President's Message

This year's ACTEM conference was a resounding success with many telling me that it was a fun opportunity to develop professionally and to work. I whole heartily agree, even though I am very biased.

We were happy to return "home" to the Augusta Civic Center, which helped increase our attendance by 50%. More attendees improves networking and the overall professional learning community. I believe firmly that the "offline" conversations that occur at conferences like ACTEM are some of the most valuable learning experiences that I have each year.

All who attended were extraordinarily pleased with the quality of this year's keynotes. Jennie

Mia Morrison
2017 ACHIEVE Award Winner

The ACTEM Awards Committee is excited to announce the 2017 ACHIEVE award winner - Mia Morrison of Foxcroft Academy in Dover-Foxcroft, ME.

Mia teaches and works with faculty as the Instructional Technology Specialist in a 1:1 iPad environment at Foxcroft Academy. She is a certified Technology Integrationist and Educational Technology Coordinator. Mia also teaches undergraduate and graduate courses at the University of Maine in the College of Education and Human Development as well as through the Maine Educators Consortium. All her courses emphasize incorporation of tech tools and digital resources to promote curiosity, customize the learning experience, and inspire student ownership and growth. Mia believes that students should drive the learning.

Mia was named an Apple Distinguished Educator (ADE) in 2013 and collaborates with a global community through her work with the international advisory board for Apple's ADE leadership council. She also serves on the advisory boards for the Center for Innovation in Education, Maine DOE's iLearn Maine, and organizational board for the MooseTech regional technology conference. Mia was Piscataquis County Teacher of the Year in 2015. She is excited to advance technology utilization across Maine to inspire teachers, foster innovation, and deepen learning.

ACHIEVE Award winners are professionals who effectively apply available technology now. They move forward utilizing current best practices and cutting-edge approaches. They see students as real people by activating student voice and choice in education. They teach through relationships, inspiring, encouraging, and nurturing. These professionals also recognize that further change is necessary but understand that it is a process for all.

actem

Business Meetings
All Members Welcome!

December 12th 2016
March 14th 2017
May 9th 2017

We meet from 9 - noon Mondays in Room 103A/B, 1st Floor, Cross Office Building, Augusta. Remote sites are generally available for these meetings. Check actem.org for meeting details. Save the date for ACTEM 2017:

October 12-13, 2017

MARTL Fall Regional Meetings

As part of the MLTI Apple Refresh, each school was given the opportunity to name an MLTI Apple Refresh Teacher Leader , more commonly known as a MARTL (maine.gov/doe/mlti/martl/).

These teacher leaders had the opportunity to come together for a full day of professional learning in their region. While the conversations varied by region, each place we visited had many educators who were excited about using the technology to help achieve better student learning outcomes. They connected with other teacher leaders, learned about new resources, and even heard from some Apple Distinguished Educators from out of state who shared success stories from their schools.

Many MARTLs appreciated the tour of accessibility features (www.apple.com/accessibility/) on the devices that can help all students succeed. Others left excited to share

Leveraging Learning 2016

Jim Moulton,
K-12 Development Executive

On November 9 & 10 the Auburn School Department hosted LL2016, the 6th annual Leveraging Learning institute. In this picture, captured by Edward Little High School student Olivia Morin, Fairview Elementary School second-grader Gabrielle Lenahan demonstrates her iPad skills to teachers attending LL2016 at the Hilton Garden Inn in Auburn.

The institute, based around Auburn's elementary iPad program, allowed educators to explore best practices for using iPad in elementary grades. The conference is sponsored by the Auburn School Department and attracted educators from Maine, Pennsylvania and Vermont. Auburn Middle School students live-tweeted the event via Twitter using #LL2016, and Edward Little High School students were in charge of video and photography.

Once again, participants appreciated the chance to connect with presenters not only in the sessions, but over meals and breaks during the two full days of the event.

In addition to many high-quality sessions presented by Maine and Pennsylvania educators, the sessions delivered by Apple Distinguished Educator Ryan Wiggins of Bend, Oregon were highly valued by the participants. Ryan closed the institute on Thursday afternoon with a thought provoking and inspiring general session described this way:

Here's what my kids are doing in 1st Grade! *Through words, images, and video, Ryan will share engaging stories of purposeful and effective use of iPads in his first grade . Building on these stories, Ryan will then help us to reflect on what this means for other grades (both before and after Grade 1) as we all work together to support the wholistic development of capable and competent learners who will go on to be a competent, engaged and successful community members.*

True to the past five years, the LL2016 Planning Committee has already been convened, and plans are being made for LL2017.

the new Apple Teacher (https://appleteacher.apple.com/auth/#/signin/) online program at their school and to support their colleagues in collecting all eight badges for each device! Many of these teacher leaders were also surprised to find out that they could request customized professional development from the Apple Professional Learning and/or the Learning Through Technology teams through an online form (maine.gov/doe/mlti/professional/request/index.html). Since these meetings, the MLTI Apple team has seen quite the increase in participation in professional learning offerings!

The MARTLs will have the opportunity to come together again during March of 2017. If your school hasn't named a MARTL, it's not too late! Each 2016 MLTI Apple Refresh School can name one by using this form (bit.ly/MARTL2016).

NEW WHITE PAPER
Digital Citizenship: *a Holistic Primer* released at Digital Citizenship Summit 2016 at the Twitter Headquarters

THE PAPER, PRODUCED BY IMPERO AND THE DIGITAL CITIZENSHIP INSTITUTE, TAKES AN IN-DEPTH LOOK AT EDUCATING CHILDREN ON LIVING IN A DIGITAL WORLD AND OFFERS GUIDANCE FOR SCHOOLS

Simi Valley, CA - Oct. 28, 2016 Impero Software and the Digital Citizenship Institute today announced the release of a white paper to help schools understand and effectively teach digital citizenship. The whitepaper, Digital Citizenship: a Holistic Primer was released during the Digital Citizenship Summit 2016 in San Francisco. It can be downloaded here: https://www.imperosoftware.com/whitepapers/digital-citizenship-a-holistic-primer/

The white paper is authored by Dr. Marialice B.F.X. Curran, founder and CEO of the Digital Citizenship Institute; Dr. Jason Ohler, author, speaker and Professor Emeritus of Educational Technology and Virtual Learning at Fielding Graduate University; and Dr. Mike Ribble, presenter, consultant, and Director of Technology for the Manhattan-Ogden School District in Kansas, and author of Digital Citizenship in Schools, 3rd Edition. Digital Citizenship: a Holistic Primer defines digital citizenship, describes its important role in education today and in the future, and offers specific examples of schools and colleges that are teaching it well.

"Digital citizenship reflects our quest to help students, as well as ourselves, develop the skills and perspectives necessary to live a digital lifestyle that is safe, savvy, and ethical, as well as inspired, innovative and involved," said Marialice B.F.X. Curran, one of the white paper authors. "We want all students to be able to assume the roles of researcher, participant and leader as they build communities that effectively span their real and online worlds. Our ultimate hope is that students will use social media for social good."

Digital Citizenship refers to the ethics, concerns and opportunities associated with living a digital lifestyle. This begins with the need to educate children about the dangers that exist online such as identity theft, sexting, and cyberbullying and extends into the positive and practical application of social media and technolo-

Have You Renewed Your Membership Yet?

ACTEM's membership year runs from July 1st through June 30th annually. Membership is included in our conference registration but if you didn't make this year's conference there is still time to renew. Membership dues for individual membership remain at $20 per year. Individual ACTEM Membership Benefits include:

- Discounted registration fees on conference & workshops
- Lunch at quarterly business meetings plus the quarterly ACTEM newsletter
- Discounts through ACTEM purchasing consortium on selected products and software titles as companies allow.
- Opportunity to apply for professional development reimbursement of up to $300 per year. Only individual members may apply for this professional development benefit.

Institutional memberships ($50) are required for districts to purchase software and other accessories in our purchasing consortium. One membership fee per district allows all schools within that district to benefit from our low educational pricing. Institutional members also receive free shipping and discounted pricing of purchases from some of our partner vendors like CDWG and LightSpeed Technologies.

Institutional memberships do not qualify your district staff for professional development reimbursements and discounts on conference/workshop registration. **Join or renew today online at** http://actem.wildapricot.org/join

gy as a whole.

Digital Citizenship: a Holistic Primer breaks down digital citizenship into three core themes – respect, educate and protect, and provides six elements for each such as digital law, digital literacy and digital security. It discusses how schools can approach the issue of Internet access such as monitoring, filtering or blocking Internet use and handling of BYOD initiatives. It offers guidance on what schools should consider when creating a digital citizenship plan and lists classroom examples from educators in elementary, middle and high school and college.

Digital Citizenship: A Holistic Primer is a collaborative effort between the Digital Citizenship Institute and Impero Software, a leading remote monitoring and management software provider.

The Digital Citizenship Institute partners with districts, schools and organizations to provide a community-driven approach to digital citizenship and develops solutions for schools and communities.

Impero's Education Pro software monitors students' online activity on the school network and alerts educators if students use keywords that could indicate issues such as cyberbullying, sexting, radicalization, or self-harm.

"Digital citizenship is critically important in today's always-online world," said Sam Pemberton, CEO of Impero Software. "We recommend that schools be proactive in discussing digital citizenship and implementing policies, tools, curriculum and partnerships to ensure students can successfully navigate an increasingly complex digital world. We are pleased to partner with the Digital Citizenship Institute on this white paper and hope it will be a valuable resource to schools throughout the country."

Impero Announces $2.5 million "Best Technology for Schools" Grant Program to Help Schools Make the Most of Digital Devices

COMPANY CELEBRATES ITS 10 MILLIONTH STUDENT USER BY OFFERING BETWEEN $1,250 AND $25,000 AS A TECHNOLOGY GRANT FOR EVERY SUCCESSFUL GRANT APPLICANT

Simi Valley, CA - Oct. 31, 2016 Student devices are exploding in classrooms around the country and schools are tasked with finding ways to manage those devices so that students stay safe and on-task in the classroom. To help schools in the United States and Canada manage their digital classrooms, Impero Software, the leading remote monitoring and management software provider for K12 districts, today announced a $2.5 million "Best Technology for Schools" grant program.

Over 10 million students worldwide now use devices running Impero's state-of-the-art software. Supporting all major platforms, Impero Education Pro helps teachers teach, IT pros manage their network, and provides robust safeguarding tools and systems to keep students safe in the digital world. To apply for a grant (open between Nov. 1, 2016 and Dec. 30, 2016), schools or districts should simply fill out the form on this website https://www.imperosoftware.com/best-technology-for-schools-grant/ and leave a 50-word message explaining why their school or district would benefit from the funding. Schools can apply for between $1,250 and $25,000 in grants towards soft-ware licenses and technology.

With one-to-one computing becoming a reality for many schools, it is important that schools have the tools to help students:
• Stay on task and avoid distraction
• Get the most out of the digital learning experience
• Keep safe in the digital world
• Get help when they are involved in unsafe behaviors like bullying or self-harm

"With budgets focused on building the digital classroom, the need to make the most of this technology can often be overlooked," said Impero CEO Sam Pemberton. "Impero understands this problem and has spent the last decade working alongside schools to develop a powerful solution. We are very proud to be making this grant available to help schools implement cutting edge solutions for classroom management, IT admin, and online safety."

The "Best Technology for Schools" grant program will offer the following grants:
• $1,250 Bronze Grant for schools/districts with a minimum of 250 devices
• $3,750 Silver Grant for schools/districts with a minimum of 1,000 devices
• $12,500 Gold Grant for schools/districts with a minimum of 5,000 devices
• $25,000 Platinum Grant for schools/districts with a minimum of 10,000 devices

Impero Education Pro is a consolidated suite of classroom control, network management, and internet safety – all designed to empower teachers, support IT teams, and help those tasked with protecting students.

Impero's internet monitoring software monitors students' online activity on the school network and uses algorithms to alert educators if students use keywords that could indicate issues such as cyberbullying,

sexting, radicalization, self-harm, or a range of other issues. Impero also offers classroom management tools that teachers can use to take back full control of their classroom while allowing students to benefit fully from the use of technology. For example, teachers can share their screens, send and share files with students, take over or lock students' computers, create exams and tests, assign tasks, send direct messages to students, or draw students' attention back to the teacher. Schools can also use Impero Software for a wide array of administrative IT tasks such as controlling passwords, managing the use of printers, or setting computers to power on or off at certain times.

For further information or interview opportunities regarding Impero, contact:

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573-721-3901
frateliff@imperosoftware.com

Jessica Axt, KEH Communications
410-975-9638
Jessica@kehcomm.com

Aroostook Software Developer Sponsors Maine Student App Contest

CARIBOU, MAINE - Oct. 26, 2016 - Blue Ox Technologies, Ltd. is excited to announce an app development competition for Maine students that will take place during the 2016-2017 academic year. A Maine-based software studio, Blue Ox hopes the contest (with 3 cash prizes for the best apps) will foster interest in technology among young people from around the state and promote their use of STEM skills through creative problem-solving.

The Blue Ox App Challenge asks junior high and high school students to create mobile apps that can help them in school. Registration for the

challenge via the Blue Ox Technologies website is now open, and completed apps must be delivered to Blue Ox by March 22, 2017.

"We feel the App Challenge will provide valuable experience for Maine teens," says Blue Ox CEO Christopher York, "They can choose to work individually or as part of a

team in building an iOS or Android app that will address real-world needs."

Details about the Blue Ox App Challenge may be found on the company's website: www.blueoxtech.com/appchallenge2017/ . Support for this contest is being provided by the Maine Mathematics and Science Alliance (http://mmsa.org). Based in Caribou, Maine, Blue Ox Technologies Ltd. is an independent studio that creates award-winning, family-oriented mobile apps and other entertainment products. Since launching its original Moxie word game in 2009, Blue Ox has produced a string of popular apps on iOS and Android, including *7 Little Words* and *Monkey Wrench*.
Contact: *Joe Jordan, Managing Editor*
(207) 266-6224
joe.jordan@blueoxtech.com

iLearnMaine Micro-Credential Program Publishes First Four Micro-credentials
By Sean Malone

During the 2015 ACTEM Conference, the Learning Through Technology Team, in partnership with ACTEM and Digital Promise, launched the first statewide systematic initiative to support teachers in the classroom with micro-credentials.

Over the course of the last year the iLearnMaine project supported developers in the development of the first four micro-credentials in the iLearnMaine Micro-Credential program. The collection is strategically focused and organized around "The 12 Professional Learning Buckets for Learning Through Technology" (https://moreverbs.info/2015/07/08/12-professional-learning-curriculum-buckets/).

These first four micro-credentials were revealed at the 2016 ACTEM conference. They are available on Digital Promise's platform today today (https://bloomboard.com/digitalpromise).

The four micro-credentials under the iLearnMaine collection are:

• Positive and Productive Home School Connection
• Perspective Taking in the Classroom
• Sketchnoting
• Designing for 21st Century Global Problem Solving

The ongoing focus of the iLearnMaine Micro-Credential program is to support educators developing the skills that lead to productive learning through technology. For more information please check out https://ilearnmaine.org/ and https://moreverbs.info/.

What Maine Schools Should Know About Accessibility

John Brandt
Training Coordinator, Maine CITE

The term "accessibility" has been mentioned a great deal lately and Maine CITE is providing this article to clarify information and provide an update on the latest developments and laws that schools in Maine should know about.

WHAT IS ACCESSIBILITY?

Not all people are the same and not all people use technology in the same way. Some people, because of their disability, need specialized equipment and software, called assistive

needs to be accessible to everyone. This means that schools' websites, all instructional materials and all communications with the public – including digital communications with students and parents – need to be fully accessible.

WHAT ARE THE STANDARDS/GUIDELINES?

While there are two overarching laws protecting people with disabilities from discrimination, the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, both laws were enacted before the widespread use of desktop computers. There are, however, two major sets of standards/guidelines that schools can use to help them make their websites and content accessible.

tion, possibly as early as spring 2017. Schools in the US would be wise to review the WCAG V2.0 and use these as they plan.

HOW CAN I FIND OUT IF OUR WEBSITE MEETS THESE STANDARDS?

There are several free tools to assess the accessibility of websites and on-line content. The most widely known is the WAVE, a free on-line tool developed by WebAIM.org. WAVE is located at wave.webaim.org and there is a free plugin that can be used with Chrome browsers to immediately test web sites.

In addition, there are numerous other plugins and "validation" sites that provide a similar service. We have posted a number of these on the Accessible Web Design section of the Maine CITE website - mainecite.org/accessible-web-design – (see Accessibility Validators and Tools toward the bottom of the page).

For organizations with a large amount of digital content, it may be necessary to purchase the services of a professional accessibility auditing firm who will test all your content and provide some consultation on how to remediate the inaccessible materials.

Often it is useful to test web sites with real AT. You can conduct your own test using some standard AT built into your computer or mobile device. VoiceOver on MacOS and iOS can easily be turned on and used to "listen" to what your web pages will sound like to a person with blindness or low vision. There are similar tools for Windows and Linux-based OSs and some free and open source tools available for download.

You can also activate the "zoom" or magnifier in your operating system to see what your content looks like to a low vision user, making sure that images and other content do not become distorted when they are enlarged.

> "Making websites and digital content accessible means you are making sure it works with all kinds of AT and that everyone can "access" the content."

technologies (AT), that allow them to participate, contribute and collaborate more fully. Making websites and digital content accessible means you are making sure it works with all kinds of AT and that everyone can "access" the content.

WHAT DO SCHOOLS NEED TO BE CONCERNED ABOUT?

While modern school buildings are generally built with physical accessibility in mind (think ramps, elevators, accessible bathrooms), there are two general areas of concern when it comes to a school's digital environment. First, websites and software applications that schools use or develop need to meet accessibility standards and guidelines. And second, all digital content that is "public facing" - created for public consumption –

Section 508 (also of the Rehabilitation Act of 1973), which deals with information and communications technology in federal procurement, is often cited as the set of guidelines that government entities (including agencies of state and local government, universities and schools) should follow. There are also the international Web Accessibility Content Guidelines (WCAG), developed by the World Wide Web Consortium (W3C), which have sections for website accessibility, as well as other forms of digital content. The good news is that recent proposed revisions for Section 508 – the so-called Section 508 Refresh – have aligned the federal standards with the WCAG V2.0. As of this date, the Section 508 Refresh has moved through the final public input phase and is moving toward implementa-

HOW CAN I DETERMINE IF OUR DIGITAL CONTENT IS ACCESSIBLE?

Evaluating your digital content can also be easy to do if you have the right software. Although schools often prefer to use Google docs and other Google applications to keep down cost, the latest version of Microsoft Office (MSO) for both Windows and Mac have a built-in Accessibility Checker that can be used to test word processor documents, spreadsheets and presentational documents. While you can use your Google documents for everyday use – assuming you do not have students in your school who need assistive technology like screen readers – you can save your Google docs to one desktop computer that have MSO installed and test the document. The Accessibility Checker in MSO will display the error, explain what is wrong and show you the solution.

If you use a lot of Portable Document Format documents (PDF's) in your school, there is a similar accessibility checker available in Adobe Acrobat Pro (for both the Windows and Mac versions) that will allow you to test your PDFs. But unlike the MSO feature, it is not very easy to make an inaccessible PDF into an accessible one. The better strategy is to ensure your original document is accessible before converting/saving it as a PDF. And one word of caution: PDF's made from MSO documents on the Mac or any PDF made from Google docs cannot be made accessible. Until MS/Apple and Google fix these flaws, you will need to have a Windows machine handy to make accessible PDFs.

Care must also be taken to ensure all video content – specifically that with human speech included – is properly captioned and all audio content (e.g., podcast materials) has a text transcript. Schools that broadcast live events to the public are required to ensure they are closed captioned using a service called CART (Communication Access Realtime Translation).

WHAT WILL HAPPEN IF WE DON'T MAKE OUR WEBSITE AND DIGITAL CONTENT ACCESSIBLE?

This is a difficult question to answer. In the past 18 months, there have been two widely reported cases of school districts who have had legal actions taken against them by the Office of Civil Rights (OCR) of the United States Department of Education. In both cases (Seattle, WA and Santa Fe, NM), the districts signed off on rather extensive Resolution Agreements which included continued monitoring by the OCR for compliance. Between legal fees, staff time and the requirement to hire new personnel, the cost to these districts were substantial.

HOW DO WE GET STARTED?

It is always a good idea to develop a plan! Recently, Maine CITE has been working with the University of Maine System to address their accessibility needs. Over the past two years, a committee of stakeholders has been meeting to write a new policy document which describes actions and responsibilities, and a policy implementation plan which spells out the steps needed to successfully achieve the goals of the policy.

While there will be costs associated with this policy and implementation – both in actual dollars and commitment of staff time – the cost and risk of doing nothing may be significant. We recommend that a good first step would be to bring together a group of stakeholders in your school – including parents and board members – and begin the conversation. One of your next steps might be to do a simple audit and review of your websites, applications and digital content.

WHERE CAN WE GET HELP?

The Maine CITE and the Maine AIM Program web sites have lots of resources and links to other resources to help you with this effort. Another great resource is Planning and Managing Web Accessibility on the W3C's Web Accessibility Initiative website w3.org/WAI/impl/ Similar resources may be found at these sites:

- Improving Website Accessibility – Section508.gov - section508.gov/content/build/website-accessibility-improvement
- 8-Step Implementation Model – WebAIM - webaim.org/articles/implementation/
- GOALS Benchmarking and Planning Tool – National Center on Disabilities and Access to Education - ncdae.org/goals/planningtool.php
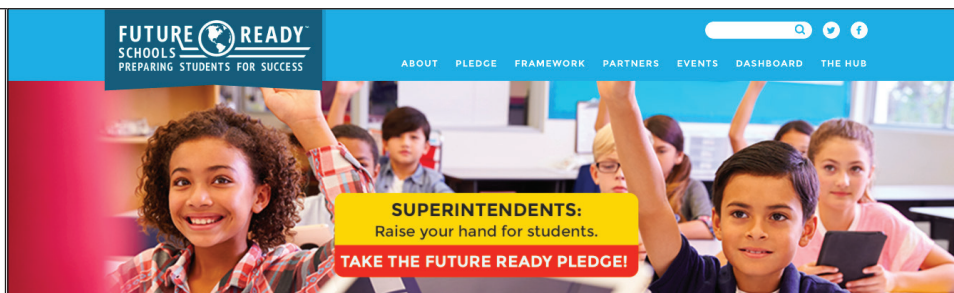
SUMMARY AND RESOURCES

We recognize that addressing accessibility issues in your schools may be a large and foreboding task. If taken in small steps, with an eye to the future, you and your colleagues will be able to make progress to ensuring all of your students and families can fully participate.

We are developing a new resource for educational institutions on the Maine CITE website where we will add this article with additional resources. You can also use the many training webinars that we have archived on our Training page and Maine CITE will continue to provide live training at the annual ACTEM Conference. Below are some recent articles that have more information and information:

- School web accessibility starts with

ADA and 508 compliance – Campus Suite - campussuite.com/school-web-accessibility-starts-with-ada-and-508-compliance/

- Website Accessibility: Ten Things School Districts Should Know – Education Week – August 3. 2016 - blogs.edweek.org/edweek/speced/2016/08/website_accessibility_ten_things_school_districts.html

- *Why Public Schools Need to Audit Their Website for Accessibility Right Now – 3Play Media* - 3playmedia.com/2016/05/27/why-public-schools-need-to-audit-their-website-for-accessibility-right-now/

- *Digital Accessibility Toolkit - Center on Technology and Disabilities – PDF download* - ctdinstitute.org/sites/default/files/file_attachments/AccessibilityToolkit-508_FINAL_100616.pdf

- *Accessibility for All Students – SETDA – OER Case Studies* - oerstudies.setda.org/accessibility/

Future Ready Summit

Sherry Wyman, Coordinator of Education Technology & Libraries
Learning Through Technology Team
Maine Department of Education

Future Ready Schools is a federal effort to help district leaders plan and implement personalized, research-based digital learning strategies so all students can achieve their full potential. The New England Future Ready Summit was in Newton, MA on November 14 and 15, 2016. Many district teams from around New England attended the energizing two-day event.

On the first day attendees heard from author Eric Sheninger who inspired the group to create a culture of innovation in our schools. Teams then spent time in a 5-step planning process to create a systemic plan for transformation.

On the second day, district teams discussed models and frameworks that support instructional shifts in pedagogy. Folks worked on goals and strategies for teaching and learning and using assessment data to help guide the development of those goals and strategies.

Time was also spent on personalizing professional learning and supporting teacher growth while pursuing the vision. Teams were given time to develop a professional learning plan.

Attendees became familiar with the Future Ready Interactive Dashboard. The facilitators reminded teams of the importance of Future Ready Librarians.

If properly prepared and supported, school librarians are well-positioned to be at the leading edge of the digital transformation of learning.

Districts interested in becoming Future Ready must have their Superintendents sign the pledge. http://futureready.org

Maine currently has 20 Future Ready districts. Search the Future Ready Pledge district list and see if your district is Future Ready. http://futureready.org/about-the-effort/take-the-pledge/

ACTEM Amplified IT Google Admin Workshops

On Nov 15-16th at the Augusta Civic Center ACTEM hosted two Google workshops focused for the technical staff in schools that manage GAFE (now G-Suite) domains. ACTEM partnered with AmplifiedIT, an education-focused Google Apps consultancy group based out of Virginia to provide these workshops. Twenty people attended one or both days of these workshops from all areas of the State.

The first day focused on the Admin console, best practices and appropriate settings for an educational domain. The default admin console does not come configured for a school environment. The day provided a deep dive into the admin console and what services and settings you really need to change for your staff and more importantly, students in the education environment.

The second day focused on the Google Apps Certified Administrator Exam. All areas of the Google Admin Console as related to the exam were covered. An extra focus is placed on the educational K-12 application and how it relates to the exam material with a focus on educational use cases. As part of the Bootcamp, attendees are registered for the Google Apps Certified Administrator exam and actually take the exam during the last couple of hours of the class.

COMMENTS FROM ATTENDEES INCLUDED:

- It was a great workshop. Lots of helpful stuff, from little tips to help things work better all the way up to covering topics in-depth.
- I really enjoyed both days, I am pretty fluent in G-Suite but still took a lot away!
- One of the best IT sessions ever. Very relevant to my daily work!

As a result of ACTEM sponsoring these workshops, Maine has 15+ new Google Apps Certified Administrators in districts around the State.

Microsoft Server 2016 Licensing

Microsoft changed server licensing to a core-based model with the release of 2016 Server. This is a different licensing model and might be a little confusing so here is some information and the new ACTEM pricing.

Core-based licensing: Windows Server 2016 Standard and Datacenter

- All physical cores in the server must be licensed. Servers are licensed based on the number of processor cores in the physical server.
- A minimum of 16 core licenses is required for each server.
- A minimum of 8 core licenses is required for each physical processor.
- Core licenses will be sold in packs of two.
- Eight 2-core packs will be the

minimum required to license each physical server.
- The 2-core pack for each edition is (approximately) one-eighth the price of a 2-processor license for corresponding Windows Server 2012 R2 editions.
- Standard Edition provides rights for up to two OSEs or Hyper-V containers when all physical cores in the server are licensed. For every two additional VMs, all the cores in the server have to be licensed again.
- The price of 16-core licenses of Windows Server 2016 Datacenter and Standard edition will be (approximately) the same price as the 2-processor license of the corresponding editions of the Windows Server 2012 R2 version.

FROM: MICROSOFT WINDOWS SERVER 2016 LICENSING DATASHEET

Here are the new part numbers for Windows 2016 Standard and Datacenter servers:

- Part # 4325331 MS Windows Server 2016 Standard (2-core) License pack [Allows for 2 virtual instances]
- Part # 4325329 MS Windows Se ver 2016 Datacenter (2-core) License pack [Allows for unlimited virtual instances]

SO WHAT DOES THIS MEAN FOR ACTEM SERVER PRICING?

- A 16 Core MS Standard Server would require 8 license packs (Part #4325331) at $28.50 per license pack or a minimum cost of $228 for the server.
- A 16 Core MS Datacenter Server would require 8 license packs (Part #4325329) at $200 per license pack or a minimum cost of $1,600 for the server.
- Pricing would increase if you have additional cores in your server.
- REMEMBER a Minimum of 8 licenses or 16-core is required per server

ACTEM's pricing contains a slight increase (even though Microsoft states differently) from the previous MS Server 2012 R2 pricing.

REMEMBER: Microsoft licensing allows installation of previous versions of server software with the purchase of current licensing.

- Sketchnoting
- Designing for 21st Century Global Problem Solving

The ongoing focus of the iLearn-Maine Micro-Credential program is to support educators developing the skills that lead to productive learning through technology. For more information please check out https://ilearn-maine.org/ and https://moreverbs.info/.

ACTEM & Atomic Learning Partner Up

ACTEM has partnered with Atomic Learning to offer special pricing on Atomic Learning's online resources for our members. ACTEM's MemberPlus Upgrade for individual members offers a subscription to Atomic Learning for just $25. This is a great price and opportunity to try out Atomic Learning if you are new or see the new features added in recent years for previous users.

Included in the ACTEM MemberPlus Upgrade, is access to Atomic Learning's online resources for this membership year through June 30, 2017!

This membership upgrade allows you to log in to Atomic Learning and gain access to a vast library of online learning resources relating to instructional practices, college and career readiness, student engagement, technology use, and more. Our new Hoonuit Online Learning Framework works to personalize online learning using four components:

- LearnIt - Learn from Best Practices
- DoIt - Apply Learning to Life
- ShareIt - Connect and Get Feedback
- ProveIt - Document Learning

All of our conceptual learning resources are available in this LearnIt, DoIt, ShareIt, and ProveIt format. See a short overview video at the following link: https://www.atomi-clearning.com/k12/movie/133434/play_window

In addition to the personalized learning experience, you can document your professional learning with Atomic Learning's reporting capabilities, assessments, and Certificates of Completion. You also have the opportunity to join webinar training sessions hosted by our customer support team. These sessions will highlight new Atomic Learning content as it relates to hot education topics.

If you would like to add the MemberPlus Atomic Learning subscription to your membership contact ACTEM at info@actem.org.

Eduporium: Decreasing the Learning Curve; Consulting with Educators

Eduporium is your educational partner and end-to-end resource for helping teachers bring innovative technology to learning. We are a value-added reseller that searches the world for the cutting-edge STEM technologies, designing kits of vetted, educationally engaging and innovative products to meet your specifications, and bundling them to support comprehensive programs and curricula requirements.

We understand that time constraints and limited resources play a role in offering engaging project-based learning experiences. To save you time and help you find meaningful solutions for your libraries and classrooms, we work directly with you to match innovative tech products to your needs and then collect all the elements (including starter activities and clear set-up instructions) to compose bundles for Lending library programs and portable Makerspaces. We also offer hands-on workshops (on-site or via video conferencing) to ensure educators understand all the way in which these tools can support their learning goals and educational standards.

By decreasing the learning curve and consulting with educators, Eduporium helps teachers locate, learn and leverage the right STEM, STEAM and Makerspace technology that goes beyond teaching tech but offers students exciting and experiential learning. To find a nice addition to your teaching toolkit, contact Eduporium at info@eduporium.com.

Empowering the Future with Technology

EdSurge

Audrey O'Claire & Julie Willcott

Together we were brainstorming how we might work together. And then we received this email from EdSurge inquiring if we would be interested in a paid social

"It is often safer to be in chains than to be free…" Franz Kafka This quote reflected my feelings about teaching in public education, perfectly. I was growing restless and wanted more but felt chained by the benefits, schedule, and, oh yeah, the fact that I adored my students. When my family moved from the Bangor area to the Augusta area, the decision was made for me and I decided to see if being free was really a possibility. **- Audrey**

Over the past few years, I found increasing professional satisfaction working with teachers as they integrated educational technology into their classrooms. While I have missed the students, the ripple effect and occasional opportunity to return to the classroom, have made change possible. In the summer of 2015, as my youngest son graduated high school, I left full-time teaching at the high school level to pursue work as an independent consultant. **- Julie**

media position. We were excited by the opportunity to work for EdSurge, the opportunity to work together, and the opportunity to work in social media. A week, and a few phone calls later, we were part of the EdSurge team.

WHAT IS EDSURGE?

EdSurge provides news, insights, and opinions at the juncture of education and technology with weekly newsletters targeted for K-12 teachers, K-12 administrators, and higher ed. EdSurge maintains an extensive job board and provides a service to help schools and districts find the technology tools that best fit their needs. In addition, EdSurge hosts events where educators and entrepreneurs can meet and learn from each other. All this at no cost to educators.

So what does a social media fellow do?
We promote new articles and publications from EdSurge using Twitter and Facebook. We also locate and re-post articles which have been popular with educators.

We manage our posting with Buffer, which allows us to schedule, publish, and analyze all our posts in place. Buffer is both a tool and a resource. Buffer provides us with a platform that makes posting easier and with emails that contain thoughtful insights into the most effective use of social media.

We promote, and sometimes co-moderate, #edsurgechat which is on the first and third Tuesday of each month at 8 pm eastern time. We will also be attending conferences and reporting out. Audrey is headed to the Big Ideas Fest in December. And Julie is heading to the Future of Educational Technology Conference in January. Other upcoming conferences include SXSWedu.

So here we are working full-time in educational technology, both independently and collaboratively, and loving it.

@audreyoclair, @Willcottjulie

ISTE Standards for Teachers Seeking Comments

The first draft of the 2017 ISTE Standards for Teachers is open for comment. As with last year's refresh of the ISTE Standards for Students, ISTE is looking to engage thousands of educators from around the globe in the refresh process.

ABOUT THE TEACHER STANDARDS REFRESH

The ISTE Standards provide a framework for learning, teaching and leading that is amplified by technology. These digital age standards are not "technology standards," but a

road map for educators worldwide as they navigate decisions about curriculum, instruction, professional learning and how to transform pedagogy with technology.

ISTE refreshes the individual standards in the suite every seven to ten years to ensure they remain relevant and continue to prepare students for the future while also allowing schools, districts and states to have time to adopt, implement and show an impact on learning.
Use the refresh toolkit, participate in the survey and share the survey in your networks.

By sharing your thoughts, you can help shape the future of education!

Skowhegan Area Middle School Reading Interventionist Tammy Ranger named Maine's 2017 Teacher of the Year

Tammy Ranger of Skowhegan Area Middle School's was selected from over 300 nominees as Maine's 2017 Teacher of the Year. Tammy is a 16-year veteran reading interventionist in Somerset County schools committed to supporting her students succeed despite their challenges. The seventh-and eighth-grade reading intervention teacher is described by her students as "generous, helpful, thoughtful, cool and kind." In supporting her nomination, SAMS Principal Zachary Longyear noted Ms. Ranger creates a safe, family-oriented atmosphere in her classroom where "student growth is anticipated, mapped out, and celebrated."

Ms. Ranger is a National Board Certified teacher, earning her initial certification in 2005 and was recently awarded her renewal in Early Adolescence/English Language Arts. She holds a Bachelor of Science in Elementary Education from the University of Maine at Farmington and a Master's Degree as a K-12 Literacy Specialist from the University of Maine.
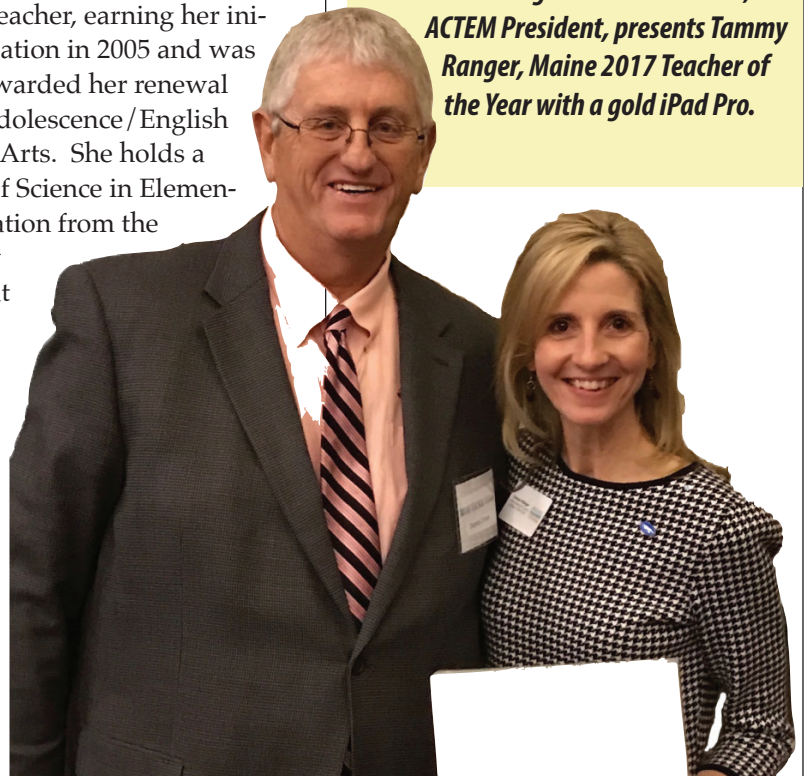
As the 2017 Maine Teacher of the Year, Ms. Ranger will travel throughout the state and country collaborating with other educators to support the efforts underway to prepare all students for college, work and civic life. She is Maine's representative in the National Teacher of the Year program which includes a national forum with other state winners, a week at a NASA Space Camp and a visit to the White House.

The Maine Teacher of the Year program is administered by Educate Maine, a business-led advocacy organization, in partnership with the Maine Department of Education and the Maine State Board of Education.

For more information about the Maine Teacher of the Year program, visit mainetoy.org. For more information about Educate Maine, visit educatemaine.org.

ACTEM is a sponsor of the Maine Teacher of the Year Program. Dennis Crowe, ACTEM President, presents Tammy Ranger, Maine 2017 Teacher of the Year with a gold iPad Pro.

Share Your MLTI Success Stories

As reported in the media this fall, important decisions makers have questioned the value of the MLTI program. While MLTI has never been about the technology, we believe technology needs to be in schools and can improve teaching and learning in Maine schools.

While many of us see student success first hand in our schools and witness amazing teaching breakthroughs - it important to share these stories with a broader audience. ACTEM would like to collect these successes in the form of stories and videos and share them with that broader audience.

The ACTEM board has been wondering what can ACTEM do to help promote the message that MLTI has positively impacted Maine Schools? We know there are many stories from schools around the State that demonstrate this impact. ACTEM would like to hear and share your stories of MLTI success. The new year will bring about the 30th anniversary of the ACTEM conference and also is the 15th year of MLTI in Maine.

How is MLTI helping teaching and learning in your school? Share your success stories either in writing or in a short video. ACTEM will share your stories and videos on our website, in future newsletters and use them as part of the celebration at the ACTEM 2017 conference.

All submitted stories and videos will be entered into a drawing for a couple of free ACTEM 2017 conference registration. Please help us tell the success of MLTI in Maine. Submit stories and videos to ACTEM at info@actem.org

Call for Proposals Open

TECH & LEARNING LIVE CALL FOR PROPOSALS
May 12th - Boston Marriott Newton, Newton, MA

http://www.techlearning.com/live/over-view/%20Boston/37

This conference focuses on both "tech" and "learning." K-12 tech leaders will share ideas related to all things edtech: what works, what doesn't, how to get stuff done.

K-12 instruction leaders will discuss how the learning fits meaningfully into these tech initiatives. Topics include personalized learning, successful PD models, digital citizenship, the latest tools for core curricula, coding, robotics, and much more.

MOOSETECH 2017 CALL FOR PROPOSALS

The MooseTech 2017 call for proposals is open until January 1st, if you are interested in presenting at MooseTech, please go to www.moosetech.org and submit a proposal. The fifth annual MooseTech Regional Technology workshop will be held on March 10, 2017 at Piscataquis Community Secondary School in Guilford, Maine.

This regional technology day is an opportunity to join 500 educators for a day of learning about ways to use technology for learning. Last year we had over 100 different sessions for Pre-K -12 educators.

Each presenter gets a free registration to enjoy the rest of MooseTech as well as lunch and as much caffeine/chocolate as you can handle!

(President's Message, from cover)

Magiera, the CTO of Illinois' Des Plaines School District, gave a wonderful talk on "Courageous Edventures", which just so happens to be the topic of her fantastic book. Our other keynote was given by Carl Hooker, the Director of Instructional Technology for Texas' Eanes ISD. Those that attended will fondly remember Carl as the presenter dressed as a Zombie, which was topical given that he was presenting on how to survive the Zombie Apocalypse.

The conference would not be possible without ACTEM's magnificent Conference Committee and I wanted to especially thank this year's committee co-chairs, Crystal Priest and Barbara Greenstone. If you see them around the State in the coming weeks, make sure to thank them for putting together a conference that provided over 170 different sessions including ten Apple laptop sessions, 13 PC only sessions, and 100 platform agnostic sessions. And that doesn't include the learning opportunities presented by meeting with many vendors. The variety and quality of sessions was simply amazing!

If you enjoyed this year's conference, please consider presenting at ACTEMs 2017 conference, which will be held again at the Augusta Civic Center on October 12th & 13th. The conference committee will be accepting proposals in the Spring, but you should all be eager beavers and start working on your presentations with friends and colleagues now. Presenters attend for free and the quality of our conference is entirely dependent on the participation of the many wonderful and smart people doing a wide array of interesting things in schools and communities around our great State.

Again, don't forget to mark your calendar for ACTEM 2017 on October 12 & 13., and we will be returning to the Augusta Civic Center. We are anticipating an exciting year as it is will be the 30th ACTEM conference and 15th year of MLTI. Mark it on your calendar, you won't want to miss ACTEM 2017!

UPCOMING EVENTS

Dec. 10, 2016
Maine FIRST LEGO League Tournament,
Augusta Civic Center

March 10, 2017
MassCUE - Leveraging Technology to Empower
the Whole Child, College of the Holy Cross,
Worcester, MA

Feb. 22, 2017
MassCUE Googlepalooza, Montachusett
Vocational Technical High School, Fitchburg MA

March 3, 2017
2017 Massachusetts CTO Clinic, Sponsored by
COSN & METAA, Milford, MA

March 10, 2017
MooseTech 2017, Piscataquis Community
Secondary School, Guilford, ME

April 3-6, 2017
COSN Invent the Future Conference, Chicago,
IL

May 9, 2017
2017 New Hampshire CTO Clinic, Sponsored

by New Hampshire CTO Council, Meredith,
NH

May 12, 2017
Tech & Learning Live @ Boston, Boston
Marriott Newton, Newton, MA

May 22-23, 2017
DYNAMIC LANDSCAPES - Champlain
College, Burlington VT

June 6-8
iPadpalooza - Austin, TX

June 25-28, 2017
ISTE 2017 – San Antonio, TX
https://conference.iste.org/2017/

Oct. 12-13, 2017
ACTEM 2017 Conference, Augusta Civic
Center

**MLTI Professional Development
Apple Solutions**
http://maine.gov/mlti/events/apple.shtml

HP Solution
http://maine.gov/mlti/events/hp.shtml

UMaine Courses
Non-degree registration information
https://umaine.edu/graduate/apply/cert-nd-app-
info/

**Master of Education in
Instructional Technology**
https://online.umaine.edu/graduate-degrees/
master-of-education-in-instructional-technology/

**Certificate in Classroom Technology
Integration**
https://online.umaine.edu/graduate-certificates/
classroom-technology-integrationist/

**NEW Certificate in
Instructional Design**
https://online.umaine.edu/graduate-certificates/
graduate-certificate-instructional-design/

Other:
Tech Sherpas - http://www.techsherpas.org/
Tuesday 3pm

#EdChatME
https://twitter.com/hashtag/edchatme
Mondays 8:30-9:30pm

About Time and Beyond
<http://www.abouttimeandbeyond.com/>
First Thursday at 3:30pm