Breaking Down the Brick Wall of Volume Purchasing and BYOD

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The process involves many players…..

Devices

PC/MAC, iPADs, Thin Clients, Fat Clients, Desktop, Laptop

It's all about the kids we teach

Plan

Involve the leaders in the school.

Make it easy on the teachers.

The district must spend some $$$$

Volume Purchasing

Credit Cards?

Gift Cards?

Who tracks the $$ $?

How does WHRHS deal with Apple Volume Purchasing???

Program Manager (PM)

✧The overseer of the Volume Purchasing Program
✧The person in district who sets up Program Facilitators
✧At WHRHS the Director of Mathematics and Instructional Technology

Program Facilitator (PF)

✧Those in district who purchase Apps and books
✧Redeem Volume Vouchers in the Volume Purchase Education Store
✧They can search for Apps
✧At WHRHS these are Supervisors and Directors (content folks)

The Card……

The PF redeems the Volume Voucher at the Volume Purchase Education Store, thus creating an account that can be drawn upon

Money is in perpetuity

WHRHS suggest $100 redemption at a time

Dispose of the card when completed

Who decides on Apps?

Teacher

- Searches Volume Purchase Education Store
- Sends an email with App Link to PF

PF

- Approves or denies the App(s)
- Any questions go to PM

Purchasing Takes Place

- App is bought by the PF

How do we evaluate Apps?

	4	3	2	1
Curriculum Connection	Skills reinforced have a direct correlation to class objectives that are based on the Common Core	Skills reinforced are related to stated objectives	Skills reinforced have limited connection to the stated objectives	Skills reinforced are not connected to the stated objectives or to the Common Core
Differentiation	App offers complete customization to alter content and settings to meet student needs	App offers some flexibility to alter content and settings to meet student needs	App offers limited flexibility (e.g. few levels such as easy, medium, hard)	App is not flexible
Feedback to Student	Feedback to students is immediate and includes specific suggestions for improvement (e.g. tutorials for missed skills)	Feedback is given to the student	Feedback is very limited or only at the very end of the game or task	Student is not given feedback on performance
HOT Skills	App encourages the use of HOT (higher order thinking) skills (e.g. creating, evaluating, analyzing)	App facilitates the use of HOT skills	App utilizes few HOT skills and relies on rote skills such as understanding or remembering	App does not utilize any HOT skills
Ease of Use	Student can launch and navigate within the app independently	Student needs an adult to review how to use the app occasionally	Student needs an adult to review the app with each use	Student needs 1:1 assistance to operate the app every time it is used or app crashes repeatedly
Student Engagement	Students are highly motivated to use the app and select it as a first choice / preferred activity	Students enjoy using the app	Students view the app as "work" and are reluctant to use it	Students avoid using the app and complain when its use is assigned
Feedback to Teacher	Specific performance summary or student product is saved and can be easily accessed by teacher at a later time	Specific performance is available to the student who can show the teacher a summary page or report	Specific performance data is limited or not easy to access by teacher or student or is not presented on a single summary page	No performance summary is available

Adopted from rubrics created by Harry Walker, Kathy Schrock, and Tony Vincent

The Role of the Teacher

Teacher must set up a non-credit-card account using school e-mail on TEACHER COMPUTER:
Example: jsmith@anyschool.org

PROBLEM #1: Some teachers have their personal iTunes account linked to their school email address…THE BANE OF THE PROGRAM MANAGER ☹

RESOLUTION: The teacher must change their primary email address to their Personal iTunes Account…..

PROBLEM #2: Having the teachers set up a non-credit-card account….ANOTHER BANE OF THE PROGRAM MANAGER ☹

RESOLUTION: Written directions linked on school Technology Page

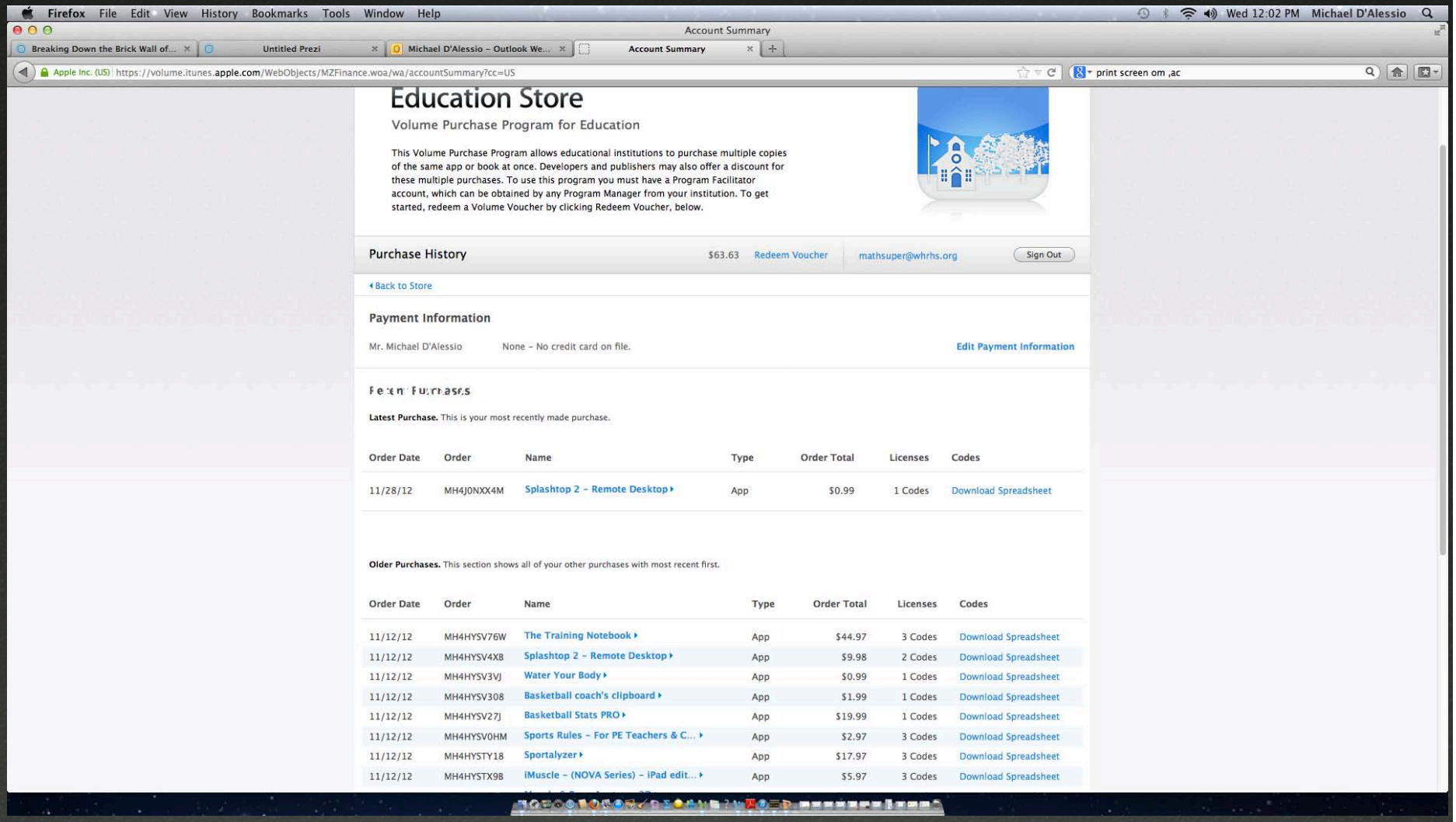
The Role of the Teacher

The computer is the mother ship

iPAD is the baby ship

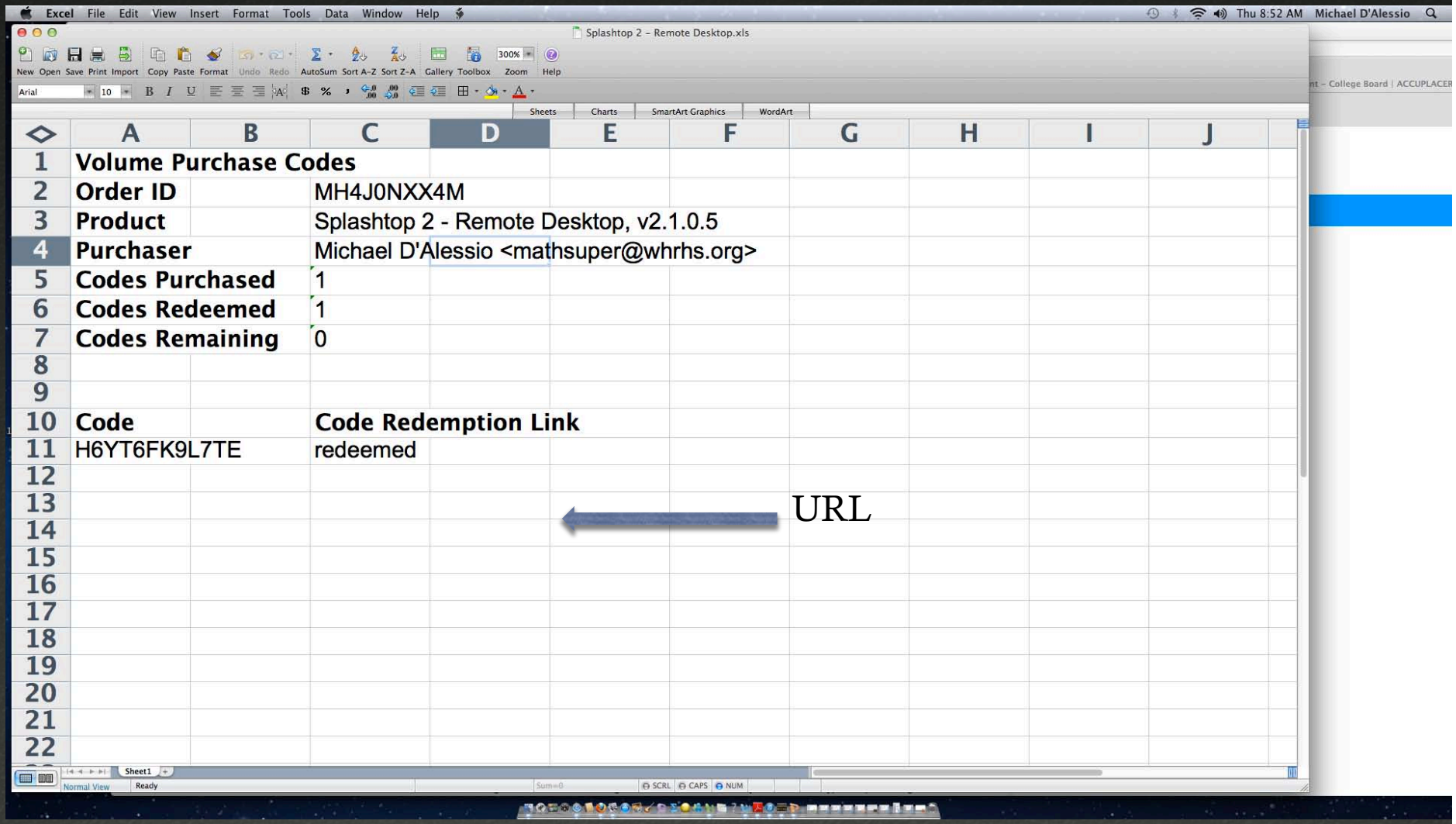
All teachers must download an App directly to their school computer and then Sync their iPad

The Role of the Teacher



Account Summary Detail

The Role of the Teacher



Account Summary Spreadsheet

Advantages

(1) Easy for the teacher to get an App

(2) Apple internally keeps track of purchases…keeps the BA happy!!!

(3) Content is controlled by the district

(4) Electronic process saves time

(5) Teachers don't worry about losing cards or credit card issues

(6) Kids learn!!!!

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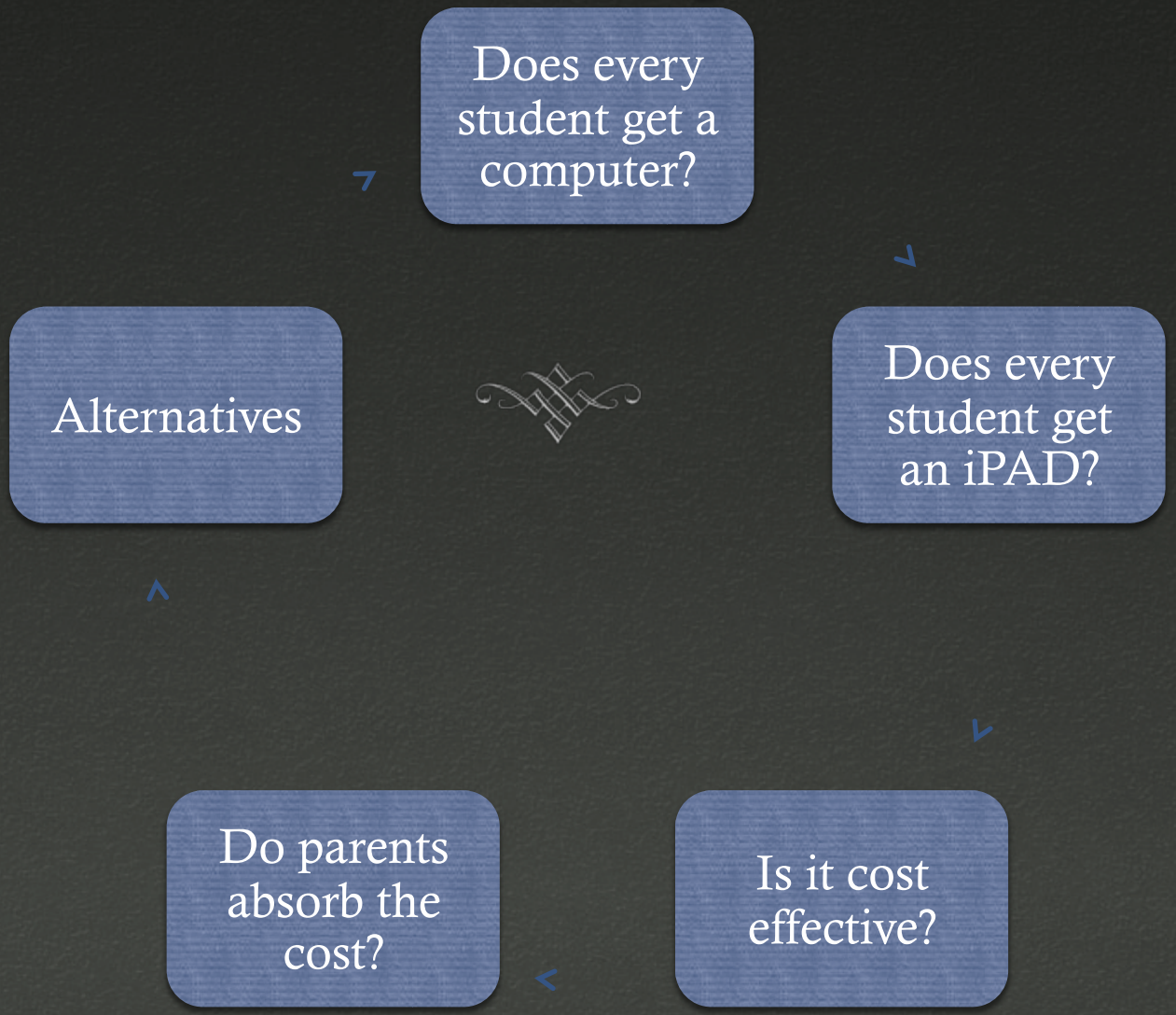

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Facts about WHRHS:

Somerset County, I-J district

Regional (Warren, Watchung, Green Brook, Long Hill)

2,200 students

Technology Survey Results

Indicated that the community has a strong interest in developing some type of BYOD environment

Indicated that a majority of our students have their own devices of various types

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Model: Desktop Virtualization (VDI)

Advantages:

1) Takes away the need for a physical computer for each student to be bought by the district.

2) Compatible with devices that our students own already.

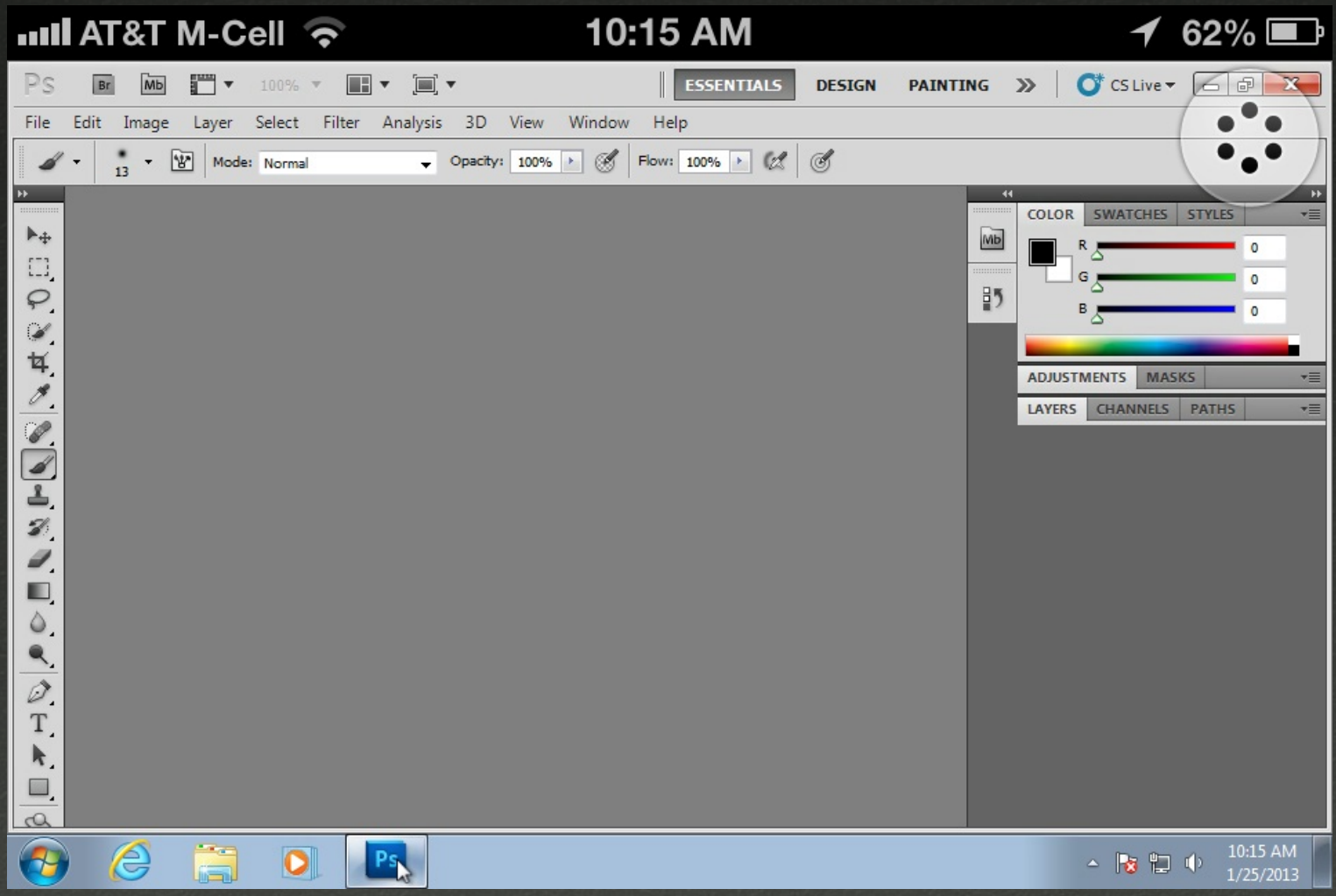
3) Thin Clients- dummy terminal, POE.

4) Links to Rubicon Atlas in the future.

5) Push out course curriculum onto the Desktop of students.

6) Less maintenance for IT department.

Snapshot of VDI



iPhone running Photoshop

IT Team

Brian Bayachek	Senior Network Administrator/Systems Analyst
Corey Kirschner	Network Administrator
Henry Mendoza	Computer Technician
Andy Bohl	Computer Technician
Chris Beckert	Database Systems Analyst
Dan Franciscus	Part-time Computer Technician