A message from the PRESIDENT

Michael Richards, Wells-Ogunquit C.S.D.

I think it is easy to say that changes are all around in the world of technology this summer. It is pretty clear that the status quo has shifted, to what degree is still to be determined. Within my own district, I have adopted a Bob Dylan quote..."Chaos is a friend of mine." I'm sure many of you feel the same way as we are adopting new technology, shifting older technology for new purposes or implementing new software. The process of change is never exciting but the end result can re-invigorate what we do for our students.

Again this summer, the ACTEM Board of Directors got together for a 2 day retreat. The conversations and directives from this meeting may shift the direction for ACTEMover the next few years. Details of that direction will come out throughout the year. Our MAINEd co-chairs shared a lot of news about this year's conference and a special surprise that did not make the June newsletter which may change your "power searching" through this year's brochure. Actually plans have already started on the ACTEM conference in 2014! A lot of time was spent on how

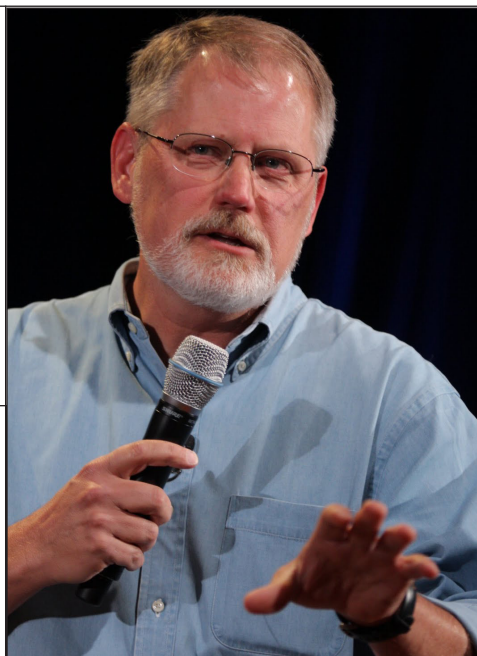## Daniel Russell – Google Search Guru Coming to MAINEducation

Daniel Russell is the Uber Tech Lead for Search Quality and User Happiness for Google in Mountain View, CA. He earned his PhD in computer science, specializing in artificial intelligence until he realized that magnifying and understanding human

> "In just a few minutes, I can show you a few things that will make your searching much higher quality."

intelligence was his real passion. Twenty years ago he foreswore artificial intelligence in favor of human intelligence, and enjoys teaching, learning, running and music, preferably all in one day.

Dan has been working in the area of search quality at Google, with a focus on understanding what makes Google users happy, skilled and competent in their use of web search. He is sometimes called a search anthropologist because of his focus on understanding how people use the tools of technology to amplify their intelligence. But his research methods draw equally on ethnography and fieldwork, lab studies, classical usability analysis, eye tracking experiments and large-scale logs analysis.

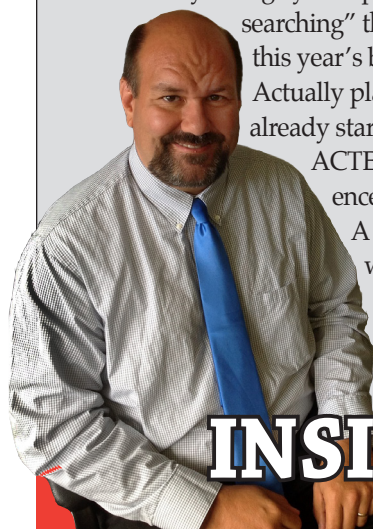In Dan's words, "The central organizing theme of my research career is to understand the nature of how people use large & complex collections of information in useful ways, and to create an attractive, comprehensible, evocative user experience of that information."

From 2000 until mid-2005, Dan was a senior research scientist in the User Sciences and Experience Research (USER) lab at IBM's Almaden Research Center (San José, CA). The lab's main interests are in the areas of designing the complete user experience of computation, especially in the domains of highly sensed / attentive environments, formalizing the characteristics of human behaviors for input mechanisms, and creating new ways of emplacing computation into the work space.

Dan worked for Apple until September of 1997, where he managed

2012-13 Professional Development Summary

ACTEM reimbursed $18,095.75 to member in 2012-13 through our professional development reimbursement program. This member benefit helped 58 members attend professional development activities throughout the year. The breakdown of the activities is a s follows:

MEMBERS / PD ACTIVITY

18   FOSSED 2012
16   Google Apps Summit 2012
4   ISTE Conference - San Antonio
5   Tech Forum Boston
3   iPadology -UMaine Fort Kent
14   Other various PD courses, workshops & trainings

There has been an increased in demand for the ACTEM Professional Development funds in these difficult financial times for schools resulting in a board vote to reduce the amount for reimbursement to $300 for 2013-14 membership year. At press time ACTEM has already processed 30 PD reimbursement applications for a total of $9K for member reimbursements of our $18K budgeted funds. There is another $5K of reimbursements pending for members from this summer's PD activities.

ACTEM PD REIMBURSEMENTS

The ACTEM PD program is a benefit for our members to help them with professional development expenses that may not be available from their local districts.

Some important points to remember:

• All requests must be received and pre-approved before the start date of your professional development activity. This program is a member benefit and membership dues must be paid prior to the PD activity to qualilfy for any PD reimbursements.

• Documentation will be verified and submitted to ACTEM Executive Director.

• Full details of the PD program can be found at: www.actem.org/pages/ACTEM/674420712599600482/PD_Overview

Memory & SSD Drive Group Purchase

ACTEM collected quantities and solicited bids for memory upgrades and SSD drives for the recently retired MLTI MacBooks this past June. The winning bidder was Data Memory Systems from Salem, NH.

ACTEM provided the following to over 30 districts throughout Maine for upgrades to their MLTI MacBooks:

5960   4GB Memory Upgrade kits
851   40GB SSD Drives
1122   60GB SSD Drives
569   120GB SSD Drives

Please call ACTEM for a price quote if you want to purchase memory or SSD drives in the future. In many cases ACTEM can offer better pricing than going directly to the vendor.

THE PD REIMBURSEMENT PROCESS

Complete the online application, available at ACTEM's website under Professional Development. The application will automatically be Emailed to Dennis Kunces (ACTEM's Professional Development Administrator - dennis.kunces@gmail.com and the ACTEM Executive Director.

• Dennis will review application and give preliminary approval pending confirmation of membership
• Executive Director will confirm membership for final approval
• Applicant will complete the professional development activity
• Applicant will submit documentation (receipt/s and proof of completion) within 60 days of the completion date.
• payment will be verify and submitted to ACTEM Executive Director.
• Executive Director will issue and mail reimbursement check to member.

New DOE Staff Member
Sherry Dolloff

Hello ACTEM friends. I was asked to introduce myself and give a brief bio for your newsletter. I am Sherry Wyman Dolloff and I have recently begun working at the DOE as the School Library and Technology Integration Coordinator. I have been in Maine Schools as a Library Media Specialist/Library Information Integrator for more than 20 years and a Middle School Reading/Language Arts teacher a few years before that. My most recent position was at Memorial Middle School in South Portland.

I am a proud parent of two children. My daughter is a recent Emerson College graduate and my son will be attending the University of Southern Maine this fall.

I am excited to be serving in multiple capacities at the DOE, but consulting, supporting, and advocating for strong Library Media personnel and programming across Maine are a priority. In addition, I am coordinating a variety of Professional Development opportunities with MLTI. It is our goal to ensure that educators and students are empowered with knowledge, skills, and tools that will enhance teaching and improve learning. To see a list of upcoming offerings, please visit mlti. org/pd. I wish you all a great beginning to the school year!

Microsoft
Innovative Expert Educator

Looking for a unique opportunity to connect with educators around the globe who use technology to transform education? Become a Microsoft Innovative Expert Educator and gain exclusive access to a global community of visionary leaders and educators who work closely with Microsoft to lead innovation in education. To apply and learn more about the program visit www.pil-network.com/educators

Microsoft's Innovative Schools Program

Are you a district or school leader embracing innovation and implementing technology effectively to support teaching and learning? If so, Microsoft's Innovative Schools Program is designed for school leaders to explore the possibilities, collaborate with other leaders and create a vision for the future of your school community. Learn more at www.pil-network.com/schools

Announcing #EdChatME

A great way for Maine-based educators to use Twitter to connect with each other and with others from around the world. The weekly "chat" component of #EdChatME will kick off after Labor Day 2013. For more information, please visit www.greatschoolspartnership.org/edchatme.

Leadership Matters, and Apple Sessions Support School Leaders

This fall Apple will be offering two leadership opportunities. The first, scheduled for the morning of September 12 in South Portland at the Marriott Sable Oaks, is the Apple Leadership and Learning Event. This event is intended for superintendents, associate superintendents of curriculum, and district curriculum directors who want to explore how digital content is changing the education landscape and want to make sure they fully leverage a 1:1 implementation. Invitations have gone out to all districts for this event. For more information, please contact Tara Maker at maker.t@apple.com

A second leadership opportunity, the MLTI Apple Leadership Cadres, begins on September 17th. These professional development cadres will be meeting throughout the state. In them school and district leaders are guided through planning and

implementing an iPad or MacBook Air deployment in a series of four workshops. In the first of the four workshop series, participants learn Apple's Five Best Practices of Excellent Schools, which are then used as guidelines to create local Action Plans. Registration is open for these cadres, and can be found on the MLTI site at: http://www.mlti.org/events/apple.shtml

June Trivia Winner

Five members sent a correct answer to the trivia question in the June issue. The question was: *Who were the Maine Educators that wrote and illustrated the guide "Getting to Know your iBook" for the first round of MLTI?* The answer: Larry Frazier & Floyd Calderwood

The winner of the $25 LL Bean gift card is *Jim Flanagan of the Falmouth Schools.* Congratulations Jim!

New Trivia Question

In 1996 MSLN began installing 1100 of these devices into school and libraries in Maine. The devices were funded through a settlement because of overcharges by the telephone company of that time and provided a 56K Internet connection to all K-12 schools and libraries in the State of Maine. This program was the first of it's kind in the country to include all K-12 schools and public libraries.

What is this device ?

Submit your answer at www.actem.org Correct answers will be entered for a $25 Staples Gift Card. The deadline is 9/30/13.

Get Serious About Online Security

by David Trask, Technology Director
Vassalboro Community School

If you are one of those people who read this and say…"It won't happen to me" or "I'll do it later" or "This is too much work, I'll take my chances". Stop here. Save your time, however, don't blame anyone other than yourself when your email, online banking, facebook, and a myriad of other online accounts are hacked. A hacker really only needs access to ONE account to do a lot of damage. Which one? Your email. Why? Read on…

First let me tell you about how I "used to be". I was like you…. I used the same password for everything online. It was a difficult password, but I used it for every online service I subscribed to. I had my laptop login automatically as I was too lazy to type in a password. I also had my favorite web sites and their passwords saved in my web browsers so I wouldn't have to type in my passwords at all. I was like MANY of you.

MY STORY Then…disaster…my moment of pure panic. A couple of years ago I thought my laptop had been stolen (turns out I misplaced it, but I learned my lesson). I had just been using the laptop to do some online banking when a few minutes later I noticed it missing. I realized that I had ALL my information on there ripe for the taking. You see, I am an IT guy. I'm a technology director for a public school. I should know better. I know how to get into computers and see peoples passwords and stuff. Suddenly in my moment of panic I began changing all my passwords on every website I knew about, including my online banking, email, and several others. I even signed up for an encrypted password service called LastPass. I had learned about LastPass a few days earlier from a colleague, but like you, I put it off thinking "it'll never happen to me".

I found my laptop about 20 minutes later, but by then the panic had registered. I knew I was vulnerable just like 99% of the people online. I set out to do something about it.

This article had caught my eye shortly before my incident: http://www.wired.com/gadgetlab/2012/08/apple-amazon-mat-honan-hacking/

WE ARE NOT SAFE (but we can be) Once I had my epiphany, I realized that it could very easily happen to me. I am a target. Why? I work in a public school and am surrounded by kids who think they are smarter than I am. What better way to prove it than to hack the technology director's online accounts.

I suddenly realized that due to my past methods of doing things, I was an EASY target. One account…my email… and they would have everything they needed. How? Think about it. When you register for an online service, you use your email to sign up for it. If you go to that site and have forgotten your password, you simply click "Forgot Password?" and you are given the opportunity to reset your password. Yes… there are sometimes security questions, but many of us are even kinda' lax when it comes to those as well….opting for easy ones like "what is your mothers maiden name". These things are easy for anyone to find.

How about this? Want to see something frightening? If you are one of the millions of people (probably billions) who save their password in their web browser, let me show you how someone like me can easily see ALL your saved passwords. Let's use Firefox as an example: In Firefox do the following steps:

MAC OS X:
Launch Firefox
Go to "Firefox" at the top of the screen
Click "Preferences"

Select the "Security tab"
Click "Saved Passwords"
Select "show passwords"

WINDOWS:
Use the same steps…except find "Options" instead of preferences
In older versions of Windows…you may need to go to "Tools" and find "Options"

See 'em? Scary huh? All your passwords for anyone to see. Including the kid at the electronics store who fixed your laptop last time or the friend who helped you with figuring something out on your computer or the family member who showed you how to do something….OR the co-worker who just happened to walk by while you were away from your desk. It's a piece of cake for anyone who knows what to look for and once they see that password that you use for all those different websites, you're in trouble.

Now do I have your attention? Nervous? You should be. Now, let's fix it. NOW…not later.

PASSWORDS Most people I know use "stupid" passwords. What do I mean by that? I mean "fluffy123" is NOT a good password. Using your kids middle names is NOT a good password. Even combining your kids names ("jimbob" or "suejon") is NOT a good password. In fact, if your password isn't AT LEAST 8 characters and has a mix of upper and lowercase letters, numbers, and symbols…then it is NOT a good password. I don't care what that little password strength meter on your favorite web site tells you. A good password is something like this: V@ss@lB0r0! (yes….that's an alphanumeric-symbol method of spelling Vassalboro).

Password cracking programs can easily crack dictionary words even when they contain numbers. There are many ways to make a good password that you can remember. In fact, this is a great article on how to "self-generate" passwords using an easy to remember

"system":
- http://lifehacker.com/184773/geek-to-live--choose-and-remember-great-passwords
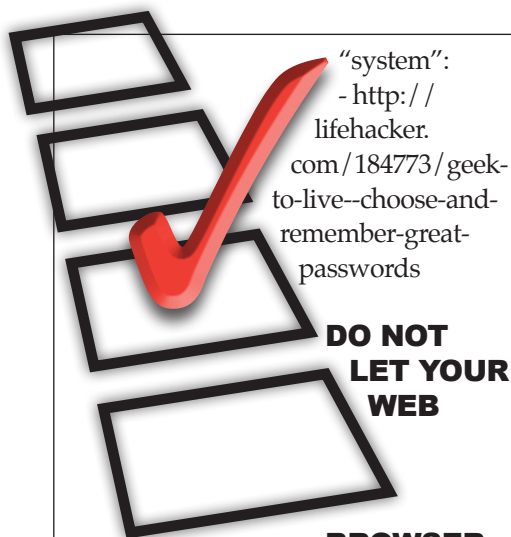
DO NOT LET YOUR WEB BROWSER REMEMBER YOUR PASS-WORDS!

Yes...I typed that in all caps so you'd think I was yelling, because I was. (I scared the dog) I showed you earlier how easy it is to see these passwords. Clear them out....NOW! Now get serious about your passwords and how they're used. One way is to simply type in your passwords every time. Yes...this is tedious, but the safest method. Ok...I'm lazy....I can't do that. I use a service called Last-Pass. http://www.lastpass.com There are many such services/programs out there. Here are several articles about different password manager programs and services. http://lifehacker.com/tag/password-managers One that comes highly recommended is KeePass http://keepass.info/ You either need to remember your passwords and type them in or use a password manager. Remember, most of these programs or services rely on a complex Master Password that you need to remember. Make it a very difficult one....it's the only one you really need to remember. DO IT NOW!

DON'T USE THE SAME PASSWORD FOR EVERY-THING!

Yelling again. Mix them up. Have a different one for every site or at least rotate between 4 or 5 of them. This makes you a lot less vulnerable should a hacker figure one of them out. Remember, your email password is the most important one. Once someone has access to your email, they can possibly gain access to many other things using the "Forgot Password" option on many websites.

CHOOSE GOOD SECURITY QUESTIONS THAT ARE NOT EASY TO FIND OUT....OR LIE

Most good websites don't just let you stroll in and change a password without at least being challenged with some security questions. You know....those questions like "what's your mother's maiden name"..."what was your high school mascot"....etc. Many of these sites also let you write your own questions. Pick the hard ones and don't use the obvious answers. For example... use someone elses birth date....use someone elses maiden name....make up a personal question that only you would know the answer to. Do not be obvious...assume the hacker can find out the obvious stuff (they can....trust me it's easy).

TRY TWO-FACTOR AUTHEN-TICATION WHEN POSSIBLE

If you REALLY want to be sure....use two-factor authentication. Many services now are offering two-factor authentication. I use it. I know that even if a hacker gets my password, they still can't get into my account because they don't have the second means of authentication. For example: In GMail, two-factor authentication involves my password and also a code sent to my cell phone. It can either be texted or, in my case, I use a program on my smartphone called Google Authenticator which gives me a random number that is only associated to my account for 60 seconds. On the second screen after entering my password...I have to enter that number. Google also provides a means to generate "application specific" passwords for when you need to have a password for something on your phone or whatever. It's a good system and it makes me feel much more secure. Yes....at first, it's very cumbersome and it takes a little getting used to, but give it an honest 2 weeks and you'll get used to it and be safer as a result. Find out more here: http://www.google.com/landing/2step/

A BIT ABOUT SOCIAL ENGINEERING... DON'T CLICK ON THAT!

We've all seen it. "Click here to see this funny video!" "Click here to see an embarrassing photo of this celebrity!" "Click here to see a famous monkey NA-KED!" If you use facebook, email, or even the web then you've probably seen and clicked at least one of these types of links. It's hard to resist sometimes. If you click and it takes you right to the photo with no other interaction, then fine, however, there are many times when the next screen wants you to enter some information such as an email address or something for "age verification"....etc. This is where they get you. Hackers, spammers, and all sorts of miscreants use social behavior engineering to get us to do things we might not otherwise do to get us to give up some of our information. Have you ever wondered how you get on all those email lists that end up in your SPAM? YOU did it. Somewhere along the line you either legitimately signed up for something OR you inadvertently gave out your email address just to see something. Make a new "Rule of Thumb" for yourself...if any website asks for any information just to see something...DON'T DO IT. The hackers, spammers, and bad guys online are assuming you are a FOOL....do not prove them right. These people assume that you are like the billions of other people who will touch a wall with a Wet Paint sign on it (we all do it). Online....don't touch (or click).

DO NOT BE A PART OF THE PROBLEM!

Admit it...at least once you have forwarded one of those "Amber Alerts" or "Virus Warnings" that you've seen on Facebook or in email that said to forward to everyone you know. Nearly

Dennis Kunces Retires from DOE

After 29 years at the Maine Department of Education, ACTEM Board member Dennis Kunces retired in July. Dennis' many contributions to ACTEM date back to the roots of the organization in the early 1990s, and during the 2012 ACTEM Conference he was presented the John Lunt Friend of Technology Award (see Electronic Educator December 2012).

Longtime friend and colleague Bob McIntire aptly sums up Dennis' career at DOE, noting: "I worked with Dennis for nineteen years, There was no better collaborator, traveling companion and walking chum. His wealth of program knowledge and deep administration detail made him a great source of accurate information ...as compared to the kind that I shovel out. And frugal…he milked almost a quarter million miles out of his old Honda Civic. I am still in a state of denial" (about Dennis' retirement).We asked Dennis to reflect upon his long career in Maine education.

ACTEM *In your nearly 30 years at the DOE you no doubt were subjected to many criticisms and complaints about the Department. How did you maintain your positive attitude?*

DENNIS Well as a staff member a lot of the criticism involved areas over which I had no control. Having been an active teacher for 13 years, I had a insight on what a classroom was like and those issues related to instruction. I was very lucky that the Title V grant for Innovative Education was "friendly and flexible" and was made for Maine districts and local control. I was the author of the High School Proficiency Regulations back when I started at the department. I learned a lot from an advisory group (pre-ACTEM but many of those who participated in the early ACTEM days were part of the group) and realized the need for a balance of local control and regulation. When their criticism of the DOE was something that I could influence, many times I talked with the DOE person in charge of the issue to get the other side's view and the reason behind the rule. Sometimes that opened a conversation for change. As Title V was declining, I was lucky enough to manage Title VI Rural Education which had much of the flexibility of Innovative Education and rarely upset districts as it also had a lot of flexibility. Managing teacher-friendly grants was fun and really allowed me to miss a lot of controversy.

ACTEM *Dennis, you played a key organizational role in the first technology conferences in the 1980s and have been involved with all 25 MAINEd Conferences. With virtual conferences becoming popular, do you believe the ACTEM Conference will continue in its current form?*

DENNIS Yes, but there are some small changes on the way. We went from a one-day conference to two and that seems to be popular. There will be a slight name change.   The ACTEM Conference has been one of the major fund raising activities of the organization and will hold more importance as the large software sales in the past are drying up with on-line software and many open and free products. The ACTEM Board is looking at a smaller spring conference to complement the fall offering. The Conference Committee has taken a serious look at the offerings and is working to meet the needs of our membership. There are more national speakers than in the past as the committee has been working to bring some of the most innovative technology educators to Maine. Professional Development funds in districts are declining and hopefully the ACTEM Conference structure will continue to work. If not, the committee will make changes to meet those needs. Getting people to talk together inter-personally does not work as well in virtual activities. The give and take at sessions is one of those features that makes the ACTEM Conference special.

ACTEM *From your extensive travels, what do you see as the key challenges facing Maine rural schools in the years ahead?*

DENNIS Funding and student populations. Enrollment is declining at a fast rate. Back in the 80's Maine has over 225,000 students in public schools. We are now down to about 185,000 and that includes adding pre-K in many districts. Many schools and districts have closed. I use to visit places such as Rockwood, Shirley, Bridgewater and Sommerville. I see pictures in schools of the grand vacation location in Washington County in communities that are barely surviving or become part of the unorganized territories. Funding is rough as costs are going up, employment getting harder to find and consolidation is not the solution that it was thought to be. Many RSU's are struggling and there seems to be many communities looking to go back to smaller independent districts and local control. Also grant funds which

often helped supplement program as getting smaller so program option are becoming fewer. To add to the mix, Charter Schools, home schooling and increasing numbers of private schools all affect school populations and funding.

ACTEM *You participated in the meetings to explore forming the organization that evolved into ACTEM. Has ACTEM fulfilled the role of information clearinghouse that the early founders intended?*

DENNIS Oh, yes. In ACTEM's early days there was no great amount of email and the Internet had no easy-to-use interfaces. One had to be a programmer to work the Internet. ME-Link and the vision of John Lunt made a huge difference and lead to ACTEM being a communication force. With the list-serve and sub-groups such as integrator subgroup, Maine teachers and coordinators have an easily accessible way to discuss issues and get solutions to many of the situations that they face on a daily basis. ACTEM meetings in the beginning were mostly sharing time and had less to do with policy. Now State, district and ACTEM policy items dominate the meetings as daily issues are often resolved through the list serves. Student Information Systems, one-to-one, data systems and distance learning were not even major items when we started. Both the issues and

ways to communicate have changed and ACTEM has been there to help facilitate .

ACTEM *How do ACTEM members contact you for Professional Development reimbursement requests?*

DENNIS The new system which started in May is all on-line. The form is on the www.actem.org website. When an ACTEM member fills out the form both Gary Lanoie and I receive emails. I still respond hopefully within three day and maybe within hours. I send out a conditional approval if the activity is acceptable and Gary responds with the membership status. I no longer have access to a fax so documentation after the PD needs to be emailed or mailed by snail mail to me. Information can be faxed to the ACTEM office (207.222.2057) and Gary will forward it to me. The system seem to be working as the requests and reimbursements have skyrocketed since the new system has been put in place. I am sure it is not the new system but the need and awareness of the support to our members.

Online Security

ALWAYS they are FAKE. I get them all the time and I do not forward them. In fact, I often look them up to see if they are fake...they always are. Remember...if you don't see it on the evening news or on popular news websites....it's probably fake. A worldwide computer virus that is as dangerous as many

people think it is would be at the top of the headlines of every newspaper and TV news program. Fake Amber Alerts also hurt more than they help.... here's an example:

http://urbanlegends.about.com/b/2010/04/19/fake-amber-alert-spreads-far-and-wide-and-fast-via-sms-twitter.htm

And another short list of Facebook "rumors" (my personal pet-peeve is the Facebook privacy scam.... please STOP forwarding that one....if it were a problem it would be on the NEWS!)

http://urbanlegends.about.com/od/facebook/Facebook-Rumors.htm

Please...stop. Be a part of the solution and not a part of the problem. When you forward stuff like this you look really silly. You're not...so think before you forward this stuff.... and then don't. *Disclaimer: I've done it too. Then I started researching how many were real or fake and found that almost ALL of them were fake. I felt really stupid. I stopped.

START GETTING SERIOUS...

If you find it a bit difficult at first, don't give up....that's what the hackers want you to do. Read...learn... and eventually you'll get it all set up and make it an integral part of your workflow.

Time to get serious about online security. Your phone, your laptop, your tablet, your desktop computer, and any other "connected" devices.... including your new TV. A little effort now will save you a world of heartache and trouble later.

Technology and Managing Distraction

Mike Muir, Multiple Pathways Director, Auburn School Department

For all the benefits we see to teaching and learning with technology, we still worry about how easily students can be distracted with and by tech. Tom March has warned that our devices can be "weapons of mass distraction." So, it's not surprising that this topic comes up on the ACTEM list from time to time.

It recently came up again, since the new MLTI allows the end user to install apps on her own, and some are worried about students installing and playing World of Warcraft or other ways to escape school and learning. This led one tech director, thinking about the old and new ways of doing things, to raise the question, "Do I give them the control or continue to control them...?"

This question got me thinking...

It's true that questions about students having lots to be distracted by with tech, and what you might do about it (including locking the tech down and controlling it) are at the core of our work. We worry about where kids might fall on the "school use" vs "distracted personal use" spectrum, and we worry about what that means for us on the "open the devices up" vs. "control the devices" spectrum.

But I worry that we sometimes are making two assumptions that I'm not sure are true:

Being distracted is mostly on the student.

We CAN control the devices.

I remember when we took drastic measures to block Facebook (because all the simple solutions were too simple or "broke" things like Google Docs). Coaches were worried that they couldn't communicate with their players, until they realized all their players could still get to it. It seemed that school staff and administration were the only ones who couldn't get to Facebook (one principal had to leave school and go to McDonalds and their free wifi to check out a report of Facebook bullying...). That is, until some students showed us how to get there easily (using school devices and the school network).

Can we really control the school devices as much as we think we can? And are we happy running around playing games of "Gotcha!" with students, and spending our time being the tech police?

Further, I believe that becoming distracted is an appropriate response to being bored.

What are we doing to help our teachers be more engaging (not entertaining, engaging)? It's not their fault. Most of their teachers, when they were in school, didn't have to focus on being engaging, and many teacher prep programs don't put a heavy emphasis on engagement. But even my most challenging and troubling students were the most on task (and best behaved!) when they were engaged in the work we were doing. And I'm not saying that kids shouldn't have to learn to deal with boredom; I'm saying we shouldn't expect them to deal with always being bored. A handful of engagement helps students work through an awful lot of boring.

So I'm wondering if we (all of us, I'm not just talking tech directors here) could focus a lot less on controlling, if we all focused a lot more on engaging...? And how will we support our teachers getting there?

(Note: a version of this article was originally posted to the ACTEM list.)

LL2013 - Leveraging Learning: The iPad in Primary Grades

In their Leveraging Learning institutes, the Auburn School Department helps participants learn how to successfully design and implement an iPad initiative to customize learning for students. The institute's local and national experts will present their progress to date along with their strategies for success. The institute will provide participants with opportunities to network and learn from others. While Auburn's Advantage 2014 will be a kindergarten, Grade 1, and Grade 2 implementation in the 2013-14 school year, the Institute is designed to support all elementary iPad implementations.

THIS YEAR'S DATES: Wednesday Nov. 13 through Friday November 15, 2013

Presenters & Resources: Members of Auburn's Advantage 2014 Leadership Team and other education experts from across the nation.

Registration Cost: The fee of $425 per participant will include all meals from lunch on Wednesday through lunch on Friday, as well as a NEW Pre-Conference Virtual Classroom Visit on Wednesday from 9 AM - 11 AM

Participants: Schools and Districts are encouraged to send teams.

Space: LL2013 will be limited to 150 participants.

Where: Auburn, Maine - the home of Advantage 2014. Sessions will be held at the Hilton Garden Inn Riverwatch and the Auburn School Department.

Imaging Drives Using Lightning

Del Brown, Lyman Moore Middle School

I hadn't thought too much about sharing the following, but was encouraged by Gary Lanoie from ACTEM to write a short article. If it hadn't been for the free-flowing ideas on the ACTEM list, I would never have come up with this on my own. So, please bear with me a few moments.

Being a school year-only employee, I am usually faced with summers at camp. But needing some

income, I sent out a few feelers. Andy Wallace at SPSD was looking for help to update a few hundred MacBooks and Unibodies for use across his district.

Thanks to ACTEM, he had purchased around 500 SSDs and a like quantity of memory upgrades. When he asked "what's a good direction to go", I suggested we look at a free image creator and 1:1 deployment app called Lightning. This app uses Apple's own asr commands, as well as some pretty nifty image creation options; adding packages, apps and an admin user to an unmounted, unbooted base Mountain Lion image.

I showed up at the 'cave' with my bag of tricks (misc. gadgets, computers, files, etc.) and sat down with the rest of his crew. Inside of 2 hours, we had a custom Mountain Lion image built, and deployed on a few test machines. As many of you may understand, eight images later we had a keeper. It included many popular apps and packages, as well as a custom post-installer for a finicky Java update.

Once we got up to speed, we were initializing and imaging 140+ SSDs over an 8-hour day.

What follows is not a detailed guide, but rather a road map for future explorers.

IMAGING DRIVES USING LIGHTNING WORKFLOW
Initialize New Hard Drives:
SInce an unformatted drive does not show up in firewire mode we needed to image the drives before installation. To do this I used 3 external USB hard drive enclosures, hooked up to 3 freshly imaged macbooks. Each had the Lightning software and the Custom image. Then we tried 2 different ways of formatting:

A. Disk Utility
(Takes quite a few clicks this way.)
• Choose "Initialize" from the Dialogue Prompt.
• Select the unformatted Drive

• Choose the 'Partition' tab
• Select '1 Partition' from the list
• Press 'Apply'
• Press the 'Partition' button or just press 'p'

B. Terminal
(This is the fastest option if you are doing large quantities. Choose "Ignore" from the Dialogue Prompt when the device is connected.)
• Open Terminal
• Type the following where disk1 is the blank disk, one partition, HFS+ format, named "untitled" and 40G size: diskutil partitionDisk disk1 1 HFS+ 'untitled' 40G

Note: You can find what the disk name is by typing "diskutil list" and look for the unformatted drive. For working with large numbers of drives from the same computer, the disk number should not change from one drive to the next, Also, using the 'up arrow' key will bring up the previous terminal command, eliminating having to type the above line in every time. With practice you can partition and format in about 10 seconds.

CREATE A MOUNTAIN LION IMAGE USING LIGHTNING.
The steps are outlined here:
Lightning Steps: You will need: The Latest Mountain Lion Installer from the App Store, software packages to be added to the image, appropriate cables and a hard drive dock if you are using unformatted hard drives. Deploying Images are also covered in the Lightning Steps. Average deploy time is: over USB to external drive, 1.5 GB/Minute. Over Firewire to internal drive, 1.25 GB/Minute.

Software (for 10.7 and up) is available from Filewave : Download Lightning Here: Sites Referenced in links:
• http://www.filewave.com
• http://downloads.filewave.com/lightning/FileWave_Lightning-1.1.dmg
• https://www.filewave.com/index.

php/support/manuals-downloads/filewave-recipes/item/lightning

Free Modules on Accessible Digital Learning
The Maine Learning Technology Initiative (MLTI) and the Maine CITE Coordinating Center are pleased to offer a series of three modules on accessible digital learning. The goal of each module is to improve online learning experiences for all learners, including students with disabilities.

"Digital learning" is broadly defined within these modules and includes a range of uses of technology for teaching and learning: from digital text documents to fully online courses. The target audience is all individuals who are responsible for the success of students with disabilities in educational settings with technology. Special education teachers, general education teachers, technology integrators, administrators, online course developers, teacher educators, and parents will benefit from the information.

The modules are available for viewing online in a Moodle format hosted by the Maine Virtual Learning (MeVL) Project, or as downloadable MS-Word files.

The three modules are:
- Online Learning and Students with Disabilities: An Overview of the Considerations
- Creating Accessible Digital Learning Objects
- Selecting Accessible Instructional Materials (AIM)

Each module is self-paced, allowing users to set their own timeframe for examining the information and resources. A module can be reviewed in a single sitting or completed in depth over several hours or days. Resources include hyperlinks to research articles, reports and briefs; online tools; downloadable guides; and enhanced podcasts on

iTunes U. Checks for understanding are embedded throughout the modules.

Licensed by the Maine Department of Education under a Creative Commons Attribution-Noncommercial-Share Alike 3.0 license, the content is free to use and the developers encourage stakeholders to re-distribute the modules for the purpose of professional and continuing education.

For more information and instructions to access the modules, please follow this link to the website of the Maine AIM Program: http://maine-aim.org/content/free-modules-accessible-technology-and-online-learning

Tech Sherpas

Kern Kelley's students, from Nokomis Regional High School, Newport, Maine, presented and ran tech support at *"Building Learning Communities,"* an annual conference organized by Alan November, an international leader in education technology.

"Another amazing Building Learning Communities Conference for me and my students." Says Kelley. "I've been bringing students to BLC since 2006 and every year has been provocative and educational, but this year it felt like my students were more engaged than they ever have been.

They had the opportunity chat with Alan November and he asked what they were taking away from the conference. They answered with all the exciting ideas they'd picked up, but then he challenged them. He challenged them to go back this year to school and do something about those ideas. (We've scheduled a follow up in October to see what they've come up with.)

That's the type of experience you don't get in the classroom. Sure, I can tell them to try new things, but when someone outside challenges your kids to be amazing, magic can happen.

to join them in a live show from BLC. They were able to talk about some of the work they did there and their experience throughout the conference."

Updates from MLTI
By Jeff Mao

Professional Development from MLTI. Opportunities for teachers, leaders, and techs are on-going. For the latest information, please visit http://www.mlti.org/pd/

EDUCATION SUPERHIGHWAY

October Speed Test Month - The MLTI will be coordinating a speed test month for the month of October with Education Superhighway (http://www.education-superhighway.org). More details will be coming soon from MLTI to your schools. The purpose of the test will be to help determine each school's effective bandwidth to help schools plan for new online testing requirements associated with the adoption of the Common Core State Standards and the Smarter Balanced Assessment Consortia. The Department and
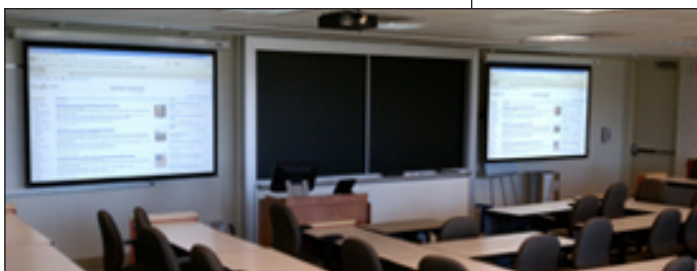
that there may be unidentified network congestion including internal network configurations or equipment, faulty wiring, etc. determining a school's effective bandwidth, school technology staff can determine if any internal network upgrades or reconfigurations are necessary.

STUDY BUDDY The Department is working with Study Buddy (http://www.studybuddyhelp.org), a non-profit organization that facilitates online real-time tutoring assistance for students in grades 5-12 for help with mathematics and science. There is no cost to the school or individual to leverage the tutoring, and students in Maine can also be nominated to join the ranks of the tutors. Many students (from all over the US) who participate as tutors earn community service credits. All tutors are vetted by Study Buddy as well as their own local school, and each tutor must demonstrate mastery of the content. More details about account logins will be coming soon from MLTI for all schools that serve grades 5-12.

NET TEXTS AND OER Net Texts, a New York-based firm has donated the use of its online curriculum services. Net Texts provides tools to organize and deploy Open Educational Resources via the web or through their App that is available for both iOS and Android. Imagine being able to supplement your history lesson with photos and primary documents from The National Archives and The Library of Congress. Imagine giving students studying Shakespeare the option to read an eBook of a play, listen to a dramatic reading of that play, or do both simultaneously. Imagine flipping your algebra classroom by having your students watch Khan Academy linear equation videos for homework, freeing up class time for engaging activities.

Net Texts is a flexible system that allows you to do all of this and more. It permits educators to use and customize open educational resources (OER), leverage copyrighted information, and their own material to create virtual courses that can supplement or replace

textbooks. The Net Texts system has two parts: (1) a content management website, where teachers select, modify, or create sets of course materials, and (2) a tablet app and website for students to use those materials.

The Net Texts library of existing courses uses high-quality OER from well-known content partners, such as BetterLesson, CK-12, Khan Academy, MIT, Project Gutenberg, and Stanford University. Teachers can customize and update their courses any time they choose. This library of educational materials allows for collaboration among teachers in the same school or even between districts.

To get started with Net Texts go to www.Net-Texts.com to create a free teacher's account. Please contact Katherine Quinn-Shea at kquinn-shea@net-texts.com with any questions.

Message from the President *(from cover)*

professional development funds are being distributed and the board is quite aware that this is an important demand for members.

Speaking of professional development, we saw this summer how the big corporations came in and did some great sessions. Apple and HP hit the ground running getting schools ready for MLTI IV. Google came back to Maine and held a great session at Hampden Academy. It was also nice to see a local twist of professional development through events like iPadCamp in Fort Kent, TechnologyTeacher.me session at Gould Academy, Foxcroft Academy's iTunes U session, and local events like Sebago Education Alliance. Be on the lookout for the 13-14 ACTEM professional development survey to weigh in on the topics you would like ACTEM to be involved in during the school year.

As people look to use their membership benefit towards professional development opportunities for themselves, it is important to review the parameters in seeking ACTEM funds. If you are not sure what those parameters are, you can check

them out at http://bit.ly/1eFlqXR. We want to serve our members and this system is set in place to best handle dispersing the funds we set aside each year.

ACTEM has started to shift their business model to incorporate accessories like batteries, chargers, or iPad cases. To see what ACTEM has to sell, check out http://bit.ly/1cILHI6. If you are interested in having ACTEM offer products, please contact Gary Lanoie (glanoie@actem.org) to see what he can do. Very often ACTEM can drive a price point lower than schools can achieve on their own - like the memory and hard drive sale.

I realize that this is the time of year when everything has a way of making your feel overwhelmed. Take a minute to breathe and know that you are not alone, as many of us feel the same way. By working together and using the resources we have available - like the listservs or the conference - maybe we turn the chaos we feel into a bundle of energy where students are leading the change. It won't be easy but neither is winter in Maine!

Dan Russell
(Continued from cover)

Apple's User Experience Research group and also was the Director of the Knowledge Management Technologies laboratory within Apple's Advanced Technology Group (ATG). In this capacity, he coordinated the research efforts of five areas (Intelligent Systems,

> "He packs so much information in to his search stories...the tips & tricks fit with all other 21st century classroom skills."
> *Alice Barr, Instructional Technology Coordinator, Yarmouth High School*

Spoken Language, User Experience, Interaction Design, and Information Technology).

Prior to joining Apple in 1993, Dan was a Member of the Research Staff at

Learner or Lurker?

AS I SEE "IT"

By Don Hall

As I See "IT" is an editorial opinion column that appears in every other issue of L&L. If you are interested in writing a guest As I See "IT" column, please email kconley@iste.org.

Since chat rooms were new, there have always been people who enter and read all the chats but do not contribute in any observable or meaningful way. They are called lurkers.

When you think about the term *professional learning*, you might picture inquisitive minds seeking to explore new boundaries of thinking and being part of a social community where these ideas are vetted and tested. But, unfortunately, that is not typical for school staff meetings, professional development sessions, or data study teams. I have come to the conclusion that we are now a generation of professional learners and lurkers.

Lurking

As professional lurkers, we sit at the fringe trying to look like we are participating without adding any real value and hoping we are not required to exert any real mental energy for problem solving or creating new knowledge. This may sound harsh, and it is in a sense. Because we represent the one institution that should know how to promote innovative thinking, critical analysis, and continuous professional improvement, we should lead the way in modeling professional learning.

Instead, too many are like me when I ask my daughter to show me how to do something on my iPhone, which she does with such casual ease. I pay only marginal attention to what she is doing. I either consider it too complicated, irrelevant, or not worth my time. When she is done, I can honestly say that I did not learn anything, and she will have to do it for me again the next time. That is a clear example of a professional lurker.

We see these behaviors all the time when teachers attend workshops on how to use technology. When we ask them later why they do not use it in their classroom, they respond, "We need better training." I propose that the initial training was probably sufficient, but the mindset they went into it with was not.

It is not all their fault, though. We grew up in a time when professional learning meant something very specific and required a narrow set of skills, usually memorization. Most of us mastered those skills. Now, however, the sheer volume of information and rate at which it is created make those skills of limited value, and the time we have to develop new learning strategies is even more limited.

Most of today's working adults are a generation of people who want shortcuts for doing things. Most do not want to expend the mental effort to learn something new, let alone create something new. As technology leaders, we have gotten better at providing training aids for our schools in the form of tip sheets, training videos, and webinars. However, our help desks are still flooded with questions about how to solve basic problems, such as what to do when someone's computer "locks up" or how to get a computer screen to show up on a classroom projector. There is no organizational or personal expectation that these employees will use some critical thinking skills to try to resolve these issues on their own.

Learning

So what is the answer? This is not a simple fix because it requires a change in thinking and

then a resulting change in behaviors. Here are some techniques to help us move down the path to becoming professional learners:

Identify why learning this skill is important to you and your students. Establishing relevance or a meaningful context for both you and your students helps everyone embrace the skill and learn it. For example, show how this new learning will help you improve time management skills, use new tools to express ideas creatively, or advance your career aspirations.

Be accountable for putting the new information into practice. We know that if we do not use new skills, we easily forget them. So we must be intentional about practicing our new learning to internalize it. Also, we cannot continue to count on others to provide the answers to all our questions. This self-imposed accountability empowers the learner to solve problems, create new solutions, and build self-esteem.

Identify what additional help you need to fully understand what you were just exposed to. When encountering something new, learners achieve mastery at varying speeds and in different ways. Sometimes learners need information to be presented in a different way, such as in a webinar, tip sheet, or even discussion, so they can better connect to what is new. Other times, learners need some concrete examples through modeling or mentoring to show how the pieces fit together. The key is to seek out the unique support you need to master the concepts.

**Build a network of colleagues for collaborative problem solving and support.** As teachers, we often feel like we are alone on a desert island surrounded by sharks. However, the reality is that others share the same feeling and need for support. By creating a professional learning community in your school, you can safely share your concerns, insights, and experiences, allowing the whole group to learn and grow in the process.

Rediscover the joy of learning. This is probably one of the most important strategies. Think about the last time you learned something new. Did it inspire a sense of pride and accomplishment? If it has been a while since you have experienced that, then you need to reach out and challenge yourself to attempt something new. Try skydiving, riding a horse, or traveling to a foreign city. It does not have to be school related. Once learners rediscover the joy of learning and the feeling of success, they can understand its value. It also allows you to see why it is so important to help your students achieve the same thing.

As educators, we are expected to be thought leaders and to set good examples of professional learning. In many communities, educators are some of the best-educated adults present. There is an expectation that we "know more" or "know how to learn it." We are also responsible for instilling those same skills in our students. We must embrace these beliefs and realize that it takes a lot of hard work to change from being a lurker to a learner. It means being active, getting involved, and taking risks. We must become real to our students by showing them that it is OK not to know everything, but you do need to know how to find the answers. Share your recovered joy as you make a new discovery while studying a unit together and celebrate their achievements. If being engaged, inquisitive, and excited is what we expect from our students when it comes to learning, we need to model it for them first.

Don Hall is the deputy superintendent of operations for the Manatee School District in Florida, USA, where he supervises finance, human resources, information technology, and administrative support services. He is a veteran conference presenter, author, and volunteer columnist for L&L.
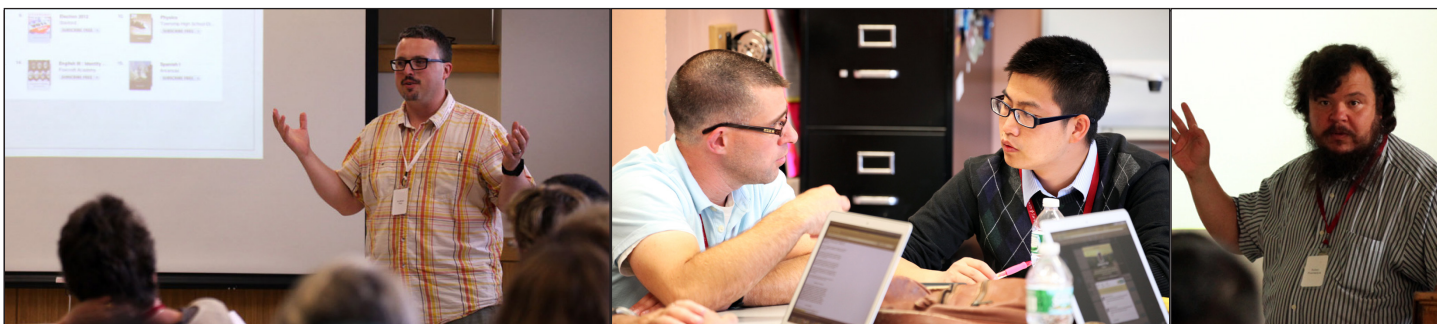
From Promise to Practice:

Learning with iTunes U conference cements Foxcroft Academy's position as a leader in iPad-based education

Hands down this is the best conference I have attended in my 11 years of teaching," "I have never been so WOWED at a conference," and "Best conference I attended in the past 20 years!" were but three of the responses offered by educators at the close of Foxcroft Academy's first annual From Promise to Practice: Learning with iTunes U conference, which was held August 4-8 in Dover-Foxcroft, ME.

The conference, which was the brainchild of Foxcroft Academy Assistant Head of School for Academics Jon Pratt, was based on the idea that while it is easy to see how powerful iTunes U can be (the Promise), creating courses that are purposeful and effective for the intended learners requires careful planning and the development of specific skills (the Practice). "The name is tied to the premise that participants will move from from theory to action," said Pratt, who oversaw the implementation of FA's 1:1 iPad initiative in 2011, "and that they'll walk away not only with conceptual knowledge and skills but with real artifacts to give them a jump start on the beginning of the new school year."

It was evident by week's end that this goal had been achieved. Asked to reply yes, soso, or not really to the statement, "The goal of creating a tangible outcome, along with a 'Sharing Our Work' session at the end, helped me to focus and apply my learning," all but two of the conference's 37 attendees answered yes (with the others answering soso).

Conference participants hailed from Maine, New Hampshire, Massachusetts, Maryland, and China and included administrators; technology coordinators; and elementary, middle school, and high school teachers of a wide variety of subjects. Many described the conference as career-changing: "I feel like I've almost cheated the kids by not using the techniques I've learned over the past four days," said DeWayne Morse, an English teacher at Houlton High School. "I've been teaching for 15 years, and I'm just incredibly pumped. I feel like a first-year teacher. I can't wait to get back, train my staff, and bring this new knowledge to the kids."

Each day began with a presentation focused on a different element of constructing an iTunes U course. Dr. Ruben Puentedura–a renowned educator who created the SAMR model for selecting, using, and evaluating technology in education, which currently guides the work of the Maine Learning Technology Initiative as well as projects in Vermont and Sweden–opened Monday's session by presenting "Models into Practice: SAMR and the EdTech Quintet." His engaging presentation provided the theoretical framework for much of the pragmatic work that would follow throughout the week. "I found him to be absolutely inspirational," said Martin Warren, a middle school technology coordinator from New Hampshire who will be carrying out a 1:1 iPad initiative this fall. "No one I've met has articulated the connection between technology and making education more meaningful and engaging as nicely as he did."

Morning presentations were followed by focus group break-out sessions, which provided opportunities for participants to reflect on what they'd learned with the conference's five facilitators serving as guides. The highly-qualified group of facilitators, each of whom brought a unique skill set to the conference, included Apple Distinguished Educator Anthony DiLaura, a high school math teacher and technology integration specialist for the Zeeland Public School district in Michigan, which deployed a 1:1 iPad initiative in 2011; Fred Sitkins, the principal of Michigan's Boyne City Elementary School in and chair of the District Technology Committee, which has rolled out a 1:1 iPad initiative impacting 1400 students K-12; Rebecca Wildman, a fourth-grade teacher at Boyne City who is a member of the 2013 Apple Distinguished Educator class; and Mia Morrison and Julie Willcott, Apple Distinguished Educators from Foxcroft Academy who have created a series of iTunes U courses that have amassed more than 210,000 subscriptions worldwide in less than one year.

Break-out sessions were followed each afternoon by facilitated work sessions in which participants put their newfound knowledge in action while again having a chance to engage directly with facilitators of their choice. These invaluable sessions allowed participants to begin moving from the abstract to the concrete, and many were well on their way to having full courses completed by the end of the week. "The thing that impressed me most about this conference was the quality of the facilitators, people who have actually made this work in the classroom," said Tom Chaisson, a Visual Arts teacher at Poland Regional High School. "It's not theoretical–they're doing it, and they're doing such a wonderful job if it."

The week concluded with a lobster dinner Wednesday night and a three-hour "Sharing our Work" session at Dover-Foxcroft's historic Center Theatre

on Thursday morning, in which participants had 3-5 minutes to present their findings from the week, reflect on what they'd learned, and unveil the digital courses they'd begun to create.

With 100 percent of participants stating on the final feedback survey that they'll encourage their colleagues to attend next year (and most declaring that they will return themselves), plans are already under way for From Promise to Practice 2014, so please stay tuned for updates. To see photos from the week or to learn much more about the facilitators and conference agenda, visit foxcroft-academy.org/learningwithitunesu.

TechnologyTeacher.me
By David Trask

Early in July, about 70 people from all over Maine, New Hampshire, and Vermont attended the 11th annual conference, now known as TechnologyTeacher.ME, at Gould Academy in Bethel. The conference, formerly known as FOSSed, featured presenters from Apple, HP, ENA, Atomic Learning, Common Sense Media, Valley Communications, and Teq as well as several folks who are teachers and tech directors in area schools. The timing of the conference was perfect for folks to learn more about the new devices and program associated with the new MLTI deployment. There were also many sessions dealing with Google Apps, using Chromebooks, setting up Print Servers as well as a few roundtable discussions where tech folks share tips and tricks that they use in their everyday work. Participants enjoyed 3 days of "adult computer camp" while learning in a fun and relaxed atmosphere while enjoying meeting and networking with colleagues. As usual, the food at the conference was incredible (see the pictures) and the reception and banquet were fantastic. It's a great way to escape, get some refreshing perspective and learn some new things.... recharge the batteries so to speak. Many folks who take time out to attend the conference each summer report going back to work with renewed vigor and energy. I highly encourage

folks to attend next summer. Dates coming soon... watch the list (generally early July).

"Can not even describe how awesome this conference is. Highly encourage everyone to consider attending next year. It is my first time and it has been amazing. Met so many people, made so many connections and learned so much.", Linda Chaisson, Poland Community School

"I couldn't agree more. This conference was wonderful, as usual. David Trask does a fantastic job making everything run smoothly, and it's so easy to use your ACTEM PD funds to pay the cost of the conference. I have been attending for a few years, and there is always a nice mix of offerings for the integration minded and the techy folks. I have met some great people at this conference. Besides being a lot of fun, there is a spirit of cooperation and collaboration that makes for a great atmosphere. The only negative thing I can say about this conference is that I always over indulge in the great food," Andrea Nason, Augusta Schools.

HP MLTI
Professional Development Schedule

MLTI is offering a Fall regional schedule of professional development offerings for technology administrators, educators and leaders as part of the EnablED 1-2-1 service package to support the implementation of your HP MLTI solution. Please see information below outlining the sessions offered, dates and locations. Please direct any questions to Laurie Underwood, HP Project Manager, or to MLTI directly (www.mlti.org/pd). Laurie.underwood@hp.com 207-475-5708

HP MLTI FALL "PATHWAYS TO SUCCESS" Train-the-Trainer Professional Development for Educator/Leader Mentors

Location	Date	Program/Session	Time
Scarborough Public Schools, location TBD	9/24 & 25	Intel Transforming Learning with 1:1 2-Day Workshop	9:00 AM to 4:00 PM each day
Bangor Area, location TBD	9/30 & 10/1	Microsoft Innovative Educator 2-Day Workshop	9:00 AM to 4:00 PM each day
Augusta Civic Center prior to the ACTEM Conference	10 8 & 9	Intel Transforming Learning with 1:1 2-Day Workshop	9:00 AM to 4:00 PM each day

Three workshops will be offered in different locations for selected educator/leader mentors. One workshop will offer the Microsoft Innovative Educator Strand and two will offer the Intel Transforming Learning with 1:1 Strand. The Microsoft Innovative Educator (MIE) Program is Microsoft's flagship professional development program that has trained educators across the United States with a scalable, training model focused on relevant, technology integration for all grade levels. The Intel Transforming Learning with 1:1 Program helps educators re-engineer practices to become proficient in a 1:1 e-learning environment.

These workshops are designed to be train-the-trainer workshops and can accommodate up to 15 participants. Participants are expected to conduct at least two local training sessions over a four-year period. Please note, educator/leader mentors are invited to attend one workshop only so they need to select between the Microsoft or Intel course offerings. Educator/Leader Mentors will be identified by each of the participating school districts.

MAINE ASSOCIATION OF MIDDLE LEVEL EDUCATORS (MAMLE) CONFERENCE, 10/17-18, POINT LOOKOUT, NORTHPOINT, ME Several professional development sessions will be offered at the MAMLE Conference including;

Date	Program/Session	Time
October 17	HP and Windows Media: Using Digital Media as a Tool in Learning	2-hour session
October 17	Supporting the HP MLTI Solution with Access to Really Useful Free Resources	2-hour session
October 17	All Day Drop-In HP Clinic – No Appointment Needed!	All day
October 18	Digital Literacy and Citizenship: Best Practices for Districts from Common Sense Media	2-hour session

Dan Russell

(Continued from page 11)

the Xerox Palo Alto Research Center (PARC) in the User Interface Research group studying uses of information visualization techniques.

Dan publishes widely, with more than 100 articles and publications in his resume. He is a frequent subject of press interviews and has helped por-

> "I am always mesmerized by the challenge he gives the audience, how he weaves his search ideas into his explanation."
>
> *Cheryl Oakes, Wells Ogunquit CSD*

tray a great deal of complex technology to the non-technical world.

Currently, Dan is actively teaching the world how to search more effectively and studying what amplifies their ability to learn, and what prevents it from happening.

Dan states, "Improving someone's ability to search essentially boosts their intelligence--they can discover things about the world that would have been impossible just 5 years ago. In just a few minutes, I can show you a few things that will make your searching much higher quality. This is an important task."

Maine's Google Apps Summit: Hampden

By Kern Kelley

Another successful Maine Google Apps in Education Summit was held at the impressive Hampden Academy in early August. Over 200 educators from across New England and Canada attended this event.

Jared Gay, a Nokomis sophomore and Tech Sherpa kicked off the summit as the opening keynote. The Summit also featured keynotes from Monica Martinez, *Director of Professional Development for the Texas Computer Education Association*, (TCEA) Ken Shelton, *Google Certified Teacher, Apple Distinguished Educator, and Discovery STAR Educator* and Kern Kelley, *Educational Technologist* at RSU #19.

One of the highlights of the two days was Tim Lee showing off Google's new Chromecast as a presentation device.

Google regularly hosts these summits across the globe. Upcoming summits will be held in Burlington Mass. this November and Montreal, Quebec in December. *For more info:* gafesummit.com

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SOFTWARE MACKIEV

ACTEM has partnered with Software MacKiev to offer the following software titles at education and volume pricing:
- HyperStudio 5
- Kid Pix 3D
- The Print Shop fro Mac 2
- 3D Weather Globe & Atlas
- Mavis Beacon Teaches Typing
- Edmark Thinkin' Science
- ClueFinders 3rd - 6th Grade Adventures
- ClueFinders Math Adventures
- ClueFinders Search & Solve Adventures
- 2013 World Book Encyclopedia

See ACTEM's website for detailed pricing on Software MacKiev titles.

MacBook Batteries & Power Adapters
Recently Retired MLTI MacBook Batteries *$55.*

Recently Retired MLTI
MacBook Power Adapters **$40**
MagSafe 2 Power Adapter
for the newest MacBook Air
(14.85v - 3.05a - 45W) *$40*

MEMORY AND SSD DRIVES

Don't worry if you missed the group memory and SSD drive purchase this summer. ACTEM can get you pricing anytime you are ready to upgrade the recently retired MLTI MacBooks.

Please call for quote on memory upgrades and SSD drives. In many cases ACTEM can offer these to schools at better pricing than buying direct from the vendor. As well, your purchase helps support the many ACTEM programs that benefit you, our member!

Other Items…

ACTEM is looking offering many other items that schools will need in this next round of MLTI. Items suggested by members include:

External Keyboards for iPads
External CD/DVD Drives
Kanex ATV Pro - VGA to HDMI

Other iPad &
iPad Mini cases
MacBook Air
Keyboard covers

Please send additional ideas for product offerings to glanoie@actem.org and we will investigate pricing and the ability to offer that product through ACTEM.

The ACTEM store at www.actem.org

The 26th annual MAINEducation conference will be held on October 10-11 at the Augusta Civic Center.

NATIONAL PRESENTERS

Kevin Honeycutt, our keynote speaker, will offer two sessions: *Social "Learning" Networks, and Trends, Tactics & Tools for the 21st Century.*

Maine filmmaker, Huey Coleman, presenter and instructor at Southern Maine Community College will offer two sessions: *Clay Animation,* and *Famous Inventors Show.*

Dan Russell of Google will offer a session on *Assessing Web Page Credibility.*

THURSDAY, OCTOBER 10TH

The Thursday program offers 33 sessions; morning sessions from 9:00-noon and afternoon sessions from 1:30-4:30. Also offered are several full-day sessions this year, from 9:00-4:30.

All ACTEM sponsored sessions are offered at the low cost of $50 each ($75 non-members). Vendor and MLTI sponsored sessions are FREE to current

MAINEducation SOMETHING for EVERYONE

ACTEM members ($25 non-members). A detailed description of each workshop will be available at www.actem.org.

VENDOR SPONSORED SESSIONS

These sessions will be offered FREE to ACTEM members ($25 non-member):
• Apple, Inc. is offering four sessions - *Meet Apple's iBooks Author,* (hands on session), *Apple's New iTunesU & iTunesU Course Manager; It's 2013, How to Leverage the Mac in Your Classroom,* and *iOS Apps in the Classroom: Which are Effective & How to Find Them.*
• ProAV is offering a session on *Active Learning Spaces.*
• ePlus / Cisco is offering a full day session on *Videoconferencing & Interactive Collaboration.*
• HP and Microsoft are offering two sessions: *Cool Tools & Sizzling Services with HP Devices* and *Time Saving Tips & Tricks Using Tools You Already Own.*

FOR TECHIES

Several sessions of interest for technical staff include:

Trey Bachner is offering a session on *JAMF/ Casper Suite* and Karen Vitek is offering *Scratch your Creativity.* Southern Maine Community College Faculty will be offering two *Crash Courses* on *Adobe Photoshop and Acrobat Professional.*

There will also be a full-day session on *XCode - iOS Programming for the iPad*

& *iPhone* by Dean Zaharis.

MLTI SESSIONS These sessions are provided to ACTEM members free of charge in a special partnership with ACTEM and MLTI and include the following: *GPS for Every Classroom, Leveraging NextGen Science Standards,* and *Teaching & Learning Online.*

FOR SPECIAL ED STAFF Maine CITE again will be offering the *Accessibility Features of Mac OSX* and *Apple Mobile Devices* presented by Sarah Herlinger of Apple. Cheryl Oakes of Wells Ogunquit CSD is also offering a session on the *Special Education Trifecta.*

FOR ADMINISTRATORS Sessions by Kevin Honeycutt, a national leader in technology and education: *Social "Learning" Networks, and Trends, Tactics & Tools for the 21st Century* should be of interest to administrators. Another valuable session for aministrators includes PD-Designing a Learning Process for All by Dan Wolostky.

FULL-DAY SESSIONS Three sessions will include: *Videoconferencing and Interactive Collaboration* with Brian Barrows and Dr. Lance Ford, *XCode,- iOS Programming for the iPad & iPhone* with Dean Zaharis, and a session on *Crash Course in Google Apps for Education* offered by Michael Arsenault.

VENDOR RECEPTION & AWARDS BANQUET Thursday will also offer a Vendor Reception from 4:00-6:00 PM open to all attendees. Come browse the exhibits area, connect with colleagues and have drinks and hors d'oeuvres compliments of Vintage Tech Recyclers.

The annual Educator & Leader of the Year Awards Banquet will follow the reception at 6:00PM. Come join us for a fun and inspirational evening with some outstanding educators!

FRIDAY, OCTOBER 11TH

Friday's conference runs from 8:00 AM - 4:30 PM and offers over 70 one-hour sessions with relevant topics for everyone.

26th ANNUAL
MAINE *education*

OCTOBER 10-11, 2013 · AUGUSTA CIVIC CENTER

······ THURSDAY SESSIONS ······

ACTEM SESSIONS $50 ea
Non-members add $25

MORNING - 9:00 AM - NOON

- ❏ Social "Learning" Networks *Kevin Honeycutt*
- ❏ Clay Animation *Huey Coleman*
- ❏ Teaching Diverse Learners in Online Courses *Cynthia Curry*
- ❏ Adobe Photoshop Crash Course *Southern Maine Community College*
- ❏ Special Education Trifecta *Cheryl Oakes*
- ❏ Advancing Education with iTunesU *Jon Pratt & Mia Morrison*
- ❏ The Flipped Classroom Approach: Educating All Kids *Jessica Dunton*
- ❏ Apps to Improve Instruction & Assessment *Shawn Carlson*
- ❏ JAMF / Casper Suite *Trey Bachner*

SPONSOR SESSIONS FREE
Non-members add $25

MORNING - 9:00 AM - NOON

- ❏ GIS for Every Classroom *Jim Wells - MLTI*
- ❏ Leveraging Next Gen Science Standards with Tech *Phil Brookhouse - MLTI*
- ❏ Meet Apple's New iBooks Author, (hands on session) - *Apple*
- ❏ It's 2013, How to Leverage the Mac in your Classroom - *Apple*
- ❏ Active Learning Spaces - *ProAV*
- ❏ Cool Tools & Sizzling Services with HP Devices - *HP*

Thursday Lunch Compliments of VINTAGE TECH RECYCLERS

AFTERNOON - 1:30 - 4:30 PM

- ❏ Trends, Tactics & Tools for 21st Century Learning *Kevin Honeycutt*
- ❏ Famous Inventor's Show *Huey Coleman*
- ❏ Assessing Web Page Credibility (laptop required) *Dan Russell - Google*
- ❏ Building Our Way to the Future with STEM *Jaime Steward*
- ❏ Adobe Acrobat Crash Course *Southern Maine Community College*
- ❏ iTunesU & iPads in the Classroom *Julie Wilcox*
- ❏ PD - Designing a Learning Process for All *Dan Wolotsky*
- ❏ Who Needs a Hard Copy? *Gwyneth Maguire*
- ❏ Scratch Your Creativity! (laptop required) *Karen Vitek*

AFTERNOON - 1:30 - 4:30 PM

- ❏ Accessibility Features of Mac OSX & Apple Mobile Devices *Sarah Herlinger, Apple, - MaineCITE*
- ❏ Apple's New iTunes U & iTunes U Course Manager - *Apple*
- ❏ IOS Apps in the Classroom: Which are Effective & How to Find Them - *Apple*
- ❏ iPad in the Core: Pages & Numbers in Support of Literacy, Numeracy and More - *MLTI*
- ❏ Teaching & Learning Online *David Patterson - MLTI*
- ❏ Time Saving Tips & Tricks Using Tools You Already Own - *Microsoft*

FULL DAY SESSIONS - 9:00AM - 4:30 PM

- ❏ Videoconferencing & Interactive Collaboration *Brian Barrows & Dr. Lance Ford - ePlus/Cisco* (Free / $25 non-member)
- ❏ XCode - iOS Programming for the iPad & iPhone *Dean Zaharis* ($100 / $125 non-members)
- ❏ Crash Course in Google Apps for Education *Mike Arsenault* ($100 / $125 non-members)

THURSDAY AT 6:00 PM
- ❏ $25.00 Banquet Ticket

Educator & Leader of the Year Awards Banquet
Come celebrate with Maine's outstanding educators!

X *marks the spot*

···FRIDAY···

OVER 70 one-hour SESSIONS
Keynote: Kevin Honeycutt!

8:00 AM-4:30 PM

- ❏ $95 Full Day (ACTEM members) *Includes Membership for Maine educators*
- ❏ $85 each for 10+ on a school P. O. *Data must be entered online for discount*
- ❏ $150 Full Day (non-members)

Friday Lunch
- ❏ Dining Room Buffet
- ❏ Box Lunch (circle one) *Turkey, Ham, Veggie, Gluten Free*

SAVE $25
Register before September 20, 2013

$_____ ***Thursday* Total**

$_____ Non-Members add $25 **per session**

❏ *I will be attending Thursday Lunch*

$_____ ***Friday* Total**

$_____ After September 20th **add $25**

$_____ **TOTAL ENCLOSED**

....
NAME

....
POSITION

....
SCHOOL NAME

....
SCHOOL ADDRESS

....
EMAIL

Submit to

Gary Lanoie, PO Box 187, Gorham, ME 04038
or register online at www.actem.org
We accept VISA, MC, AMEX & School PO's

For more information and online registration please visit www.actem.org

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Association of Computer
Technology Educators of
P.O. Box 187
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26th ANNUAL
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CONFERENCE
October 10-11 2013
AUGUSTA CIVIC CENTER

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THURSDAY
Over 30 3-hour workshops
Exhibitor Reception
Educator of the Year Banquet
Topics for all Elementary, MS, HS, SPED, Techies, etc.

FRIDAY
Over 70 1-hour breakout sessions
Keynote: **Kevin Honeycutt!**
$95 Early bird registration 'til 9/20/13
Fabulous door prizes at closing session!