completion of the new YMCA facility, Arcadia is taking full advantage of what the YMCA has to offer. Arcadia hired a part-time physical education teacher and provides a PE class for middle school and high school each term.

The Arts

Arcadia is always looking for art residencies. For the Spring of 2015, Arcadia with the help of the Northfield Arts Commission and the Northfield Arts Guild, was awarded a Minnesota Arts Board Grant. We will be bringing in Musical Artist Chris Koza to work with students in grades 6-12 for a week, culminating with performance held at Arcadia Charter School.

Lego Robotics

Arcadia is currently running a Lego Robotics class for middle school students. This is a new endeavor combining science, technology, engineering, and mathematics.

Minnesota Comprehensive Assessments

2014 MCA Scores

	2012	2013	2014
Arcadia Reading	78.7%	70.7%	67.7%
State Reading	76.4%	58.7%	59.8%
Arcadia Math	31.9%	43.1%	48.3%
State Math	62.7%	61.6%	61.9%
Arcadia Science	51.2%	46.7%	56.7%
State Science	51.9%	53.4%	54.5%

* All scores are based on October 1st enrollment data.

** Solid vertical line indicates the year change from MCA-II to MCA-III

School Wide MCA Goals

Through the Q-Comp program the school calculated a goal for MCA math and reading through 2017.

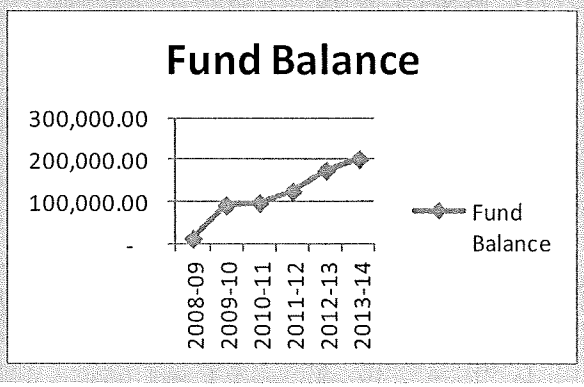
By 2017, 85.95% of students will score proficient or better on the MCA-III reading test. With a goal of 75.41% proficient in 2014.

By 2017, 71.75% of students in grades 6,7,8 will score proficient or better on the MCA test for mathematics. With a goal of 57.6% proficient in 2014.

By 2017, 70.0% of students in grade 11 will score proficient or better on the MCA test for mathematics. With a goal of 55.0% proficient in 2014.

Finance Update

The school continues to budget conservatively for a projected enrollment of 120 students. The end of year enrollment data enabled the school to increase the fund balance by $29,494 in FY2014. The school did meet it's fund balance goal of 2% of revenues based on the 2013-14 school budget.



PRAIRIE CREEK
COMMUNITY SCHOOL

Northfield Charter Schools
Data Sheet

Academic Goals

Math
The number of PCCS students in grades 4 and 5 attaining "medium" or "high" levels of growth in math will meet or exceed 74%

Reading
The number of PCCS students in grades 4 and 5 attaining "medium" or "high" levels of growth in reading will meet or exceed 73%
Growth goals for literacy in grades K – 3 were established by teaching teams using the Fountas and Pinnell reading program. Prairie Creek is piloting the use of the NWEA / MAP Math assessments this year.

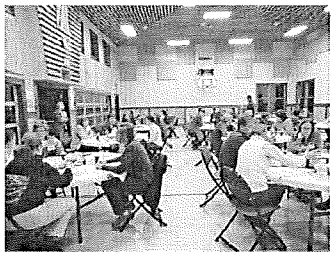
Non-Academic Goals

Parent Education
Prairie Creek will create opportunities for parents to learn from teachers and experts about progressive education, parenting skills and emotional intelligence.

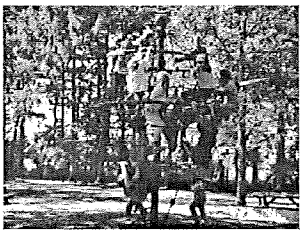
Assessment
Review assessment practices and goals in PCCS' progressive learning environment.
Broaden the understanding within parent community of what authentic assessment means.

PCCS Highlights / New Initiatives

Strategic Planning
This year, Prairie Creek is engaging in a comprehensive strategic planning process. Input from the community was gathered in the fall via survey and a World Café style evening event. This spring, board and faculty will meet to review school growth opportunities and develop a strategic plan of action.



The Arts
A committee of teachers and parents has developed a plan for a three-year cycle of Arts' Residencies. This spring, all the children will work the Heart of the Beast theater company. Children will create giant puppets. The residency's culminating event will take place at the annual All School Art Show in March.



Play
One of the professional development goals last year centered on a study of the importance of play in the child's learning environment. With the help of community fundraising efforts, Prairie Creek has an exciting new piece of playground equipment for the children.

Family Service Night
Building on the success of last year's service learning initiative, PCCS will again host a Family Service Night in February. Children, parents and teachers will collaborate organizing donations and making crafts for local charities.

Prairie Creek Community School Mission

PCCS is a community school.
PCCS is a child-centered school.
PCCS is a progressive school.
PCCS aims to make the world a better place.

Minnesota Comprehensive Assessments

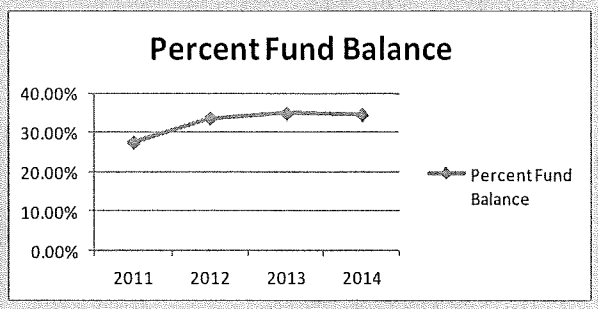
2014 MCA Scores

	2012	2013	2014
PCCS Reading	82.0%	65.5%	63.7%
State Reading	76.0%	57.8%	59.8%
PCCS Math	49.5%	63.6%	53.8%
State Math	65.4%	62.6%	61.9%
PCCS Science	86.7%	71.4%	63.3%
State Science	57.7%	59.7%	54.5%

MCA Assessment—Medium or High Growth	2012-2013	2013-2014
PCCS		
Reading	83.00%	87.7%
Math	71.70%	71.40%
State of Minnesota		
Reading	72.10%	72.10%
Math	72.60%	73.90%

Finance Update

Prairie Creek continues to maintain a healthy fund balance reserve, finishing FY14 with a fund balance of $593,231 (34.5% of annual expenditures).



January 26th, 2015
Simon Tyler & Ryan Krominga

Northfield Charter Schools

Northfield Charter Schools

Presentation Overview

The focus this evening will be an insight into the Project Process at PCCS and Arcadia

Prairie Creek Community School

Tonight's presentation will start with an overview of:

- Mission
- Program Overview
- Current Initiatives / Happenings
- Honors Project Process (Michelle Martin and Cathy Oehmke)

Prairie Creek Community School

Mission

- PCCS is a community school
- PCCS is a child-centered school
- PCCS is a progressive school
- PCCS aims to make the world a better place

PRAIRIE CREEK
COMMUNITY SCHOOL

Prairie Creek Community School

- Academic Program

Prairie Creek has 9 multi-age classrooms:

Three classrooms of K/1 grades
Three classrooms of 2/3 grades
Three classrooms of 4/5 grades
20 students in each class

Prairie Creek has specialist teachers in the curriculum areas of Art, Music and Spanish

Three Special Education Teachers; one reading/math intervention specialist

Prairie Creek Community School

A Typical Day at Prairie Creek includes...

- Class Meeting
- Readers/Writers Workshop
- Math Workshops
- Interdisciplinary Thematic Study
- Personal Projects
- Specials - Art, Music, Spanish
- Physical Education
- Play!

Current Initiatives

Arts Residency

Lego Robotics / Makers

Fifth Grade week at Wolf Ridge

Community Connections

- "Sticksgiving" Fall Carnival
- Family Service Night
- Community Gatherings
- Parent Education Evenings
- Special Persons' Day

Strategic Planning

- Led by school board and faculty
- Community Engagement and Input
- Identified action areas include:
  - Assessment
  - Teacher Support
  - Financial Sustainability
  - Technology
  - Social Curriculum
  - Outreach

Professional Development

- Teacher Led / Mission Centered
- Weekly two hour meetings
- Committee Structure
- Narrative Arc
- Authentic Assessment Review
- Lesson Study Process

The Honors Project at PCCS

Knowledge is not finite.

Students today need to learn how to ask great questions and seek deep answers.

- Each 5th Grader completes an "Honors Project"
- Students work for four months, delving deeply into subjects they are passionate about.
- Children teach our community what they've learned during "Honoring Week" - each child gives a half hour presentation.

History and Philosophy

- A Prairie Creek tradition for almost twenty years
- Focus on critical thinking - research as a journey
- Designed to meet key learning goals of our progressive mission with a project-based focus on:

Questioning
Finding and Evaluating Resources
Synthesizing Information
Communicating ideas and learning to others
Supported choice of study topic
Self-Reflection
Multi-age learning

School-wide Personal Projects

- The journey towards the Honors Project beings in kindergarten
- All PCCS students complete an in-depth personal project every spring
- Project skills - questioning, researching, writing and presenting are practiced at each developmental stage

Key Components of the Honors Project

- Topic choice
- Mentor and parent support
- Time management
- In-depth, authentic research
- Experiential learning
- High quality written report
- Engaging visual presentation
- Sharing the learning with others

Four Key Players

- The Student
- The Teacher
- The Parent
- The Mentor

Celebrating Learning Together

- All students, K - 5, share their personal projects with peers and community members
- During "Honoring Week", fifth graders present projects to an audience of teachers, parents, mentors and students
- Each student receives feedback from teachers and peers
- The whole school attends the Honoring Fair with projects on display in the gym
- At "Honoring Night", students are honored by mentors, and mentors are thanked for their support - we then enjoy ice cream sundaes together!

Questions about the Honors Project process?

School board members are invited to visit Prairie Creek during the mornings of April 6 - 8 and sit in on student presentations.

Come and Visit!

Upcoming Events at Prairie Creek…

Family Service Night - February 20

True Colors Art Show / Heart of the Beast Residency Culminating Event - March 12

Honors Project Presentations - Mornings of April 6, 7 and 8

Arcadia Charter School

Tonight's Presentation will include:

- The Arcadia Mission
- The Arcadia Program
- Current Initiatives / Happenings
- The Middle Project Process (Kate Werner)

Arcadia Mission

ARCADIA CHARTER SCHOOL

It is the mission of Arcadia Charter School to prepare our students to transition intellectually, emotionally and ethically to higher education and future employment.

- Express themselves artistically
- Use technology responsibly, creatively, and with innovation
- Develop critical thinking and creative problem solving skills
- Construct knowledge and meaning for themselves
- Understand and strive for wellness of their whole person
- Recognize and act upon their responsibilities as local citizens within our global context
- Achieve proficiency in project-based learning

Arcadia Program

Academic Program

- Middle School Program 6-8
- High School Program 9-12
- Project-based
- Enrollment cap of 126 students
- Authorized by Northfield Public Schools since inception in 2003

Arcadia Charter School

Middle School Programming

- Character Education Programming - Developmental Designs
  - Theme-based projects
    - 4 Terms & May Term
    - Interdisciplinary Projects
    - Skills Based Project Development
  - Core-Classes
    - Math, Science, Social Studies, Language Arts

Arcadia Charter School

High School Programming

- Leveled skill building & scheduling
- Credit to Graduate: 23 credits
- Student choice and autonomy to achieve the required MN State Standards and required credits.
- Senior Projects
- Arts Programming: Arcadia requires 2 credits in the arts to graduate

Current Initiatives

- Arts Residency
  Performance on May 1st, 2015
- Physical Education for All
- Community Connections
- Lego Robotics

Professional Development

Q-Comp Program

- Two Cycle Goals
  - Executive Function
  - Project-based Learning
- Peer Observations
  - Coaching versus Evaluation
- Staff led workshops every other week
  - PLC Team Time every Wednesday Morning
  - Q-Comp workshop every other week.

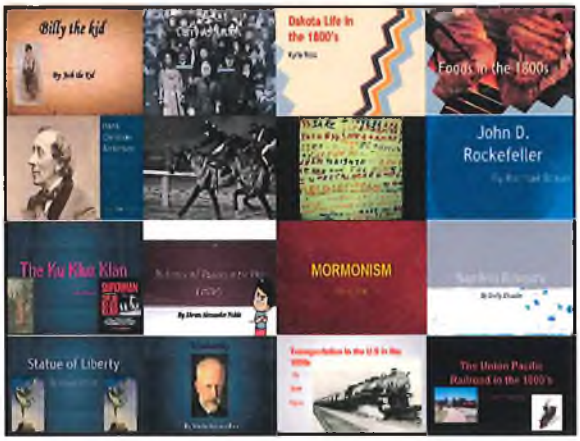
Middle School Project Process

Project Process at a Glance

- Choose a Topic & Find Resources
- Research
- Organize Information
- Create a Product
- Project Presentation
- Reflection

Topics & Resources

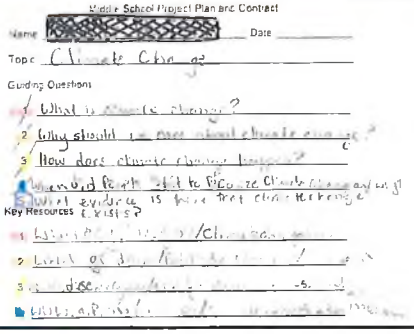
- Thematic Units
- Brainstorming
  - Know-Wonder Charts
  - See Yellow Example
- Essential Questions
- Gather Resources
- Formal Proposal Process with Advisors



Research Process

- Notecard Systems
  - Tracking Resources
  - Google Docs
  - Numbering
- Citations
  - MLA
  - Leveled Expectations

From Research to Organization


Middle School Project Plan and Contract

Name [redacted] Date

Topic Climate Change

Guiding Questions

1. What is climate change?
2. Why should we care about climate change?
3. How does climate change happen?
4. When did people start to focus on climate change and why?
5. What evidence is there that climate change exists?

Key Resources

1. [illegible]
2. [illegible]
3. [illegible]
4. [illegible]

Organize Information

- Physical organization
- Color Systems (questions/ category)
- Outlines

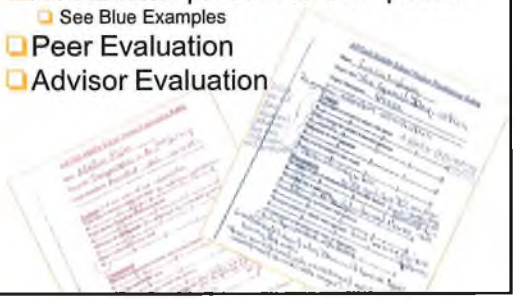
Project Format

Quarterly product requirements

- Paper and Poster board
- PowerPoint
- "Create, Make, Do"
- Service project

Project Presentations

- All students present to their peers
  - See Blue Examples
- Peer Evaluation
- Advisor Evaluation



Reflection

All students write an open format reflection. Some of the areas they reflect on are:

- Projects
- Classes
- Electives
- Extracurriculars

Student Quotes

"Another thing that makes our school different is the project based learning. I like this because it gives me a chance to be creative and learn about something I'm interested in."
-Rachael Braun

Student Quotes

"Why on earth should I write a reflection paper? Sure, so my teachers can understand how I feel, but I can just tell them at conferences. Well, I realized that these papers kind of document my time at Arcadia. I can look back at all of the quarters that I spent here and learn a lot. So today I will talk about my classes, my project, and my homework, for the future." - Emily Rhoades

Student Quotes

This quarter I researched horse racing. I kind of wish I didn't. The topic was the 19th century. I realized that it didn't relate to the topic enough, and it was hard to answer all of my essential questions. We made powerpoints, and I think I did well on that. When I presented I practically never looked up, and I was really nervous. I think I could have done better. - Rachel Colling

Student Quotes

When I started working on my project, I was thinking, "how in the world am I going to do this?" But then I thought "Kit, *you* chose this project, so obviously you want to go through with it". So I did, and it was perfect, well, from my standpoint, anyway. - Kit Geissler

Questions

Questions about the Middle School Project Process?

Upcoming Events

Presentation Night
Friday, February 27th, 2015 @ 6:30 PM

Chris Koza Performance
May 1st, 2015 at Arcadia

Senior Presentation Night
May 12th & 14th, 2015

Northfield Charter Schools

Questions?

Project Assessment Rubric **Name** _____

Paper

	Not Yet	Just Right	Wow!
ORGANIZATION Ideas are well organized; section headings or other devices help the reader follow the flow of ideas	Information not organized into categories. Paragraphs seem random. No focus No section headings etc.	Information in paragraphs with a single focus. Paragraphs have clear topic. Section headings used.	Connecting ideas are used to make one paragraph connect to another. Paragraph have clear focus. Ideas build from one paragraph to another. Section headings used. Other tools like **bold** lettering for words in glossary is used, index, sidebars.
Paper includes an interesting lead and introduction section	No introduction Paper begins with something like, "I'm going to tell you about _____."	Paper has a lead that introduces the topic and attempts to interest the reader. The introduction lays out the paper's organization	Lead is unique and grabs the reader's interest. Introduction excites reader and helps them understand what the paper will cover
Paper has a conclusion section	No conclusion.	Paper concludes with a brief ending that ties things up.	Paper's conclusion is dynamic and causes the reader to think.
Information is accurate	Several factual errors *or* no bibliography from which information can be checked. Information shared that the writer doesn't seem to understand	Every attempt was made to be accurate. If you didn't really understand the information, you didn't use it.	Information is accurate. When something is an opinion it is noted clearly as such. If statistics are used, a source is mentioned.
Paper includes at least one visual	No Visual Visual with no caption	Visual present. Simple caption used.	Several visuals used. Captions enhance the understanding of the picture.
Bibliography or reference list is complete AND photo credits are used where necessary	No bibliography or photo credits	Bibliography is used. Some photo credits used.	Bibliography is carefully done. Photo credits used throughout
Editing: No capitalization, spelling, or punctuation errors	Little evidence of editing. Many errors.	A few errors with skills that are new. All spelling and capitalization correct.	No errors, even in complex writing.

Comments:

Poster

	Not Yet	Just Right	Wow!
Poster has a title and author in a prominent place	No title or small title. Author's name not present.	Title is neat and readable from 10 feet away. Author's name present	Title is readable and neat. Font connected to topic or other touches make it topic specific.
All elements are mounted on construction paper frames; nothing is written directly on the poster	Something is written directly on the poster. Frames not used on pictures. Frames used but cutting is jagged and crooked.	Information written on separate papers. Some frames are used.	Color is used to connect related ideas/pictures. All information/pictures mounted on construction paper.
Photos	No photo credits No captions	Some photo credits Some simple	All photos credited. All photos include captions that extend the viewer's learning. Photo credits in small font that does not distract from content.
Editing: No spelling, punctuation, or capitalization errors	Several errors	No errors in spelling or capitalization Few punctuation errors	No errors in spelling, capitalization or punctuation.
Organization: Poster is organized in a logical way	No organization	Poster's information is arranged in a way that makes sense.	Poster's organization helps people understand the topic better.
Visual appeal: Poster is neat, clear and fun to look at	Poster not neat. Items are crooked.	Color is used effectively. Everything is neat. Content is clear	Font choice, image choice, charts and graphics combine to pull viewer in and teach them effectively.
Graphics	No graphics	Includes a graph, diagram, chart, visual glossary, or other graphic	Includes at least one diagram, chart, visual glossary, or other graphic that you created

Comments:

Presentation

	Not Yet	Just Right	Wow!
Beginning	"Hi, my name is ____ and I am going to talk about..."	Clear lead that engages the audience	Audience pulled in with a creative lead that is connected to the rest of the presentation.
Preparation/Delivery	Reads big chunks of information from paper.	Uses bullet point notecards. Looks at notecards frequently and rarely says more than is what is on card.	Uses notecards to jog memory. Seems natural and well practiced.
Engagement	Presenter rarely looks up. Presenter uses a quiet voice that audience struggles to hear.	Eye contact is made with audience. Presenter uses a loud, clear voice.	Eye contact is made with many members of audience. Presenter's voice engages audience, adds interest/clarity.
Presenter controls his/her body (no fidgeting, rocking, etc)	Presenter rocks body weight back and forth, fidgets, or moves feet	Presenter's body does not distract from content of presentation.	Presenter moves hands or body for appropriate emphasis and to engage audience.
Doing part	Instructions not clear. Materials not managed. Activity has little connection to content. (i.e. quiz of trivial information with unrelated prizes)	Instructions are clear, materials are managed well, expectations are communicated to the audience All elements of the activity related to topic.	Activity deepens audience's understanding of topic. Activity clarifies something complicated.
Question/Answer Portion	Presenter not able to respond to basic questions. Presenter makes up information to answer question.	Presenter clearly has thought out responses to possible questions. Presenter responds to questions they don't know the answer to with grace and says "I don't know" when necessary.	Presenter handles a variety of questions with clear, articulate responses. Presenters responses add to the information presented Presenter responds to questions he/she doesn't know appropriately.
Overall	Parts of presentation not really connected. One part of presentation simply repeats another. (i.e. cutting your paper apart and putting it on your poster)	Presentation has a nice flow. All elements are integrated (speaking, doing, visuals)	Elements of the presentation have synergistic relationship. They build on each other and lead to a deeper understanding of the content.

Comments:

Transformational Technology Update

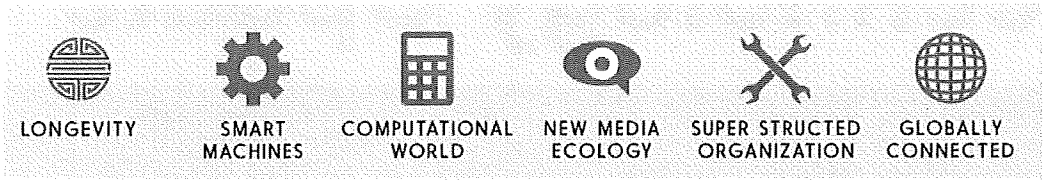
January 26, 2015

The Why

The mission of Northfield Public Schools is to deliver ***educational excellence*** that empowers **all** learners to ***participate*** in our ***dynamic world***.

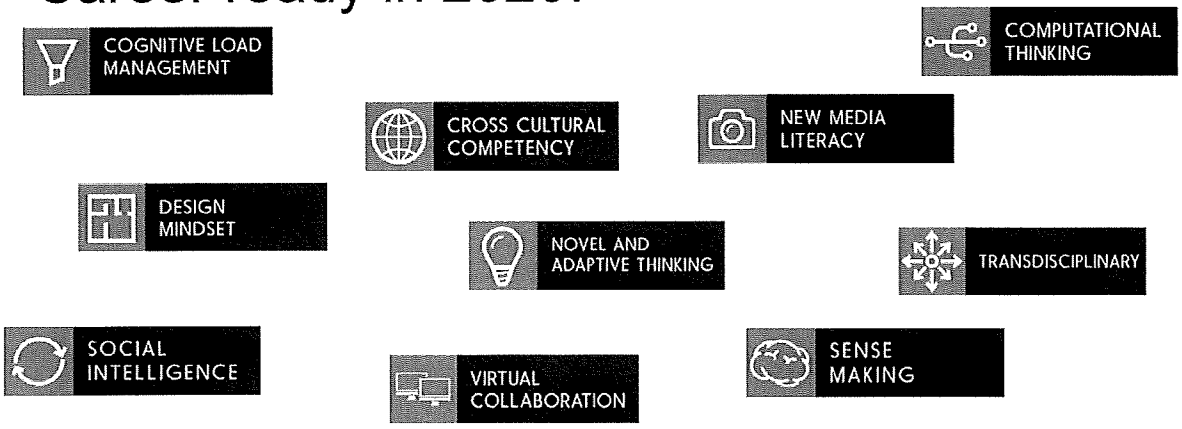
Our dynamic world

Changes we are observing:



Our dynamic world

Career ready in 2020:

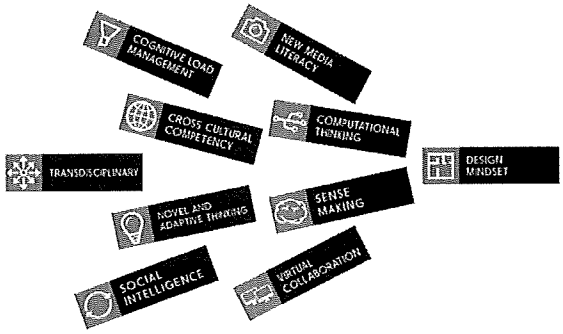


Our dynamic world

What about 2030?

- According to Thomas Frey, ½ of our current jobs won't exist.
- New careers will include fields of design, coaching, and creating.

Educational Excellence



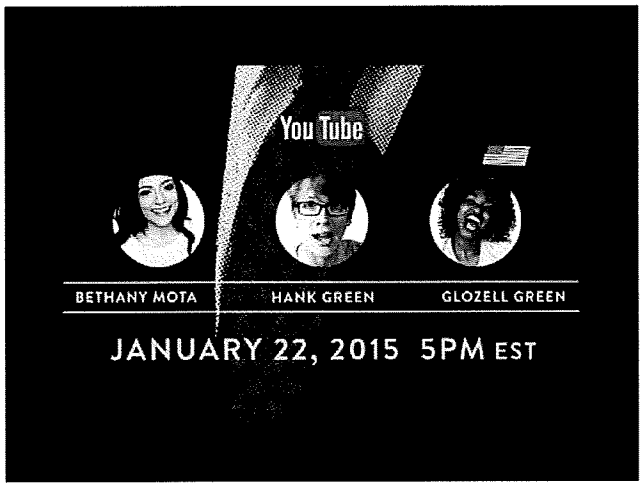
Higher order thinking:

- Analyze
- Synthesize
- Evaluate
- Create

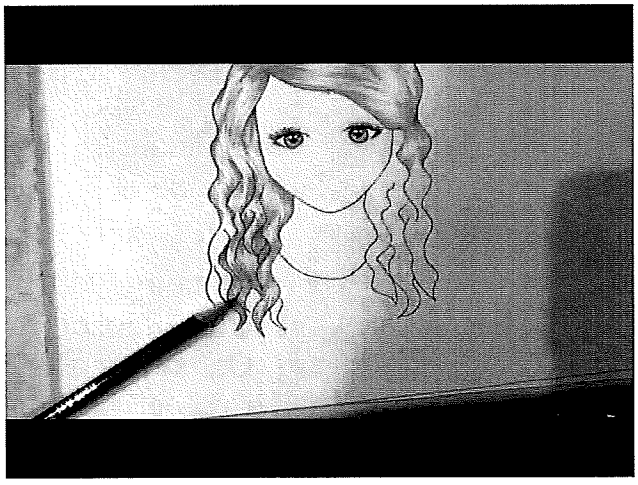
21st Century Skills

- Collaboration
- Communication
- Critical Thinking
- Creativity

Images of Success



Images of Success



Our current reality

In Year 2 of 4-Year Plan

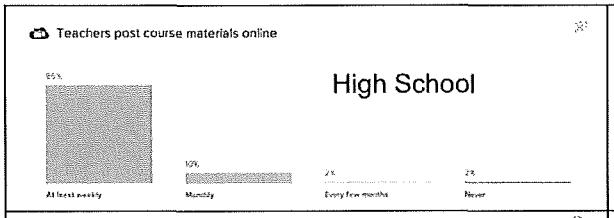
- Substitution
- Augmentation
- Modification
- Redefinition

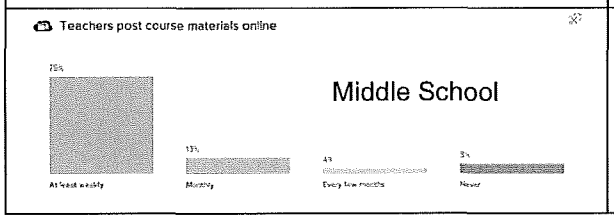
Our current reality

- Most of our teachers use digital displays regularly
- About ⅓ of our secondary teachers regularly give online assessments
  - RTI and DAC working on this with elementary teams
  - Recent PD at both SB and GVP

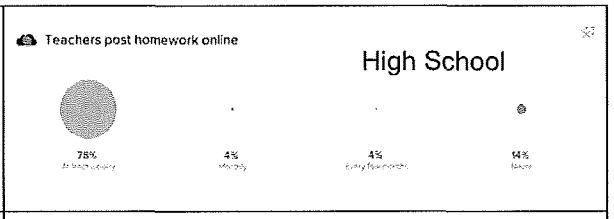
Our current reality

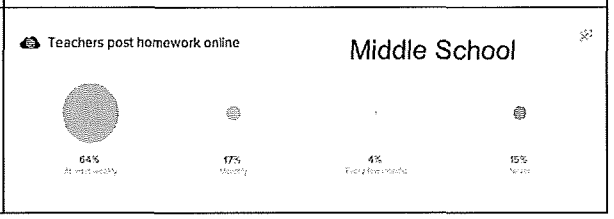
Online content





Online homework



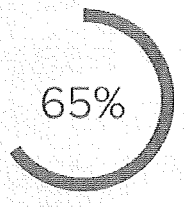


Our current reality

Creative representation of learning

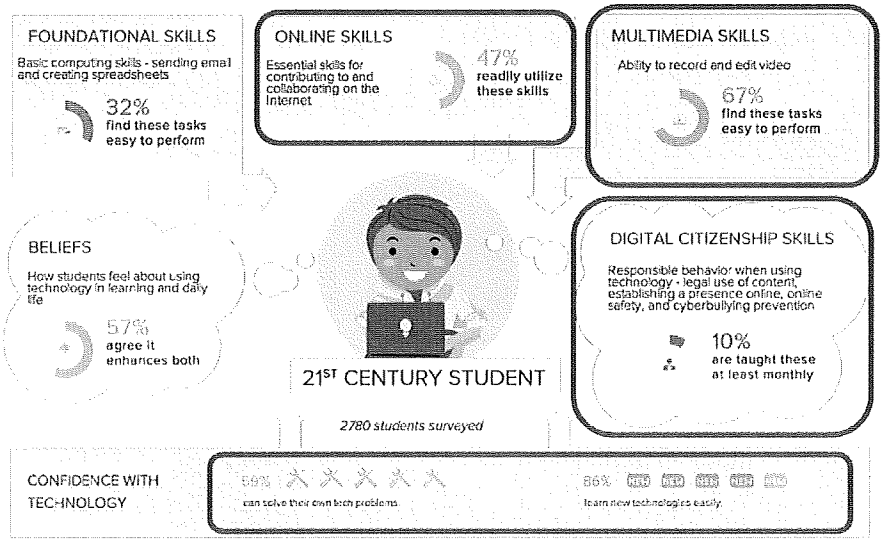
DATA HIGHLIGHT

24% of teachers say they regularly ask students to make multimedia presentations

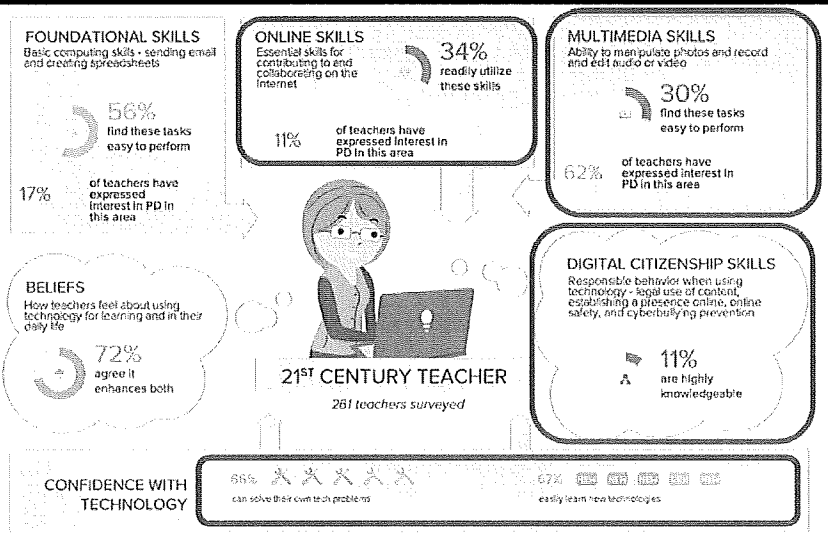


65% of students say their teachers regularly ask them to make multimedia presentations

Our current reality

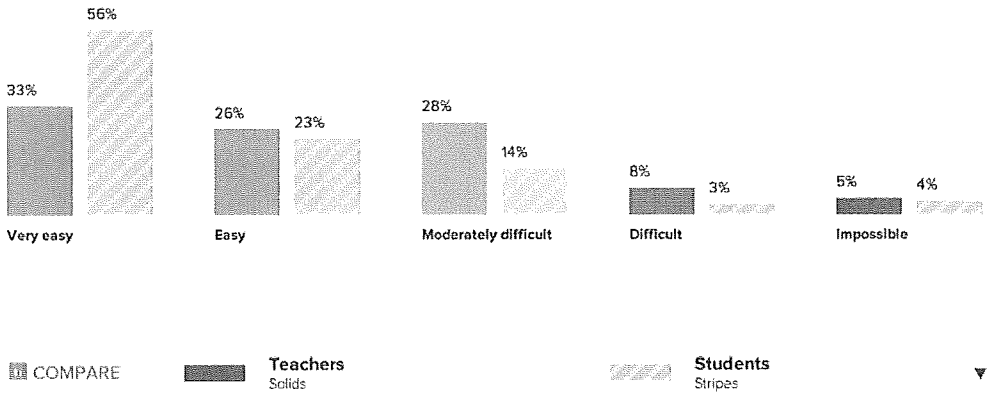


Our current reality



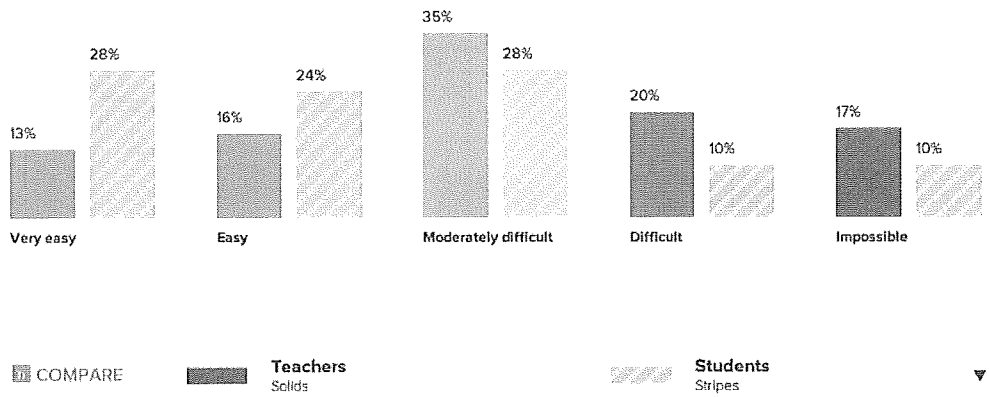
Multimedia Skills

Teacher-reported ease of editing a photo



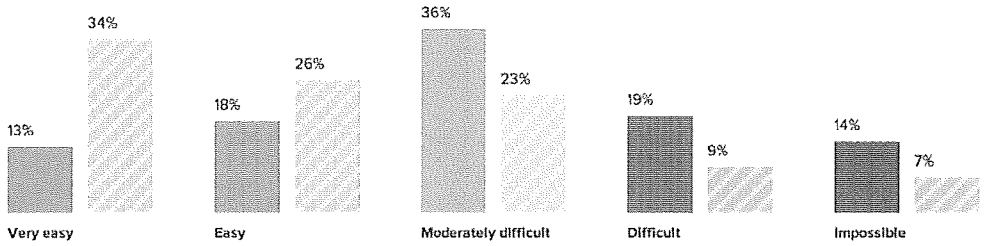
Multimedia Skills

Teacher-reported ease of recording and editing audio



Multimedia Skills

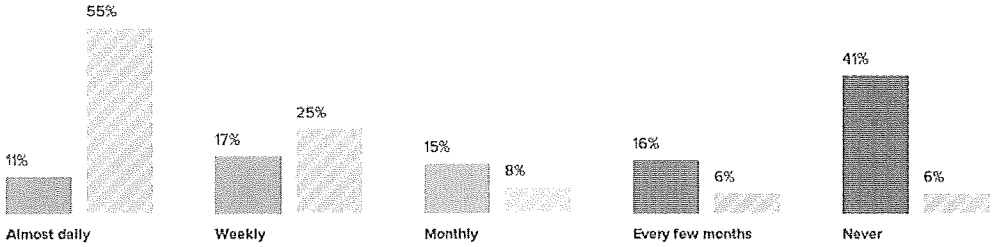
Teacher-reported ease of recording and editing video



COMPARE Teachers Solids Students Stripes

Multimedia Skills

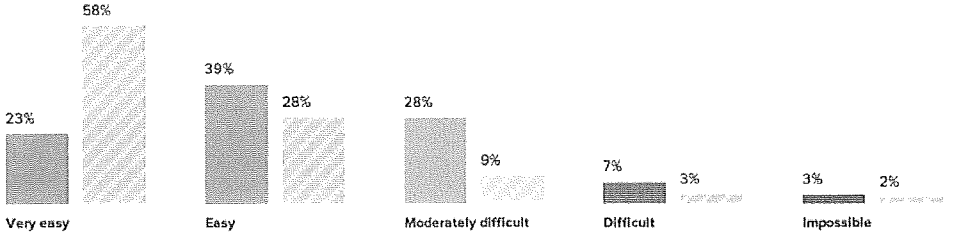
Teacher-reported frequency of playing a game on a computer or a phone



COMPARE Teachers Solids Students Stripes

Online Skills

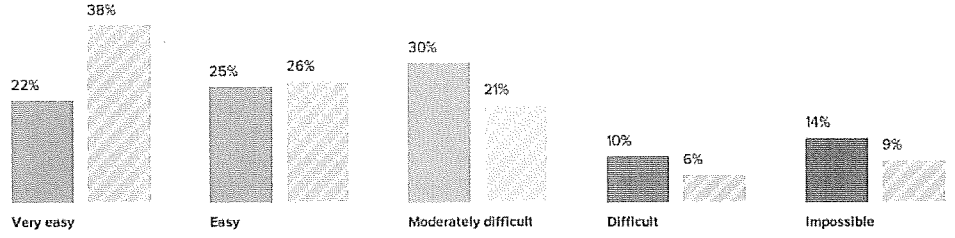
Teacher-reported ease of collaborating using online documents
(Dropbox, ...)



COMPARE Teachers Solids Students Stripes

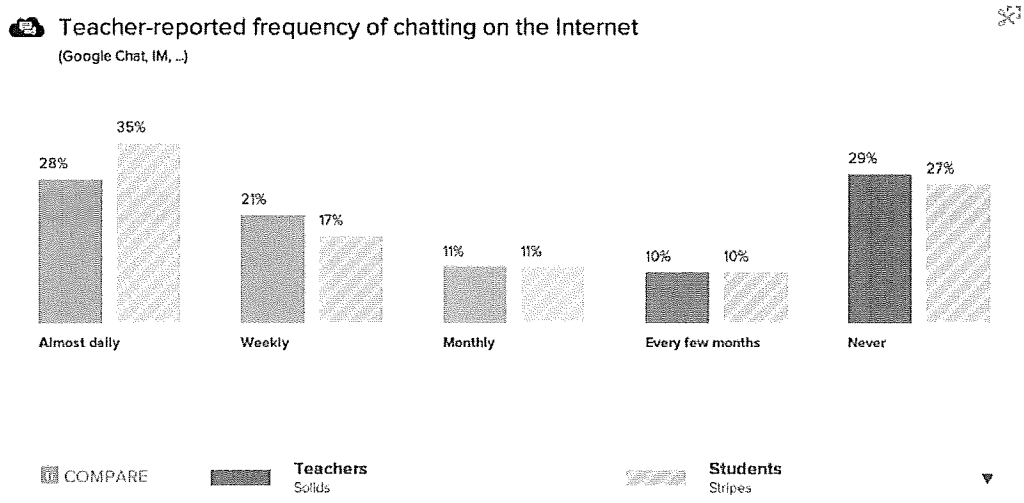
Online Skills

Teacher-reported ease of using web tools to receive information
(RSS feeds, ...)



COMPARE Teachers Solids Students Stripes

Online Skills



What this looks like for us

- Music department collaboration
- Individual student exploration
- Many at augmentation level, with pockets of modification/redefinition
- NWEA Testing in classrooms
- Differentiation of instruction with video

What this looks like for us

- Teachers motivated to learn
- TIES 2014--24 Nfld staff attended
- Sharing and enthusiasm at recap session

Challenges

Instructional shifts

- Moving "above the line" in SAMR
- Modification = Significant task redesign

Challenges

Web filtering from homes (Proxy server)

- Several disruptions to internet service
- Blocked internet connectivity (St. John's)
- Hindered capability to use some tools
- Inability to monitor and adjust locally

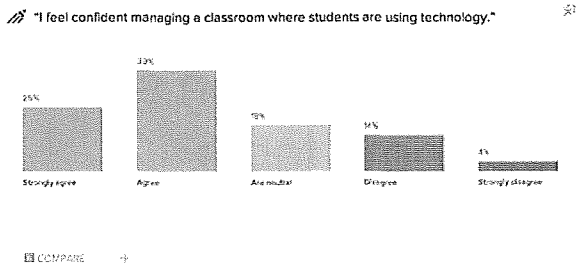
Challenges

Classroom management

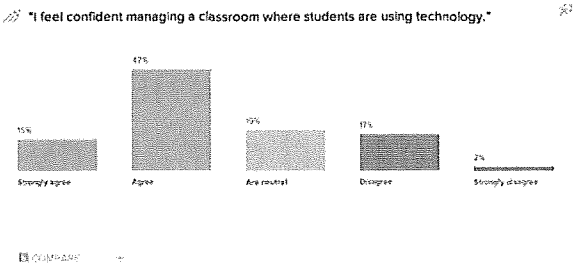
- Concerted effort at MS
- Continued work at HS to address gaming
- Potential solution/support

Challenges

HS Staff



MS Staff



Challenges

Elementary pods

- Difficult to integrate creative tech use with small sets of iPads
- Lack of learning management system for communication and distribution of content

Direction for the Future

Listening sessions

- During the month of February
- Meeting with staff at each school
- Opportunities for parents and community members
- All feedback is important moving forward

Direction for the Future

Transformational teaching and learning

- Moving toward "M" in SAMR
- Intentional professional development
  - Optional sessions before/after school
  - Summer sessions
  - Te{a}ch Talk bulletin

Direction for the Future

Communication and workflow solutions

- Schoology use across secondary
- Looking into options for elementary
- E-Rate funding no longer available for School Center classroom websites

Direction for the Future

Email changes

- Preliminary stages of exploration
- Potential cost savings
- Integration with Google Apps
- Seamless workflow between platforms

Direction for the Future

iPad Lease Update

- Staff iPad lease expires June 2015
- Student lease expires June 2016

Direction for the Future

New leasing options from Apple

- Ability to maintain same level of devices at lower cost
- Ability to lease additional iPads at similar pricing level
- Staff and students on same lease cycle
- Refresh devices (return iPad 2s)

Direction for the Future

Potential for flexible learning days

- Opening conversation
- Flexibility to meet student needs
  - Openness to opportunity
  - Creativity in meeting challenges
- Need to weigh benefits and challenges