

HIGHLIGHTS AND
INSIGHTS FROM
THE YEAR'S
BIGGEST K-12
ED-TECH
TRADE SHOW

ISTE
2015

SMART REPORT ON ISTE2015

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30-36	—	0	✓	—	—	0	—	—

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FEATURES AT A GLANCE

Device Capacity	Adjustable Shelves	Front Cable Management	Rear Cable Management	Pop-up Power	Syncing	Timer	Sliding Door	Laminate Top
10-40	✓	0	✓	—	0	—	—	0

0 = Optional; *Included in some models.

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LMS: EXTREME MAKEOVER

Is it time to overhaul the LMS? We believe it is and we want to talk about it at SXSWedu 2016. We are teaming up with the Software & Information Industry Association (SIIA) and C. Blohm & Associates to discuss ideas on redefining the LMS in a session called **“LMS: Extreme Makeover.”**



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CAMP MEMORIES

LOVED SUMMER CAMP when I was a kid. Every July, my folks shipped me and my bags off to Camp Cedar Crest in the mountains of San Bernardino, California, for a week of friends, fun, games, activities and classes. I ate a copious amount of S'mores, played volleyball for hours, sang around the campfire and giggled with my friends into the wee hours of the night. It was always a good time. And I always came away from camp with great memories, new friends and fresh energy for the school year.

The annual ISTE show and conference reminds me a bit of camp. For four days each summer, educators from around the globe come together to network, exchange ideas, learn from one another and find new ways to tackle the challenges of education. This year's show was no exception, and SmartBrief editors were on the ground to catch it all. It was something to see. The Pennsylvania Convention Center in Philadelphia hummed with energy as educators attended sessions, engaged in workshops and activities, and crowded the conference floor to see the latest devices and applications in education technology. And when it was all said and done, folks left the conference armed with new information, new friends and new energy for the coming year.

This SmartReport on ISTE 2015 aims to bring some of that ISTE magic to our readers. Inside, you'll find summaries of coverage from sessions about academic makerspaces, school technology coaches and trends in student data. Student



KANOE NAMAHOE
Editor, SmartBrief on EdTech

presenters give sage advice to tech-wary teachers in "Student Voices." SmartBrief Education Senior Editor Melissa Greenwood reports on new realities in education from Will Richardson's session "Tech in 10: Effective Teaching for the Next Decade." Education expert Mark Barnes offers five strategies teachers can implement now to bring change in their classrooms in his story, "Reconfiguring the 5-year plan: Right-now strategies for schools." And I share insights from veteran journalist Soledad O'Brien's opening keynote address, during which she outlined ways educators can use technology to level the playing field and create true equity in our schools.

This is just the tip of the iceberg. This digital supplement is packed with interactive elements and meaty information — don't miss TechTips and our Tech Showcase! — all designed to inspire new ideas and get you excited for the upcoming school year.

So sit back, flip through the pages and enjoy. And let us know what you think of this supplement. We would love to hear your thoughts (knamahoe@smartbrief.com) on how we can improve it and what you would like to see — topics, story elements — in future issues. Your input matters. **SB**

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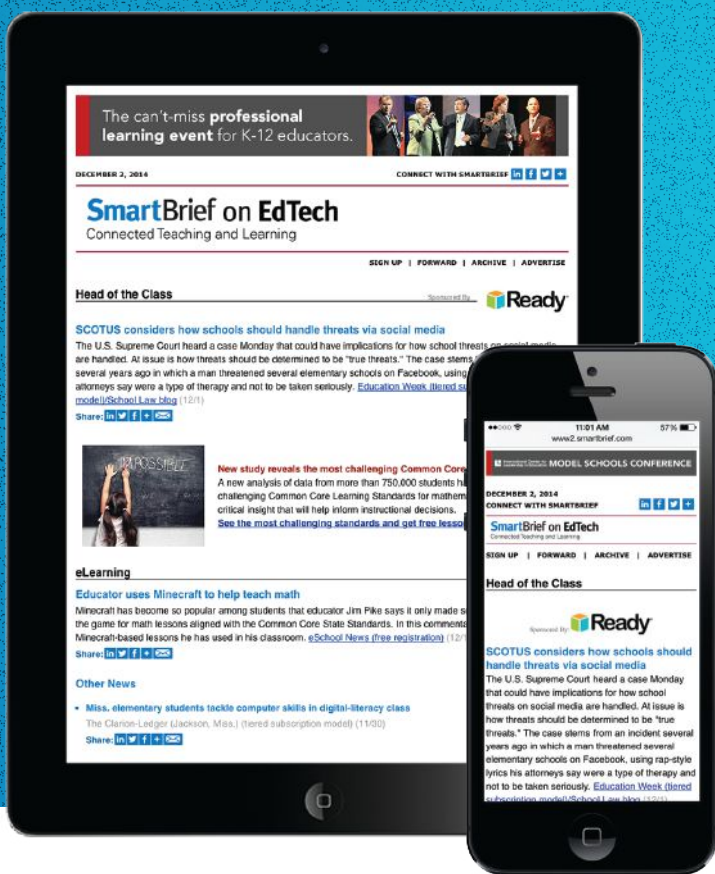
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STUDENT VOICES


Student presenters at ISTE 2015 offer tips to tech-wary educators

- 
GET HELP FROM STUDENTS. Technology is second nature to today's digital natives. Take advantage of this. If you have questions or need help, reach out.
 — *Keakealani Pacheco*, senior, Kamehameha Schools Hawai'i
- 
BE PATIENT WITH THE LEARNING CURVE. Using technology tools can be a frustrating, intimidating process. Be patient with the progress and be open to learning new things.
 — *Kaluhikaua Kaapana*, senior, Kamehameha Schools Hawai'i
- 
EXPERIMENT. Play with different tools and test-drive them with your students. Finding the right technologies for your classroom is all about trial and error.
 — *Luke Taniguchi*, senior, Kamehameha Schools Hawai'i

READ THE FULL STORY ON [SMARTBLOG ON EDUCATION](#).

KEY TAKE-AWAYS FROM THE SHOW

Summaries of editorial coverage from ISTE 2015

- 
CREATING ACADEMIC MAKERSPACES Eight steps can help create a successful academic makerspace, Russ Jarowski, director of technology at a Massachusetts school, said during a recent conference. The steps include establishing a purpose, keeping the focus on students and remembering what motivates students to learn.
READ IT HERE: [THE Journal](#)
- 
ADVICE FOR SCHOOL TECH COACHES School technology coaches must be flexible, tough and diplomatic, said Alyssa Tormala, teacher and instructional tech coach at an Oregon private school, to a packed room of educators at ISTE 2015. Tormala shared tips tech coaches can use at their sites, including how to work with teachers as “informed collaborators” and finding their “village” of supporters.
READ IT HERE: [EdWeek](#)
- 
STUDENT DATA TRENDS A majority of educators — 70% — who participated in the 2015 Vision K-20 Survey reported an increase in the use of student data during the last two years. Educators most often use such data to track student performance, improve instruction and identify instructional needs.
READ IT HERE: [The Hechinger Report](#)

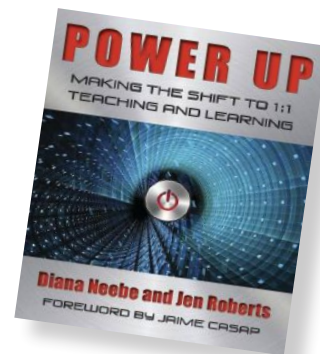
SMART READ

BOOK:

Power Up: Making the Shift to 1:1 Teaching and Learning
 By Diana Neebe & Jen Roberts

Teachers Neebe and Roberts offer practical advice for teaching in a one-to-one classroom. Readers will learn how to navigate changes in pedagogy, organize their classroom, manage time and collaborate effectively in the new environment.

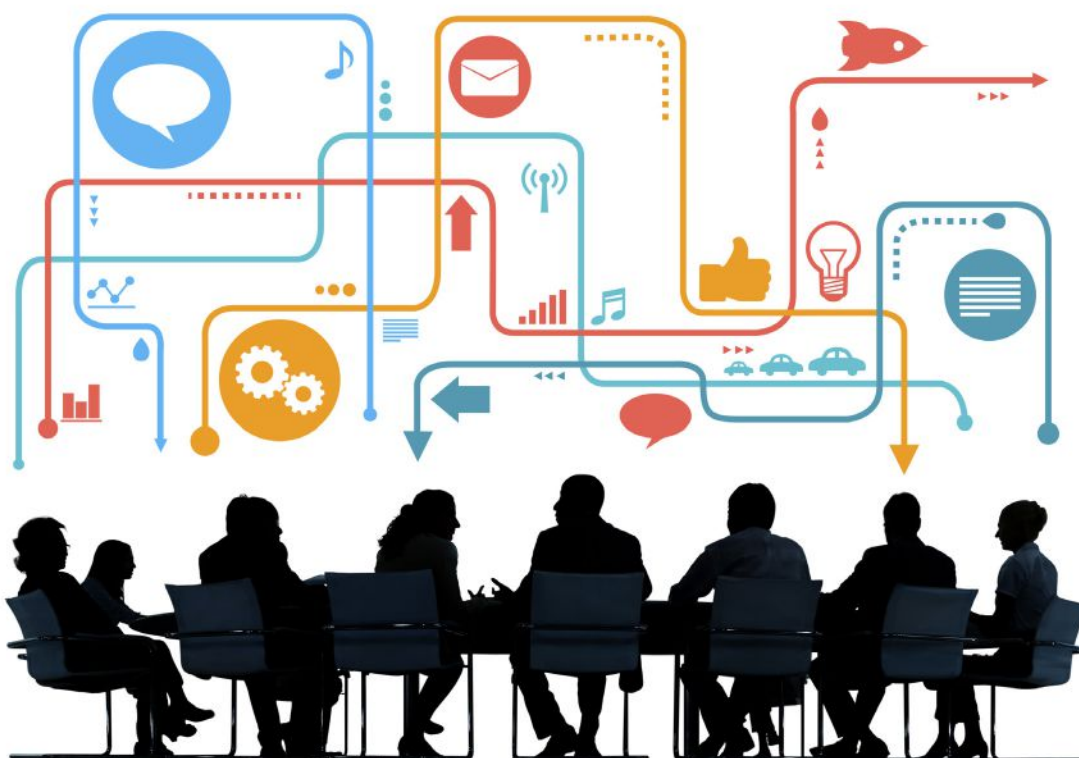
Stenhouse Publishers \$24



STEM Pathways Panel Series 2015

Bringing together top STEM specialists and experts from industry and education, SmartBrief Education's STEM Pathways Panel Series are high-powered, one day events that explore real-world ways to address the issue of students' STEM skills gaps and guide them

toward careers in STEM fields. Combining vibrant panel discussions in an engaging and intimate setting along with substantive networking opportunities, each STEM Pathways event is designed so attendees leave with practical tools for continued learning.



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Level *the* Playing

“Education is the next civil rights [battle]...” said journalist Soledad O’Brien in her opening keynote at ISTE 2015.



Veteran journalist and documentary filmmaker Soledad O'Brien tells how technology can help overcome barriers and close achievement gaps

Field

By Kanoe Namahoe

EVENTEEN-YEAR-OLD MARIA CASTRO

had a dream: to attend Stanford University and study solar engineering. The sixth of seven children in a working-class immigrant family, Maria was a standout honors student at Carl Hayden Community High School in Phoenix. Maria was in her sophomore year when she discovered that her school did not offer calculus, a class she needed to be considered for admission to Stanford.

Determined, Maria set out to get the course she needed. She wrote up a proposal for the class, persuaded 31 of her peers to take it with her and pleaded with the administration to get a teacher and funding. It worked. The school added the two-semester course, and Maria and her classmates attended it every day after school.

Unfortunately, despite Maria's hard work, her story didn't have a fairy tale ending. Twenty-four of the original 32 students who signed up to take the class dropped it, citing that the material was too difficult. Even more disappointing, Maria never made it to Stanford. She had the grades; she did not have the right courses.

This is "unfair" and "criminal," said veteran journalist and documentary filmmaker Soledad O'Brien. The former CNN news anchor told Maria's story to more than 5,000 educators during her opening keynote address at this year's ISTE show and conference in Philadelphia.

"Maria should have access to online classes and high-speed wireless networks to do research," said O'Brien. "It's insane that she's battling to get a teacher for a classroom in Phoenix when there are millions of students that take calculus every single day across the United States. She's obviously engaged. She's working really hard. She's single-handedly

trying to get herself to be educated. I think that's criminal."

Education today is the next civil rights battle, O'Brien said. In her keynote, she outlined four ways technology can level the playing field and "bring real opportunity to schools."

PERSONALIZE THE LEARNING EXPERIENCE

Lavon Longstreet was a second-grade student at an elementary school in Minneapolis. By the time he reached the second grade, Longstreet had attended four schools. He was nearly two years behind in reading and math. O'Brien showed a clip from her 2013 documentary "Great Expectations: A Black in America Special," during which she attempts to read with Longstreet. Even with O'Brien's help, the 7-year-old student was unable to identify simple words.

This is a serious issue, said O'Brien. In a news conference with media, she explained that if children aren't reading on grade level by grade three, they run a high risk of dropping out by grade seven and, later, incarceration. "So the debate over whether Lavon can read or not is not just a specious 'Oh goodness, it would be so nice if he could read!'" she said. "We actually know that Lavon's not reading is directly correlated to what Lavon's future looks like."

Technology can create new paths for students like Lavon, O'Brien asserted. Devices, applications and adaptive-learning systems can provide valuable intervention and personalize the learning experience. "There is no excuse for a 7-year-old not to know the words 'the' and 'at.' Technology should be able to close that gap," she said. "Technology could be leveraged to help Lavon learn in the way he learns best."

CLOSE THE INFORMATION GAP

Kids like Maria Castro don't suffer just financial disadvantage but also information gaps, O'Brien said. They simply don't have the same exposure to information as do students in more affluent school systems. Technology can change this. With a mobile device and high-speed wireless access, kids like Maria can have virtually unlimited access to courses, information and research. Without it, though, these students can fall behind and might not be able to catch up, O'Brien maintained.

"Technological solutions for Maria and thousands of students like her could literally change their lives and expand their opportunities," said O'Brien. "Marias exist across the United States. They work hard for a chance. It shouldn't be up for a crapshoot."



SELF-EXPRESSION AND VOICE

In 2008, O'Brien traveled to South Africa with 30 teenagers from New York as part of a program called "Journey for Change," which was developed by Malaak Compton-Rock, ex-wife of comedian Chris Rock. The group spent roughly two weeks in Diepsloot and Soweto volunteering in homes, schools, hospitals and orphanages. At the end of each day, students blogged their experiences on laptops donated by Dell.

"The goal was not to give a laptop to each kid," asserted O'Brien, "but to give a platform for each of these students to take their learned experience and turn that into a point of view." The students learned to write about their experiences, explain it to various audiences and defend their positions. They blogged their stories across multiple platforms. They wrote letters to their hosts in South Africa and to various politicians, expressing their concern about social issues.

The laptops enabled the students to practice self-expression and find their voice, said O'Brien. "The focus was on an emotional and difficult experience that they had to navigate through," she said. "The technology leveraged that experience into something bigger, more powerful and more important."

EXPOSURE AND MENTORING

Many students, namely those from disadvantaged backgrounds, lack knowledge and exposure to different life and career opportunities, O'Brien said. She demonstrated how technology could help fill this gap. She brought a group of educators on stage to test-drive Google Expedition, a new virtual reality product used with a Google Cardboard headset. More than just watching a video clip, the headsets put the users inside

their occupations and the roads they took to get there. This type of exposure and mentorship fills an important gap, especially for students from disadvantaged background.

"We expect people in poverty whose parents don't have careers to magically self-mentor themselves into understanding a career path," O'Brien explained. This is beyond what they know, she said. But with the right devices and applications, she told the audience, we can expose them to new opportunities and give them "the tactical, pragmatic story — the hours, the pay, the classes, the job, the joy, the work."

While O'Brien maintained that technology can bring powerful, important experiences to schools and students, she also emphasized that "technology for technology's sake is a complete waste." As she concluded her speech, she encouraged attendees to look for ways tools, devices and applications can open doors to opportunity and bring equity to all students.

"Do not give up on the kids who need you," she urged. "It is never about the technology. It is about the problems you can solve and the huge dilemmas we have in education that we could tackle. Technology is a tool, a powerful tool. In

JUST ANNOUNCED IN MAY and set for launch this fall, Google Expedition aims to give teachers the ability to take students on immersive virtual reality field trips. According to a **Google for Education** blog post, teachers use the Expedition app on their tablet to push three-dimensional, 360-degree panoramas to students, each outfitted with a **Google Cardboard** device. The app enables the teacher to guide students through the panorama, in real time, and pause when needed to provide additional explanation. To see Google Expedition in action, visit **Google for Education's** YouTube Channel.

the surgery room with the veterinary surgeon and let them watch over her shoulder as she performed a procedure on a cat.

Tools like Google Expedition give students a glimpse into worlds they otherwise might never see, O'Brien said. They can also provide ways for professionals in different fields to give students practical insight about

the right context, it could really change the world for the students who rely on you to change it." **SB**

Kanoe Namahoe is the editor of SmartBrief on EdTech

» Story link: Read it here

5 New Realities in Education

The vast majority of us now work in environments where the ability to learn is more critical than what we know and where the most valuable currency is influence, not power.

— **Liz Wiseman**, *Rookie Smarts*



THE EDUCATION LANDSCAPE has shifted dramatically during the last 10 years. Tablets have replaced textbooks. Students use smartphones during class — for learning. Educators connect online to share best practices.

What does the next decade hold for education? What will become the future of schools? Educator and author Will Richardson took on the topic during his ISTE 2015 session, Tech in 10: Effective Teaching for the Next Decade.

“‘Knowledge’ isn’t the word any longer. ‘Skills’ is no longer the term. ‘Learning’ is the word,” Richardson said, noting that the jobs of tomorrow will require serial mastery. “If our kids don’t have the ability to learn, it really doesn’t matter how much knowledge we give them.”

“This is a very different world that our kids are stepping into,” he said. And educators may need to modernize their classrooms to prepare students for what they are about to meet with in the workplace. Here’s a snapshot of five new realities in education that Richardson highlighted during his session:

1 Access amplifies agency. Ninety-two percent of teens go online daily, and 75% of children in the United States have access to a smartphone. When students have this kind of access, it amplifies their ability to learn, and they have more agency — more choice — in learning.

2 Learners are designers of their own education. If students — or adults — want to learn something, they don’t often take a course. Instead, they go online and search “how do I ...”

3 Access, creation and sharing of information are uncontrollable. Children are walking into uncontrolled online environments when they leave school. Rather than controlling, a better solution would be to teach children how to manage the uncontrolled environment.

4 Courses are active compositions. Learning doesn’t happen in a vacuum. Learners may compose as they go. It’s really about: What do I want to learn, and how are you going to help me learn it?

5 PD is the responsibility of the professional. If you don’t know how to use Twitter, and you want to learn how, go learn Twitter. Don’t wait for a Twitter workshop. Students are not waiting for workshops, and educators need to be able to learn — and model learning — in this proactive way.

“This isn’t just about learning,” Richardson said. “It’s about the future of work and wealth.” If children are only able to do routine jobs that are well defined and go by explicit instruction, they are not going to be prepared for the workforce, because those kinds of jobs are going away.

The jobs of tomorrow will require flexibility, creativity and problem-solving, Richardson noted, leaving us to consider this question: “Are we giving kids opportunities in classrooms to learn continually, to adapt, to be persistent, to develop dispositions around which they can continue to learn?” **SB**

Melissa Greenwood is the senior editor for SmartBrief Education.

► **Story link: Read it here**

RECONFIGURING THE 5-YEAR PLAN

Right-now strategies for schools

By Mark Barnes




IN A RECENT lively chat about problems in education, a colleague suggested that teachers want quick fixes — the kind of solutions, she suggests, that do not exist. Upon careful consideration, I decided that my esteemed colleague couldn't be more wrong.

In fact, I talk to teachers daily in the field and on social networks, and most of them say there are very few fixes at all, quick or otherwise. Almost every solution to any education problem is something that is sent to a committee, then to senior administrators, before being relegated to some five-year plan, etched in a 20-page mission statement that most will only skim.

The problem with five-year plans is that technology evolves at staggering speeds and our students change from week to week. Most five-year plans are obsolete long before the plan comes to fruition. We live in a time that calls for right-now strategies. Who even knows where we'll be in five years?

It's time for all education stakeholders to reframe their thinking and to change their attitudes. It's time to solve problems today. Here are five solve-today-implement-tomorrow strategies that are sure to improve teaching and learning at your school.



1 | Engage learners on their playgrounds. Our students consume about seven hours of media daily. Most have mobile devices of some kind and are active on at least one social network. Still, many educators ask students to leave their most powerful learning tools in their lockers or at home. With mobile devices and social media come fear, which is understandable. The dangers of cyberbullying are real, and the possibility of disruption is palpable. However, there is no better way to engage all learners than by telling your students to bring their mobile devices to class, so they can text their peers or share their thoughts on Twitter or Instagram. Plus, activities like these present wonderful opportunities to teach appropriate use and online safety, lessons our students don't get enough of outside school. All you need is Internet access and a few computers, tablets or mobile devices, and you can involve all your students in a remarkable conversation about any subject. Use [Twitter](#) (you can easily create a classroom account); [Todaysmeet](#), which takes no registration and costs nothing; [Celly](#), for texting; Facebook; or another platform. Help students access your back channel, and talk about learning. It's fun and engaging, and you can start tomorrow.

2 | Ask students to reflect. On the surface, this might appear to be an obvious strategy. Unfortunately, it's one of the most overlooked, yet best, practices any classroom teacher can use. Consider the elements of a typical lesson: Direct instruction, interaction, practice, observation/assessment, closure. While teachers have many variations on this format, what is typically left out (mainly due to lack of time) is reflection and

self-evaluation. The best way to overcome the issue of time is to plan daily reflection into your lesson. How can this be done in a class period that might last 40 minutes? Give your students a space to write — a blog, a social network or even a spiral notebook, and plan as little as five minutes at the end of class for process writing. Build these journal entries around questions such as, What did I learn? Why is it important? What is unclear? How can I explain this in under a minute? Experts such as Thomas Guskey, Dylan William and Alfie Kohn have touted the effect of this kind of reflection and feedback for decades. When you consider that time involved — roughly five minutes — and the value of encouraging independent, self-evaluative learning, reflective writing must be a part of your daily routine.

3 | Find your tribe. This might sound a bit cliché, but every teacher needs at least one tribe — trustworthy professionals who will challenge your thinking every day. Creating and joining groups of

like-minded educators on various social networks is more popular than ever. You can find teachers discussing all education topics on networks such as Facebook, WordPress, Twitter and LinkedIn. One teacher told me he had learned more in six months, participating in an ongoing Voxer chat with 30 other teachers, than he had in the prior 10 years of school-initiated professional development. In minutes, you can join a public group or page on Facebook, such as [Talks with Teachers](#), or follow a Twitter feed, such as [#edtech](#). These places are rife with progressive-minded educators who are friendly and eager to share hidden resources.

4 | Mess up your classroom. This is an easy right-now strategy, and it's fun. How, though, does a mess improve teaching and learning? The broad-stroke answer is, it promotes student interaction and pumps energy into your room. When you take your chairs out of rows, or better yet have students do it, and put them in pods or circles, students engage with one another. Toss some beanbag chairs onto the floor, scatter some books, posters or dry erase boards on tables, and consider sitting on the floor (yes, even if it's dusty). These simple gestures bring students and teachers closer together, and learning flourishes.

5 | Decompress. You are responsible for the safety of dozens, or even hundreds, of children. You face pressure daily from administrators, colleagues and parents. There's rarely enough time to complete all tasks, and you worry that you won't be ready for tomorrow. Hold on a moment; slow down. For more than 15 years as a classroom teacher, I ran through 10-hour days as if a bonfire were chasing me down the hallway. I ate lunch at my desk and rarely socialized. One day, a sage colleague strolled into my room and ordered me to the faculty lounge. "You have to get away from the chaos, or it's going to kill you," he said. "You have to decompress." This advice may have saved my life. Not long after that conversation, I began studying meditation and mindfulness. Not only did I start eating lunch with friends away from my classroom daily, I began practicing at least five minutes of relaxing meditation. When I learned to escape the rigors of daily teaching and to decompress, I felt better physically, mentally and emotionally. I stopped venting at students. I smiled more. Sometimes, I even laughed. So take five minutes (no social media or texting), and close your eyes. Inhale deeply; exhale slowly. Do this tomorrow, and teaching and learning will improve immediately, because you'll be calmer, cooler, clear-minded and better.

Mark Barnes is the author of six education books, including the recently released [Hacking Education: 10 Quick Fixes for Every School](#), part of the [Hack Learning Series](#). Mark is also regarded as an international leader in the no-grades classroom movement. Follow him on his blog "[Brilliant or Insane](#)" or on Twitter [@markbarnes19](#).

» Story link: Read it here



BLACK BOX CHARGING CARTS

Black Box's carts charge, store, sync and transport a variety of devices, from iPad minis to 15-inch Chromebooks. The carts are designed to grow as user needs change. They can be reconfigured with a few simple adjustments. The Deluxe Charging Carts can charge and store up to 36 devices in a single-frame cart or up to 48 devices in a double-frame cart. The carts come with adjustable shelving, timer, front cable management and laminate worktop. [See it in action](#)

COPIA CLASS

Copia Class is a cloud-based platform that houses text, videos and education content from various publishers. The system also features tools for student collaboration and real-time performance reporting. Copia Class integrates with most SIS providers. [See it here](#)



I-READY

I-Ready, from Curriculum Associates, is a tool designed to deliver differentiated instruction. It combines an adaptive K-12 diagnostic and growth measure, targeted assessment of grade-level standards and individualized student online instruction into a single product. The i-Ready Diagnostic aims to pinpoint student needs and forecast performance on state assessments. I-Ready data support personalized instruction plans by prescribing a tailored combination of online instruction and downloadable, teacher-led lessons to meet every student's needs. [See it in action](#)

SMART KAPP IQ

SMART kapp iQ is a 4K ultra-high-definition interactive whiteboard display. Users can collaborate on and save content from the board in real time — even from remote locations — using their Android or iOS devices with the SMART kapp app. The display, available in 55- and 65-inch sizes, is designed for plug-and-play installation, with no IT integration required.

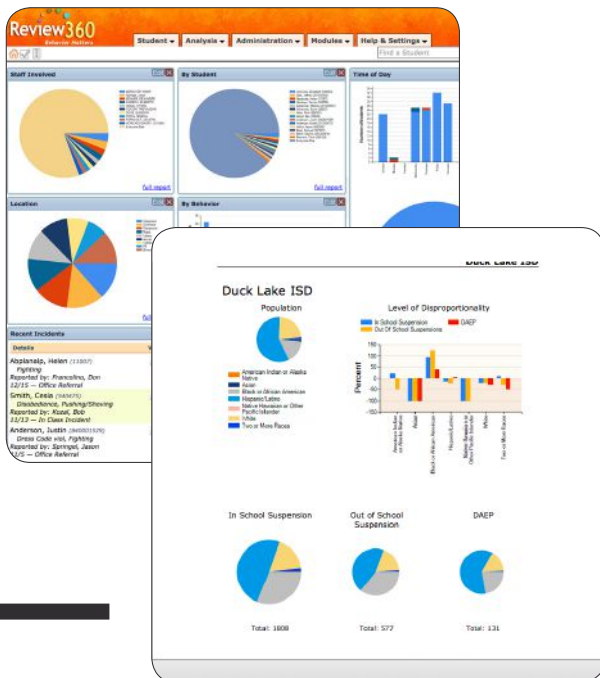
[See it in action](#)



ZSPACE

ZSpace is a virtual reality learning environment that allows students to “learn by doing.” The zSpace STEM Lab, designed for multiple grade levels, comes with hardware, peripherals and education software preinstalled. Software applications include those built by zSpace, as well as partner applications, based on Next Generation Science Standards.

See it in action



REVIEW360

Review360, from Pearson, is a Web-based system that integrates the elements of a behavior program: progress monitoring, data analysis, communication, office-referral workflows and professional development. The system gives teachers and administrators a process for monitoring students with targeted behaviors, automates the collection of progress data and organizes the data into a centralized database. Review360 can be accessed from any computer or mobile device.

See it in action

CLASSFLOW

ClassFlow, from Promethean, is an interactive lesson-delivery system designed to increase student and teacher engagement through the collaborative use of classroom devices, digital curriculum and assessments for learning. The device-agnostic platform lets teachers synchronize lessons across any Internet-connected laptop, tablet, netbook or classroom display. Students can access assignments, curriculum and resources, at any time from any location, through their ClassFlow Student Accounts. The system provides real-time feedback on student understanding to help teachers differentiate instruction.

See it in action



K-12 IT leaders and educators share ideas and best practices for effective tech use. Featured weekly in **SmartBrief on EdTech**.

SIMPLIFY LOGINS. Schools should simplify the login process for students to give them faster access to technology, writes James Roodhouse, technology director for Geneseo CUSD 228 in Geneseo, Ill. In this blog post, he suggests schools install kiosklike computers, where students save all their work to the cloud.

IMPLEMENT BRAIN-BASED LEARNING. It is essential to engage students in order to promote deeper learning, according to Joli Barker, a teacher at Press Elementary in McKinney, Texas. In this blog post, Barker suggests engaging students by allowing them to explore content with four brain-based learning areas in mind.

GET PAST THE TOPS OF THEIR HEADS. Determining how well students are tracking with a concept can be a challenge in today's one-to-one classrooms. The traditional signals of body language — nods, eye contact, furrowed brows — all but disappear as students bend their heads toward their devices. This blog post tells how teachers can combat this challenge through the use of digital tools.

THINK BEFORE YOU POST. Educators should think twice before making online posts, according to Mike Ribble, director of technology for the Manhattan-Ogden Public Schools in Manhattan, Kan. In this blog post, Ribble suggests that educators be respectful, learn about the technology they are using and protect themselves online.

BUILD CONNECTED CLASSROOMS. There are five key elements to building connected classrooms, Robert Dillon, director of innovation for the Affton School District in St. Louis, Mo., writes in this blog post. Elements include giving students a voice, having partnerships in the community and beyond, and tackling real-world problems.

BLEND TECHNOLOGY AND SMALL GROUP WORK. Technology can help students learn in small group settings, according to Tracey Dunn, a kindergarten teacher at Hopkins Elementary School in Mentor, Ohio. In this blog post, she describes how her students rotate among four stations. "The mix of teacher instruction and high quality digital content has brought together the best of both worlds," she writes.

Tech Tips, a column appearing each Tuesday in SmartBrief on EdTech, is a content collaboration between SmartBrief Education & GreyED Solutions.

TRAIN CHEFS—NOT COOKS. Professional development should awaken our inner "chef" — it should challenge the recipe of education and encourage new thought, according to Dan Ostergren, affiliate assistant professor of communication disorders at the University of Northern Colorado. In this blog post, Ostergren details the difference between training "cooks" and "chefs."

SAY "YES!" What makes certain instructional technology specialists and coaches stand out among their peers? They say yes, says Jean Tower, chairperson for the Consortium of School Networking in this blog post. "They use their own confidence and positive attitude to inspire teachers to keep reaching. 'Yes' empowers them as change agents," she writes.

LET IT GO. It's important not to let technology integration stall out, according to Kristina Peters, the e-learning specialist and school library liaison for the Nebraska Department of Education in Lincoln, Neb. In this blog post, she suggests that educators let go and get out of the way in order to foster technology integration in the classroom.

LET INSTRUCTION TAKE THE LEAD. School technology purchases should reflect academic objectives, says Dawn McGrath, director of secondary education at Hamilton Southeastern Schools, in this blog post. "Commitments to hardware and software must be the result of clearly articulated academic purposes. Individuals with the understanding of the curriculum, assessment and instruction must take the lead," she writes.

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