
Elevate Learning

— 1 to 1 Devices in the CHS
Classroom —

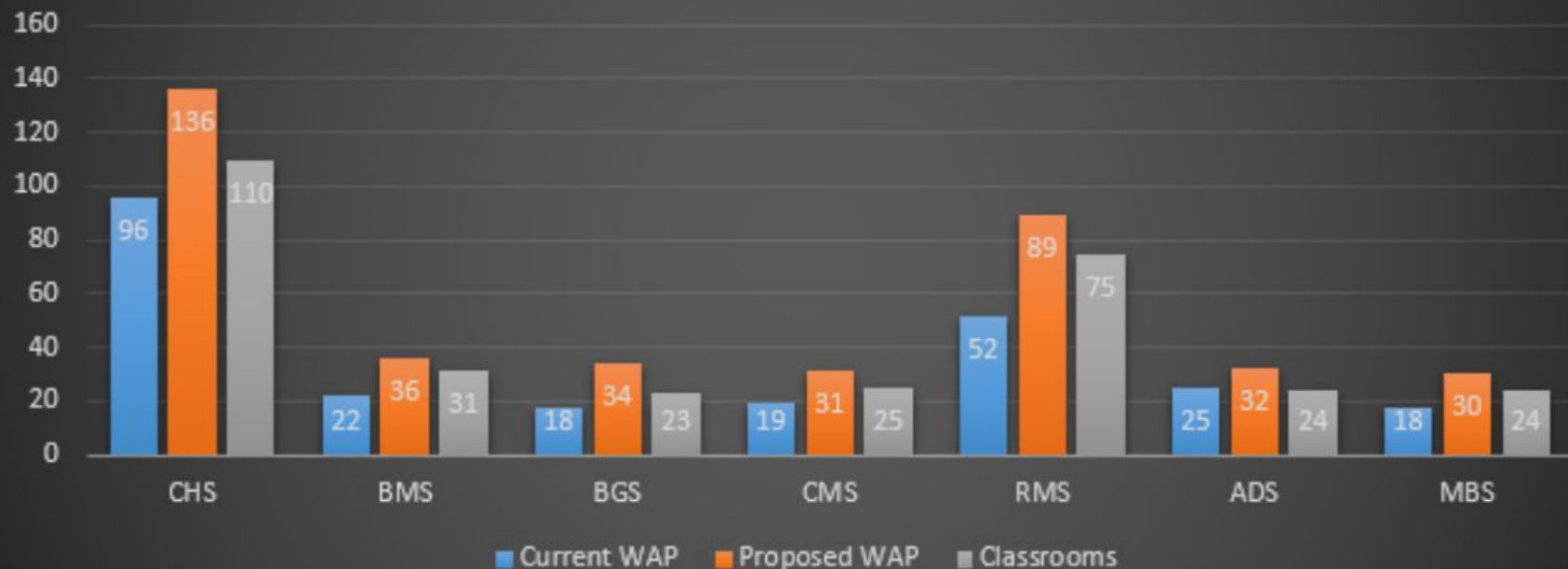
Wireless and Wiring Infrastructure Project

Infrastructure Goals

1. Bring Ethernet (cabling) to current standards (1055 drops at CHS)
 2. Reach ideal wireless density:
 - a. One wireless access point (“WAP”) per classroom
 - b. Additional coverage in common areas
 - c. 136 WAPs at CHS
 3. Then RMS, BGS, BMS
-

Wireless Access Points (WAPs)

WAP Totals vs Classrooms



FCC E-Rate

Category Two

- Open bid process (completed 2015)
- 60% reimbursement
- E-Rate Funding Cap: ~\$659,000 over 5 years, district-wide
- Work may begin April 2016

Project **Estimate:**

- \$587,000 E-Rate eligible portion
 - \$615,000 total wiring/wireless
-

Timeline

Wireless/Wiring

CHS Completion Goal:
August 1, 2016

APRIL

- Begin **wiring** install
- Purchase **wireless** controllers

MAY

- Continue **wiring** install
- Configure and test **wireless** controllers with a few access points (WAPs)

JUNE

- Continue **wiring** install (ramp up as school ends)
- Continue configuration and testing of **wireless** system

JULY

- Complete **wiring** install
- Plug in **wireless** access points (1 week)

CHS 9th and 10th Grade Technology

Key Components

Wired/Wireless Infrastructure

1:1 Chromebooks w/ cases

Teacher Laptops

Classroom Projectors

CHS 9th Grade Technology

Stakeholders

Clint Cogswell, Concord School Board

Jack Dunn, Business Administrator

Pam McLeod, Technology Director

Kaileen Chilauskas, Asst Principal

Justin Bourque, Technology Integrator /
Teacher

Helen Dugan, Library Media Specialist

Nicholeen McDonough, Parent

Dan Kaplan, Parent

—
Faith Mark, Student

1:1 vs BYOD Devices Pilot

The Pilot

Essential Questions -
Comparing 1:1 to BYOD in 9th
Grade Classrooms

1. How might students use their own devices (BYOD) effectively in the classroom?
 2. If provided a device (1:1 scenario), what are the learning outcomes?
 3. Will Chromebooks meet the needs of our Math and Science classrooms?
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The Pilot

Essential Questions -
Comparing 1:1 to BYOD in 9th
Grade Classrooms

4. How will teachers adjust to devices and what is the learning curve for use of Chromebooks?
 5. How will taking a device home benefit students, and how much damage can we expect?
-

The 1:1 vs BYOD Pilot - Framework

- Four classrooms: Math, Science, ELA, History
- Two BYOD classrooms
- Two 1:1 classrooms
- Allow 1:1 students to take the device home
- Six weeks (extended)

The 1:1 vs BYOD Pilot - Results

- “Wild west” BYOD is not effective
- Teachers in 1:1 classrooms asked to extend pilot
- Take-home results in some damage
- Very quick evolution of classroom



What do the students think?

“Did the devices help you ...”

Organize your work?



1(Not helpful at all)

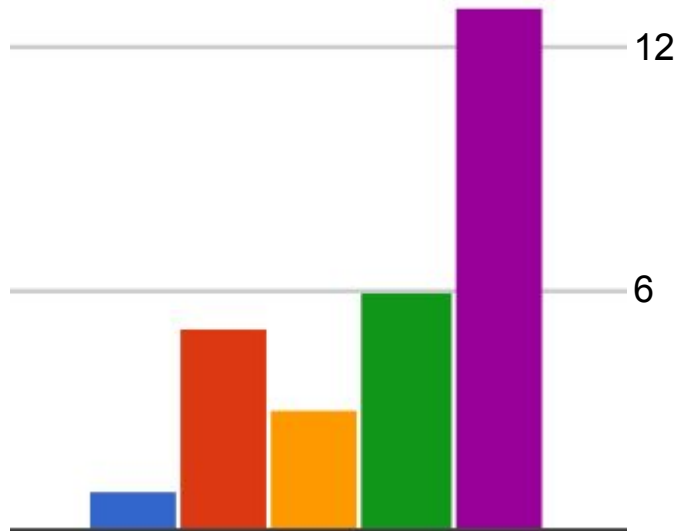
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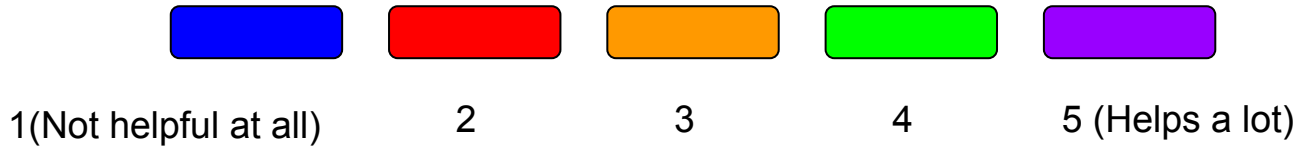
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5 (Helps a lot)

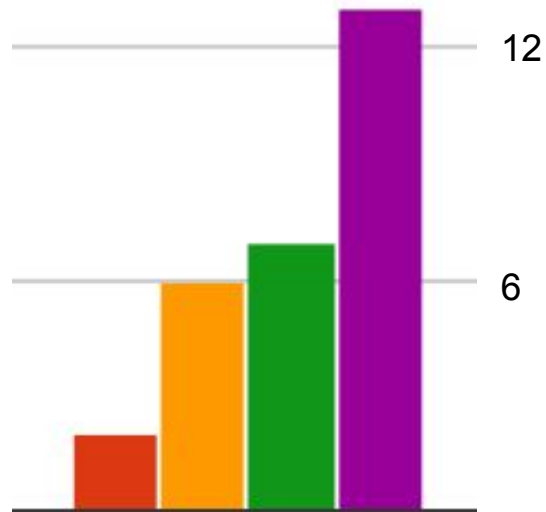
Responses from the
two pilot classes
(approximately 30
students)



Communicate with your teacher?



Responses from the
two pilot classes
(approximately 30
students)



Find and catch up on missing work?



1(Not helpful at all)

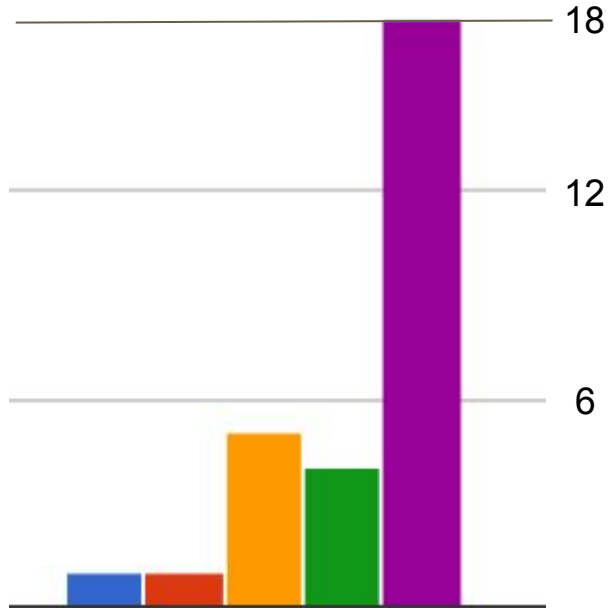
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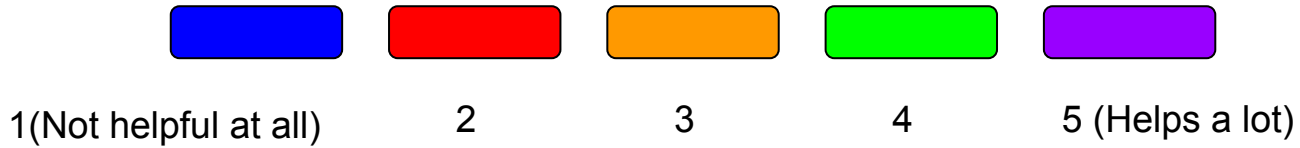
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5 (Helps a lot)

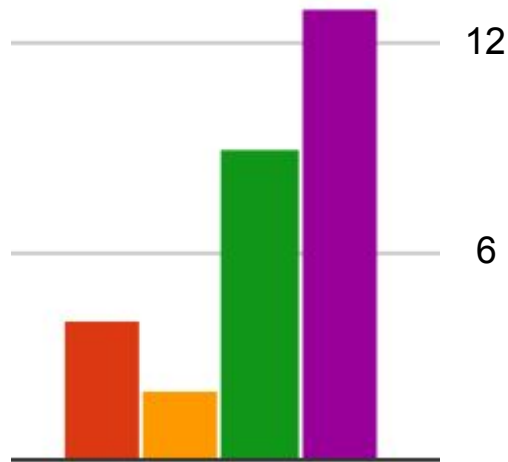
Responses from the
two pilot classes
(approximately 30
students)



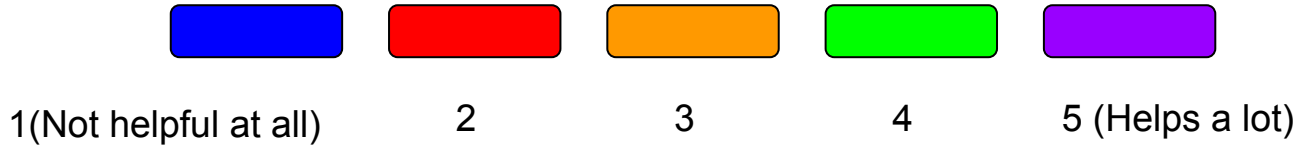
Data Analysis?



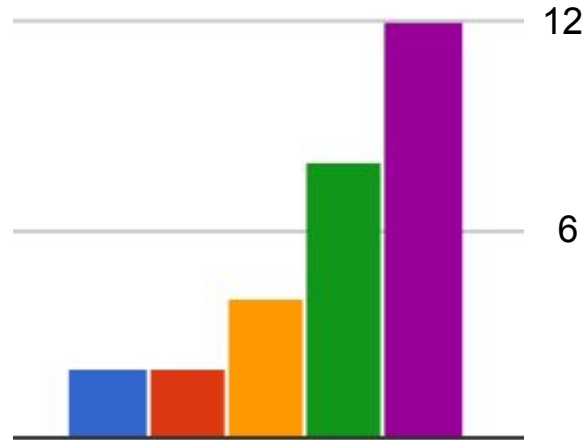
Responses from the two pilot classes (approximately 30 students)



Find your own answers to the questions you have?



Responses from the
two pilot classes
(approximately 30
students)



Collaboration and Analysis

Students evaluate a piece of writing

Paragraph Evaluation

Your username (jbourque@concordnhschools.net) will be recorded when you submit this form. Not

jbourque? [Sign out](#)

* Required

What was your Topic Sentence *

Copy and paste the first sentence from your paragraph.

What themes & evidence did you identify?

List the themes that you identified and the evidence that you used

What was your concluding thought?

Copy and Paste the last sentence from your paragraph.

Students review each other's work

Peer Review Claims/Examples

Rate each claim and the examples that come with that claim on a 1-3 scal

* Required

Claim 1: "if you are looking close at the same thing it shows the smaller things being paved for progress and if you look far away you look at it it shows the bigger things being paved for progress." *

1 2 3



Examples 1: "You make a business and if you look closely you see that you made it successful or unsuccessful. if you look far away you can see the future of the business for example it turns into a franchise." *

1 2 3



Claim 2: As you look at something from different perspectives things change by how you see them. *

1 2 3



Students analyze the work of the entire class

Copy of Peer Review Claims/Examples (Responses) ☆

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fx Timestamp

	A	B	C
1	Timestamp	Claim 1: "if you are looking close at the same thing it shows the smaller things being paved for progress and if you look far away you look at it it shows the bigger things being paved for progress. "	Examples 1: "You make a business and if you look closely you see that you made it successful or unsuccessful. if you look far away you can see the future of the business for example it turns into a franchise. " Claim 2: As change by h
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6	11/19/2015 9:31:21	1	2
7	11/19/2015 9:31:47	2	2
8	11/19/2015 9:32:10	3	3
9	11/19/2015 9:32:42	3	3
10	11/19/2015 9:32:45	1	1
11	11/19/2015 9:32:53	2	2
12	11/19/2015 9:32:59	2	2
13	11/19/2015 9:33:07	1	2
14	11/19/2015 9:33:23	1	2
15	11/19/2015 9:35:08	1	2
16	Average Scores	1.571428571	1.928571429
17	Total Points Claim and Examples Separate	22	27
18			
19	Total Score For Claim & Exmaples	49	
20			