



William Bolen  
ESU 10, Kearney

AS A CHILD I REMEMBER the excitement of going to the circus. We would always go early and there would be sideshows and clowns there to entertain everyone before the show even started. There was popcorn and hot dogs, balloons and souvenirs, and excitement around every corner. Can we help our students find the same thrills and memories in school?

Do you remember rules about no gum in school? We had a rule in my elementary school against a new technology called "ballpoint pens." Teachers wanted to make sure students couldn't use them to engrave their name on the desks. Cheating consisted of copying off of your neighbor's paper or notes you had scribbled on the palm of your hand—would you say that cheating has evolved?

Today we have the opportunity to foster new excitement in our students' learning experience. We can spend our time making sure they are not chewing gum or we can channel our energy into new and creative pathways of learning. As technology leaders in our schools we have the greatest opportunity to make learning exciting and relevant for our students. We can *empower*,

## Message from the President—

## Through the Eyes of a Child

*encourage*, and *engage* our students! "e<sup>3</sup>" if you will, which just happens to be the theme of this year's NETA conference.

Sir Ken Robinson talks about fostering creativity in students and not getting in the way of their learning. Every evening our students experience social networks that ignite their creativity. The question is how can we channel that learning so they use those experiences to prepare to be the kind of leaders we need in our society? Every day there are new devices and apps showing up on the market that our students are embracing and mastering before most of us even hear about them.

Are you helping your students connect the talents they use outside the classroom into gifts they can use to mold their future? We are blessed to live in an age where technology is changing so rapidly. New and exciting tools are being presented to us everyday and we can choose to add them to our teaching arsenal, or we can let them become the weapons that are used against us.

Education is currently in the forefront of our national discussions. While many inside and outside the educational community debate about how to best teach our students, you know if your teaching methods are being effective or not. If you are not using the tools that your students are using in their lives every day, then you might want to review your teaching methods.

Are we going to spend our time finding new ways of keeping technology out of our schools or are we going to embrace the tools that can strengthen the talents of our students? Everything is changing and its happening faster than any of us can possibly hope to follow. Instead of trying to find new ways of catching students who are cheating, we need to look at changing the evaluation so we better measure the learning that is taking place.

About a month ago we started accepting applications for presentations at the 2011 NETA Conference. It is exciting to see how many educators are willing to share their

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Contributions are welcome.

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If you can share a success story related to technology in the classroom, or a software solution review, we'd love to print it in a future newsletter. For making the contribution, you will receive a 2011 Spring Conference T-shirt.

Contact Sandy Blankenship, phone (402) 540-1904 or e-mail [executivedirector@netasite.org](mailto:executivedirector@netasite.org) with a short summary to see if your story can be included in a future issue!❖



NETA is an affiliate of ISTE—The International Society for Technology in Education.

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Renee Kopf  
Falls City PS

**THE WEB 2.0 WORLD** of Twitter, Facebook, Flickr and others are opening our children up to more and more cyberspace risks. Parents need to be constantly aware of what their children are doing while online. For those parents who aren't as Internet savvy as they should be, it is particularly important they learn more about the dangers of online activity. As educators, we have the responsibility to supplement the information a student receives at home.

USAC requires Children's Internet Protection Act (CIPA) certification that the school, school board, local educational agency, or other authority with responsibility for administration of the school—

- (i) is enforcing a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are—
  - (I) obscene; or
  - (II) child pornography; and
- (ii) is enforcing the operation of such technology protection measure during any use of such computers.

E-rate applicants must enforce a policy of Internet safety and certify compliance with the purpose of the CIPA to be eligible for discounts. School districts should investigate and provide for these elements

## Message from the President Elect—

# Internet Safety

when reviewing their policies and guidelines. Districts should keep records of the public notices and board meetings that discuss these items for E-rate documentation. The CIPA information on the USAC website is available at this URL: <http://bit.ly/cRisGH>

With this in mind, let's look at a few options available for teaching Internet safety.

## iSafe

iSafe is a non-profit foundation that was founded in 1998. iSafe has a K–12 curriculum appropriate for use in homes, schools, and communities and have e-rate subscription packages available at a low cost for education. A sampling of the lessons in their K–12 curriculum consists of the following topics:

- Personal Safety
- Cyber Community Issues
- Cyber Predator Identification
- Cyber Security
- Intellectual Property
- Effective Outreach

## iLearn

iLearn (part of iSafe) online is available for registered educators and is valuable for the busy educator who can't take time away from the classroom for training. The ability to stop, rewind or revisit modules, at our own convenience, makes the six-hour training go by quickly. Once completed, your curriculum is available and you are ready to "pass on" your knowledge to students, parents or teachers in your district. You can find more information about iSafe at <http://www.iSafe.org>.

## Netsmartz

Netsmartz is a program from the National Center of Missing and Exploited Children for Grades K–6 and it is FREE. Their website gives access to multimedia Internet safety presentations, back to school kits, activity cards and many other valuable resources.

Supplemental materials include web sites for children, Internet vocabulary, pledges and rules. The website is updated frequently and is constantly adding information. You can find out about Netsmartz at <http://www.netsmartz.org>.

## Net Cetera

A free publication from OnGuard Online, "Net Cetera"—*Chatting with Kids about Being Online* can be obtained by visiting <http://bulkorder.ftc.gov>. Copies of the 50+ page booklet can be ordered for your school's entire student body.

There are multiple avenues available for free Internet safety resources. A quick search in your browser lists many more possibilities.

Please consider helping your students make good choices when it comes to using the Internet. Take a few minutes out of a week or a couple times a month to teach Internet safety. Besides being a good model, find online resources, or consider a recognized speaker or the State Patrol for middle and high school presentations. Although the parents are the major component, we all can assist them and play a role in educating our youth of the risks in cyberspace. (See *Internet Safety and Digital Citizenship Contest guidelines on the next page.*) ♦

# 2011 Internet Safety and Digital Citizenship

## Poster and PSA Contest Guidelines

*Sponsored by the Nebraska Attorney General and Educational Service Units*

*The ESUs of Nebraska in partnership with the Nebraska Attorney General's Office are sponsoring an Internet Safety and Digital Citizenship Poster and Public Service Announcement (PSA) Contest for students in K-12 Schools in Nebraska.*

### Eligibility

Any public or private school/district within an ESU may participate.

### Categories

Each school or district may submit one entry in each category from each grade grouping: K-4, 5-8, 9-12, i.e. three entries per school for each of the five categories.

### Entry Formats

- Poster** high quality computer generated (pdf, tiff, jpg, or png);
- Poster** hand drawn
- Audio PSA** submit on labeled CD (mp3, aiff, or wav format).
- Video PSA** submit on labeled VHS, DVD, or CD (QT, WMV, or RM format).
- Open** a submission which does not fit a poster or PSA category above—could be a brochure, video documentary, etc.

### Rules

- No real names used on posters or in audio or video PSAs.
- Copyright laws must be followed, i.e. images, sound, etc.
- 29 second target time on PSAs (audio and video).
- Label CDs and DVDs with ESU Internet Safety Entry Form info (see next page.).
- Put ESU Contest Entry Form on back of posters
- Poster Size: minimum—8.5" X 11", maximum—16" X 22" (recommended delivery in protected mailer, such as tube or flat box. Do not bend.)

### Deadline

Entries must be submitted to local ESU by **March 10, 2011**.

Send entries to your local ESU, attention Technology Specialist. Email [executivedirector@netasite.org](mailto:executivedirector@netasite.org) if you have questions regarding who or which ESU to contact.

### Award

One entry in each grade grouping from each ESU will be selected and given state ESU recognition. Winning posters and PSAs, audio and video, will then be eligible for awards and/or use by the ESUs and the Nebraska Attorney General's Office. A winning entry in each category will be selected and sent on to the Attorney General's office for special recognition.

### Entry Form

Use the entry form on the next page. The interactive form can be downloaded from the NETA website at <http://netasite.org/resources.html> ♦

# 2011 ESU Internet Safety and Digital Citizenship Contest Entry Form

**Please complete this form and place it on the back side of each poster entry. Submit it along with each audio and video entry.**

Student(s) Name(s): \_\_\_\_\_

Student(s) Age(s): \_\_\_\_\_

Grade(s): \_\_\_\_\_

Teacher Name: \_\_\_\_\_

School Name: \_\_\_\_\_

School Address: \_\_\_\_\_

School City, State, Zip: \_\_\_\_\_ ESU: \_\_\_\_\_

School Phone: \_\_\_\_\_ Teacher email address: \_\_\_\_\_

Signatures below verify: All images and music are original, are royalty free, or copyright permissions have been granted for broadcast and display.

I hereby grant permission to use this entry for positive recognition, display, publication, or broadcast by the Nebraska Educational Service Units and/or the Attorney General's Office of Nebraska.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

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# NETA Board Openings

**Do you know someone who would like to be more involved with NETA?  
Would you like to be more involved with NETA?**

## Board of Directors

NETA has four vacancies on the Board of Directors. If you feel you have the skills and knowledge that will help our organization, please consider submitting your name as a candidate for our Board of Directors. Or maybe you know a member that you feel would be an excellent candidate. Encourage them to submit their name for the ballot. Board members serve a three-year term. Candidates need to obtain permission from their administrators before submitting their name for the ballot. NETA reimburses expenses and substitute pay for board meeting/conference attendance. Candidates will be asked to provide a digital photo and a short narrative for the ballot.

### Responsibilities:

- attend up to three day-long meetings each year
- \* assist with setup and attend meeting the day & evening prior to the spring conference
- \* attend and have significant duties during both days of the spring conference
- \* attend a two-day strategic planning retreat in the summer each year
- \* provide at least one newsletter contribution during their term

Candidates must be members of NETA.

Two officer positions are also available, Treasurer and President-Elect. The duties for the two officer positions are as follows:

### President-Elect

- Have been a NETA member at least one year prior to being nominated for the position.
- Serve for the President when the President is unable to serve. Shall automatically assume the office of President upon resignation of the President. Shall complete the term of office of the resigned President and shall then serve the full year to which elected.
- Be responsible for aiding in the development of NETA.
- Be responsible for developing and implementing the annual conference.
- Serve one year as President-Elect, then one year as President and one year as Past-President.

### Treasurer

- Establish the account(s) of NETA, as approved by the Board of Directors.
- Establish procedures based on the NETA Board guidelines for the depositing of funds and the maintenance of Association properties.
- Receive and disburse all funds of NETA as authorized by the Board of Directors.
- Be re-elected on the odd numbered years.
- Be prepared to submit records for an annual internal and/or external audit by a committee composed of the Executive Director, the President, the President Elect and one board member.
- Be bondable.

**Deadline to submit information for ballot: December 10, 2010**

**Please go to the following online form and submit your nomination information.**

<https://neta.wufoo.com/forms/neta-board-openings/>. A digital picture for the ballot needs to be sent via email to Sue Oppliger. The picture should be a headshot about 1.25" X 2" at 300 dpi, or if it is lower resolution needs to be larger so our staff can reduce the size and increase the resolution.

Any questions can be directed to our Past President: Sue Oppliger  
ESU#7  
2657 44th Avenue  
Columbus, NE 68601  
email: [sopplig@esu7.org](mailto:sopplig@esu7.org)



by Michelle  
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**HAVE YOU EVER SUFFERED** from isolation in your role as an educator? Have you ever needed something—an answer, a photo, inspiration—but just couldn't find it? Have you ever wondered if there were other educational views, ideas, suggestions, or beliefs outside those in your own little part of the world?

I've been there, too. As educators, we sometimes try to answer all of our own questions. We try to be the solution to the problems around us. We're very often called upon to be our own cheerleaders.

### Are PLCs enough?

Many schools and districts have implemented professional learning communities within their own environments. These opportunities are wonderful for collaboration and working toward common goals. But they are no longer enough. We have to look beyond our own figurative backyards to see what's happening elsewhere—to learn what others in different cities, states, and countries are doing, to be inspired by someone who might have different challenges, and to collaborate on a more global level.

**That's the power of networking in the 21st century.**

### The current definition

Networking used to mean attending conferences or parties, passing around some business cards and hoping to make contact afterward. Now it means reading blogs and commenting, using social media tools such as Twitter, Facebook,

# The Power of Networking

Skype, and LinkedIn to connect with others on a global level, and collaborating in real-time using web tools like Google Docs and wikis.

### Testimonials

While writing this article, I decided I would ask people in my own learning network: How is your learning network powerful for you?

Within 15 minutes, there were several people responding. Within 30 minutes, there were answers from three different countries and fourteen different states.

The responses I received ranged greatly, but many were repeated by more than one person:

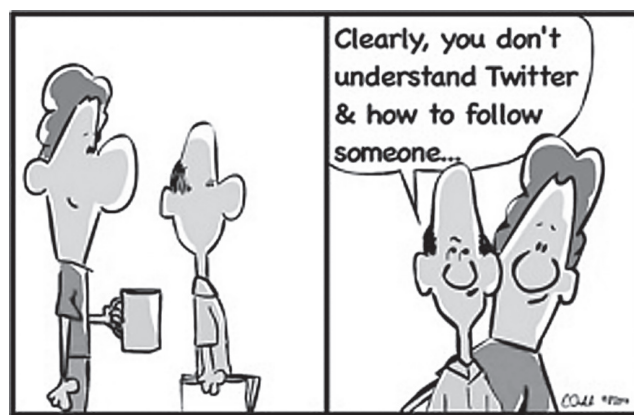
- I learn and am connected to others every single day.
- I have instant professional development opportunities at my fingertips.
- I can keep up with current trends and news in education.
- The people in my network give feedback and direction.
- The people in my network motivate and inspire me.
- Through my network, I am connected to people all around the world.
- My network helps push my thinking forward.
- My network helps me to see other points of view.

- There is a constant flow of great links and resources to bring to my classroom/school.
- There are people in my network who are always willing to help and share with me.
- My network has helped me to become a better teacher/leader/administrator.

Imagine the kind of connections and responses to questions you might find if you spent some time investing in your own learning network!

Tanya Roscorla wrote a great article for Converge magazine in January entitled, 5 Reasons Educators Should Network. It's a short post that you should make time to read: <http://bit.ly/bjoP2J>

Not sure how to start building your own network? My friend, Beth Still, a Nebraska educator, wrote a series of articles about developing your own Personal Learning Network (PLN) in past NETA News issues. You can find past issues at <http://netasite.org/resources.html>. You can find Beth on Twitter at <http://twitter.com/bethstill>. ♦



Cartoon, thanks to the artistic talents of Corey Dahl, IT Facilitator, ESU#8.. [cdahl@esu8.org](mailto:cdahl@esu8.org)  
<http://www.flickr.com/photos/coreydahl>

# Keynote and Featured Speakers for NETA 2011

WE ARE PROUD TO ANNOUNCE that the following speakers have been confirmed for NETA 2011. Here is a little information about each one. Watch the NETA web site for details about the date and times they present.



## Rushton Hurley

Rushton Hurley has been a Japanese language teacher, a principal of an online high school, a teacher trainer, an educational technology researcher, and a school reform consultant who has worked and studied on three continents. He was one of the inaugural cohort of Google Certified Teachers

*Thursday Keynote*

and is now director of an educational nonprofit called *Next Vista for Learning*, which houses a library of free educational videos made by and for teachers and students everywhere at <http://nextvista.org>.

Rushton graduated from Trinity University in San Antonio, Texas, majoring in history with a minor in religion. His two master's degrees are in Education and East Asian Studies from Stanford University, where his research included using speech recognition technology with beginning students of Japanese in computer-based role-playing scenarios for developing language skills. In the late 1990's his work with teenagers at a high school in San José led him to begin using internet and video technologies to make learning more active, helping him reach students who had struggled under more traditional approaches.

Rushton trains teachers at schools, workshops, and conferences around the United States. His fun and thoughtful talks center on the connection between engaging learning and useful, affordable technology, as well as professional perspectives of teachers.

In addition to his regular work, he devotes time to the community as a Rotarian and in Santa Clara's international exchange efforts. In early 2005, he was awarded the Baha'i Unity of Humanity Award in San Antonio, Texas, for his work developing online and international programs for at-risk students. He also juggles, though he has never received an award for it.

## New Format for Friday at NETA

Pick your Friday Keynote address from three choices!



## Tony Vincent

Tony Vincent started teaching fifth grade in Omaha, Nebraska, twelve years ago when it wasn't so easy to publish online. Knowing that students were motivated to see their work on the Web, Tony first had students write their book reviews on Amazon.com.

Later his students spent each school year adding to their classroom site, *Planet 5th*. They published writing, photos, journals, art, videos, and more. *Planet 5th* became so popular that it received thousands of hits from around the world.

In 2004 Tony became Willowdale Elementary's technology specialist. He worked with students in grades kindergarten through five and their teachers to integrate technology. He developed *Radio WillowWeb* in 2005, making it the first podcast from an American elementary school.

Tony left regular teaching at Willowdale to become an independent consultant in 2006. While he misses his former school, he's had an amazing few years. Currently based in Phoenix, Arizona, Tony has worked with teachers and students from around the world.

Tony co-wrote *Handhelds for Teachers & Administrators*, a book about handheld computers, iPods, and podcasting. He presents at educational conferences and travels to schools to deliver workshops to teachers and students, focusing on free and inexpensive learning and communication tools. His websites include *Learning in Hand*, *TonyVincent.net*, *Our City Podcast*, and the *Arizona K-12 Center Technology Blog*.

*(Speakers continued on the next page)*



(Speakers, continued)



### Richard Byrne

Richard Byrne is a high school social studies teacher and author of the award-winning blog *Free Technology for Teachers*. Richard Byrne has presented at conferences and at schools across North America. His work is focused on

sharing free web-based resources that educators can use to enhance their students' learning experiences.

Richard became a Google Certified Teacher in 2009. In 2010 he was the runner-up for ACTEM's (Association of Computer Teachers and Educators in Maine) educator of the year award. Tech & Learning Magazine named Richard one of the "people to watch" in their 100@30 30th Anniversary celebration (<http://techlearning.com/article/26660>).

Each day Richard's blog, *Free Technology for Teachers*, reaches a subscriber base of more than 27,000 educators. In addition to *Free Technology for Teachers*, Richard has written for *Teacher Librarian*, *School Library Journal*, and is a contributing author in a forthcoming book on technology for school administrators. Richard lives and works in the greater Portland, Maine area.

Start visiting his popular blog at <http://www.freetech4teachers.com>.



### Karen Cator

Karen Cator is the Director of the Office of Educational Technology at the U.S. Department of Education. She has devoted her career to creating the best possible learning environments for this generation of students. Prior to joining the department, Cator

directed Apple's leadership and advocacy efforts in education. In this role, she focused on the intersection of education policy and research, emerging technologies, and the reality faced by teachers, students and administrators.

Cator joined Apple in 1997 from the public education sector, most recently leading technology planning and implementation in Juneau, Alaska. She also served as Special Assistant for Telecommunications for the Lieutenant Governor of Alaska. Cator holds a Masters in school administration from the University of Oregon and Bachelors in early childhood education from Springfield College. She is the past chair of the Partnership for 21st Century Skills and has served on the several boards including the Software & Information Industry Association—Education.



### Scott Marfilus

#### Featured Speaker on Assistive Technology

Mr. Marfilus has been working with individuals with disabilities for the past 26 years. The past 20 years has involved implementing assistive technology at various levels.

Scott continues to assist teams and individuals in assessing students assistive technology needs. His teaching certifications are in Early Childhood Handicap, Cognitive Disabilities, Emotional Disabilities, and Learning Disabilities. His M.A. is in Curriculum and Instruction.

Scott also works with universities and has assisted in reorganizing their curriculum to infuse technology throughout the teacher preparation experience. He also consults with individuals and businesses to determine adaptations that are needed in workplace settings.

Scott teaches in the CSUN Assistive Technology Applications Certificate Program and holds an ATACP certificate of learning from CSUN. His focus areas in assistive technology include computer access, and technologies that assist those with cognitive and learning disabilities.

For more about Scott's specialties, visit his home page at <http://www.scottmarfilus.com>. ❖



Jason Everett  
ESU 10  
Kearney, NE

# Top 5 Tech Tools for Teachers

From Jason's blog—<http://jasone.me/top5>

**Note to readers:** For direct links to all resources mentioned, go to Jason's blog URL (above) to read the article online. Reprinted with permission.

I RECENTLY POSTED A LIST of **Top Tech Tools for Teachers** (<http://jasoneverett.info/2010/09/07/top-tech-tools-for-teachers/>) that I believe are useful for all teachers. In going through this list and receiving feedback from others, it is clear that it can be overwhelming, especially for busy teachers just starting in the Education Technology arena. So my goal in this post (article) is to offer my "Top Five and Why." It was a very tough choice picking only five.

There are so many great tools for teachers available on the Internet and the list I compiled is minimal to say the least. So my choices here are based on a combination of experience working with teachers, research in the form of the **Partnership for 21st Century Skills** (<http://www.p21.org/>), the **Horizon Report K-12 Edition** (<http://wp.nmc.org/horizon-k12-2010/>), and collaboration with peers in the educational technology community.



## Number One—Google Docs

By far, this is the number one tool I would suggest to teachers. Google Docs is a web-based suite of tools (word processing, spreadsheets, forms, presentations, and drawing) that has extremely powerful collaborative and sharing capabilities entrenched in its design. With an array of creative uses, Docs provides teachers these tools to be more efficient in managing their classroom, collaborating on school improvement meeting minutes or

managing grades and lesson plans. As a classroom tool, there are countless 21st century projects a teacher can facilitate through many available projects and templates within Google Docs.

Another reason Google Docs is first in my list is when looking through lists of other great tools, Docs has many of these other features built-in. For example, not only can you use the regular productivity software but you can also upload and share your own files eliminating the need for a service like Dropbox. You can also use pages/spreadsheets/presentations as web pages for other projects, agendas and many more. There are just so many great things about putting these tools in the cloud (on the Internet) that I can't describe them all here.

## Google Docs

<http://docs.google.com>

## Tour of Google Docs

<http://tinyurl.com/fujt2>



## Number Two—WordPress

One of my professional missions is to ensure that every teacher has a web presence. It is so important that this tool is available to communicate with their students, parents, and the community. WordPress provides teachers with a platform to share what they are doing in the classroom and share student work with a more relevant, authentic conduit. It also provides a means

for two-way communication from parents and community members genuinely interested in the success of our future leaders. WordPress floats to the top of my list because of its ability to easily generate great looking, dynamic sites including web pages, blogs, and a host of other features designed for effective communications. It's a flexible tool for teachers just starting out or the most tech savvy educators.

## WordPress

<http://wordpress.com>



## Number Three—Diigo

The Internet is a vast land of seemingly endless information. As a facilitator of learning, teachers need a tool to collect useful web gems. The number of websites teachers collect for any given curriculum is daunting enough. On top of that, sharing these gems so all students have access can be frustrating to say the least. The answer is social bookmarking. Diigo is a powerful bookmarking engine able to share links anytime, anywhere. Bookmarks are organized how we think, using tags. The social side allows us to share links and updates with other teachers in the same field. Diigo steps up the social bookmarking game by providing a tool to annotate websites; highlighting sections, making comments, and more. Lastly, another feature of Diigo allows for group and classroom interaction and discussion.

(continued on the next page)

# Fall Laptop Community Meeting



*submitted by  
Jane Davis  
Hershey  
Public  
Schools*

Representatives from twenty-four schools and two service units came

together on September 21st, 2010 to discuss 1:1 computing. The event was held at ESU #10 in Kearney. Items that were discussed included: network infrastructure, electrical, purchasing vs. leasing, policy wording, mobility issues, staff development, software, hardware, filtering, social networking, technology proposals/plan, and sharing of best practices.

A great dialogue was shared between those who have had a laptop program in place and those who are in the planning stages. This group meets twice a year and is designed as an avenue to share best practices among 1:1 schools and to share with other schools who are thinking about adopting a 1:1 program.

Minutes of the meeting and a copy of the agenda, along with other pertinent news shared between 1:1 schools can be found on the Laptop Community at <http://laptop.communities.esu10.org>. For more information about joining the laptop community contact Nicole Badgley ([nbadgley@esu10.org](mailto:nbadgley@esu10.org)), Jane Davis ([jdavis@esu16org](mailto:jdavis@esu16org)) or Graci Gillming ([ggillmin@esu10.org](mailto:ggillmin@esu10.org)). The next meeting will be held Monday, January 17, 2011 from 9 am–3 pm. ❖

## Meeting Minutes on the Web



Last year the NETA Board decided to save print publishing costs by posting the minutes from the NETA Board meetings on the NETA website only.

You will find minutes from the October 2010 NETA Board meeting on the web at the following location:

<http://netasite.org/resources.html> ❖

*(Five Top Tech Tools, continued)*

This is one tool that would be hard to live without.

### Diigo

<http://www.diigo.com>



### Number Four—Twitter

Social Networking is all the buzz right now. It's cool, if not necessary, to have a Twitter or Facebook account. Maybe you have one already for sharing pictures with family, getting a new recipe from a friend, meeting up at a reunion, or just sending messages. (Goodbye email?) But why does this have importance as an educator? I see three main reasons teachers need a Twitter account: 1) Building a network of like-minded professionals in your field. Having others to

lean on for ideas or support. 2) Self-directed professional development. There are so many resources shared on Twitter and this is a great social filter, letting your colleagues decide what is good and what is not. 3) Communication with students and parents. Teachers use this tool to share upcoming announcements, homework, tests, sports scores and more. It is a great way to use the tools our students are already using and leverage the power of social media. As a friend on Twitter said to me, "Twitter is what you make of it—if you follow other educators and people with like interests, you learn from each other and can get some amazing resources and ideas. You are who you follow!"

**Twitter**—<http://twitter.com>

### Twitter for Teachers

<http://twitterforteachers.wetpaint.com>



### Number Five—Skype

The world is flat. And the classroom should be too. Skype is an invaluable tool to break down the walls of the classroom and transport your students to any part of the world. This videoconferencing software runs on Macs, PCs and even mobiles, and is great communication software for anyone with an Internet connection. The possibilities of going global are endless—from virtual field trips to connecting with scientists, authors and more. Share your screen with other classrooms or have a parent or community member join the class. Only your creativity will limit the use of this invaluable tool.

**Skype**—<http://www.skype.com>

### 50 Uses of Skype the Classroom

<http://tinyurl.com/kooc3r> ❖





by Nicki  
Noordhoek,  
Waverly  
Middle School

AS MANY EDUCATORS and students venture into a new level of Applications, the future of the iPad appears to be very promising not only within the walls of the school, but far beyond the classroom. The more portable and sleek device definitely has the interest of many.

As with the iPod/iPhone, the growing number of Applications can be overwhelming at first as one searches for "the tried and true." Therefore, the purpose of this article and ones to follow, is to help assist in identifying those Apps .

Let's begin with, just a brief overview of how to locate the Apps within iTunes. There are, of course, third party applications that can be found through an Internet search, but the ones listed below were downloaded from iTunes. Also, some are compatible with not only the iPad, but also iPod/iPhone. When using Apps developed originally for the iPhone/iPod, you will find a 2X zoom button in the bottom right corner of the iPad screen that will enlarge to fit the screen.

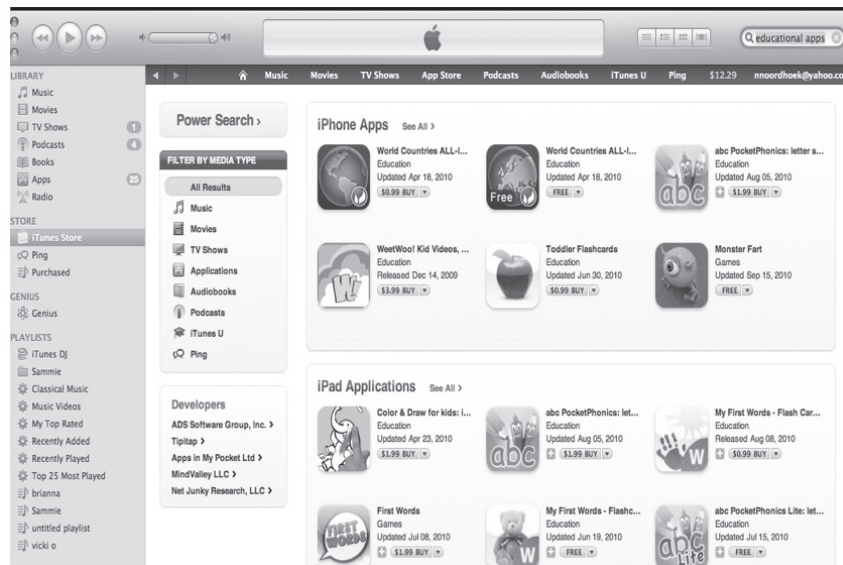


### App Store

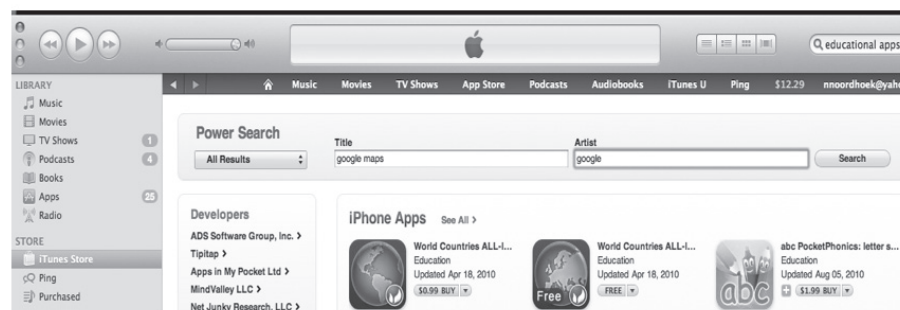
The fastest way to find an App either on your computer or iPad is to go directly

to the App Store. On your computer you will find it in iTunes and on iPad there is an icon (as shown to the left). Once in the App Store you can use the Search menu to easily locate any Apps in which you are interested.

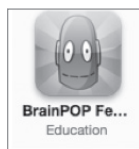
## iPads in the Classroom



If you want, you can also do a power search as shown below. Simply click the Power Search button and enter the title and artist (developer).



To begin this series of iPad Apps recommended lists , I will start with those that I believe teachers, and also students, will come to find are staples in their most-used list.



**BrainPOP** is free! You are able to watch select videos in Science, Math, Social Studies, English, Technology, Art and Music, and Health. The App also includes the interactive quiz at the end of each movie. Do note that if you have a BrainPOP account you are not able to log-in and access all movies provided with a web subscription.



The **Flashcard Deluxe** App is at the top of my list for many reasons. If you are a Quizlet user you can browse and download not only flashcards you've made, but also search and download others for free. It has a built-in dictionary to search any word on a flashcard. Another bonus provided is the smart study mode, which will focus more on cards missed.

*(Continued on the next page)*



(iPad apps, continued)



### Dictionary

This *Dictionary* App has a free version with many features that make it too good to pass up. An Internet connection is not needed! It not only will define up to a million words, it has an audio pronunciation button, a thesaurus, and the very popular 'Word of the Day' built in.



### Whiteboard Lite

The *Whiteboard Lite* App not only allows you to draw, but has a collaborative piece built in so that multiple students can work together simultaneously on projects. It is done through either Wi-Fi or Bluetooth.



### iBooks

There are many options out there for downloading and reading books on portable devices. *iBooks*, which is Apple produced, works seamlessly with the iPad. Its features include the ability to adjust the brightness of the screen, change the font size and type, a search option, and book-marking with automatic sync option between all devices with your iBooks.



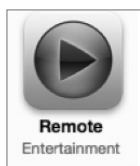
### Discovery Channel

If you are one who incorporates *Discovery Channel* in your curriculum this is a must have! You can view clips from their most popular shows as well as quiz students over recent episodes. You can also go behind the scenes to get to know cast members, keep up-to-date with current news posts, as well as have access to an amazing photo library.



### Dragon Dictate

This speech to text App is amazing! *Dragon Dictate* is powered by *Dragon Naturally Speaking* that allows one to speak text and instantly have it transcribed into print. It has editing features so one can easily correct text and the option to not only save onto device, but can email or post to Twitter and Facebook instantly. You may also want to download *Dragon Search*, which is App that allows you to search by speech vs. typing in text. Both are free.



### Remote

*Remote* is pretty simple. You can control your iTunes and/or Apple T.V. with your mobile device. It is an Apple program so there is support provided online if you are having trouble getting your device to sync.



### Dropbox

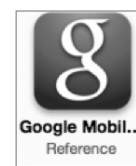
Another commonly used App on your computer can now be accessed from your mobile device as well. *Dropbox* gives one the ability to view photos, videos, documents, and presentations anywhere you go. You must register for an account online first.



### Evernote

The *Evernote* App will help you organize and keep your life synchronized.

You can make notes, document ideas, take snapshots, and record your life. It also syncs to your Mac or Windows machine so you can find what you're looking for in both places!



### Google

Search *Google* quickly! Use your voice, pictures, and location to find what you are looking for

in a flash. Google provides the suggested web search queries and gives you access to your phone's contacts as well.

### Send in your favorites!

Again, this is a very limited listing of Apps, but ones that can be used daily and for basic needs. If you have others you'd like to recommend, please email me at [nnoordho@esu6.org](mailto:nnoordho@esu6.org). In coming issues, the focus will move to content-based Apps, so if you have found one that is a five star in your book please also let me know so I can share with all NETA members! ♦

(Through the Eyes ..., from page 1)  
talents and experiences to help the rest of the educational community grow. Plan now to attend and prepare yourself for an exciting experience that will change the way your students learn as we experience "—empower, encourage, engage".

Look through new glasses and see the world in which your students are living. See through their eyes how great and exciting learning can be, like a circus, in this world we call school. ♦



Nicole Badgley  
Arnold Public  
Schools

AS EACH ONE OF US gives up a week of our summer to attend ISTE, we all hope to bring something “mission critical” back to our classrooms and districts. That happened for me this past June.

One nagging issue for our students (middle school and high school) has been how to create, maintain, and sustain a portfolio for each student without a lot of expense to the district. There are many portfolio options out there, and we have tried many of them, however, the students can’t sustain them after they leave the district. Often the students can’t continue to update their portfolios because they don’t have the same software, the files can’t be updated because they are on a DVD, or their accounts disappear off the school server because they are no longer students.

**Wikispace as portfolio space**  
Sometimes a light bulb is on, but it is not focused on the right area for you see something clearly. This is what happened to me. I have known about blogs and wikis, and I have even used them in my classrooms many times and in many different ways. However, I have never thought of a Wikispace as a portfolio space. It was like I couldn’t see my own nose when I looked in the mirror!

The session I attended was presented by Anne Smith and Kristin Leclair, both English teachers from Colorado. They demonstrated how a Wikispace could be used to upload pictures, videos, and links to

## An ISTE Report:

# Free Portfolio Options

other web sites and projects from all of their classes. They showcased the use of a Wikispace as a repository for writing, editing, and revision (using the recent changes to features for a Wikispace).

As I listened, my mind began to spin with my own ideas and I could hardly keep up with the presenters and my own ideas. You could have students own their own Wikispace so that when they leave high school they can “take it with them” and even add, delete and continue to use the portfolio for their own scholarships, showcasing their abilities, examples, and scrapbooks. I could see all teachers in a district asking their students to upload pictures of their art projects, short clips from their music solos, drama performances, and links to web sites they developed.

Since it was an English teachers’ presentation, I could see my students writing research papers with live links to their sources, pictures and videos that enhanced their research. I could see other students in the class joining their wikis to help edit and revise their writing before the teacher grades it. But then it struck me, how do I manage and grade all of this? How do I individualize the writing portions?

## Getting Started

I began with creating my own Wikispace to provide the students with the directions for each writing assignment, possible organization ideas, and even a link to examples. Then the students built their own 6-Trait Writing rubrics based on what they started out doing well, and adding the suggestions for improvement from each assign-

ment into their own rubrics. The rubric will evolve over the year and give the next teacher a starting place for expectations for next year. Each student can then be pushed to do their personal best and avoid unnecessary repeating of lecture and introduction of material if the student already knows it.

If a teacher develops a good naming protocol for the pages, and a student begins as a freshman (or even earlier) keeping all of their work in the same site, then by the time they are seniors they will have a large portfolio that shows the progress of their skills all the way through high school.

## The first example

I began with my freshman class the first day of school. They have several pages already prepared. These include: their own philosophy of life and their future, 6-Trait Writing notes and the beginning of their rubrics, a literature response writing to the short novella, *Seed-folks*, and grammar notes. There will be more to come, and I look forward to interacting with each of them using their discussion pages, the “recent changes” that are labeled from me, with their own blogs of ideas and opinions of “what really matters” thrown in.

## Related Links:

### First Writing Assignment

<http://bit.ly/deJgvl>

### Literature Response

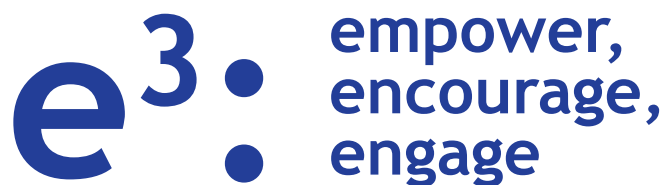
<http://bit.ly/9Lzg6u>

### Create your own Rubric

<http://bit.ly/bVaJHv>

### What Matters?

<http://bit.ly/c7COSA> ❖



## Request for Sessions for NETA 2011

NETA IS LOOKING FOR members and friends who are willing to share their classroom, school or district technology experiences with others from across the region by presenting at the NETA conference, April 28–29, 2011. Presenters who can address uses of technology in any discipline and at any educational level are encouraged to submit a presentation. Sessions are lecture/demonstration style, conversation, or poster/gallery sessions—all 45 minutes in length. The BYOL (bring our own laptop) will be 90 minutes this year.

### Poster & Conversation Sessions

A poster/gallery session allows many presenters to set up in one large session room with poster boards or other resources. Participants stroll through the gallery in an informal manner. NEW this year—Conversation sessions will allow attendees to discuss a variety of technology-related topics.

### Presenter guidelines

Lead presenters will pay the

significantly reduced rate of \$25.00 and are expected to provide ample handouts or Web/email access to their information after the conference. A co-presenter may assist in the session. A co-presenter must, however, register for the conference as a regular attendee (\$115.00 full conference or \$80.00 for one day). A limit of three presenters per session will be printed in the program. Students are allowed to assist in a presentation as guests of the conference (limit of four, and must be supervised at all times).

Questions should be directed to Renee Kopf, President Elect/Conference Chair by email at [rkopf@fallscityps.org](mailto:rkopf@fallscityps.org).

### Online only

Sessions may only be submitted online, and must be entered by the **December 1, 2010 deadline**. No emailed sessions will be accepted. Click the link at the NETA home page at <http://netasite.org> to submit. The online submissions are targeted to be available by September 9, 2010. ❖

## Stay Connected with NETA!

### Web 2.0 news

by Josh Allen,  
*Papillion-La Vista Schools*

ARE YOU LOOKING TO stay connected to your favorite state educational technology group for the 51 weeks of the year there isn't a conference? You're looking in the right newsletter!

Hop on the NETA website (<http://netasite.org>) and scroll to the bottom of home page where it says, "Find NETA online!" There you'll find links to our newly added Facebook page, Classroom 2.0 Ning group, and the official NETA Twitter account, @yourNETA!

At these links you'll find other progressive Nebraska educators eager to utilize social networking to make connections and further their own learning.

Any of these pages are great places to see what's coming up next from NETA. Be sure to take a friend with you and have them join in all the fun! You don't need to be a NETA member to explore and use any of the pages listed above.

Questions can be emailed to Josh Allen at [JoshAllen@paplv.org](mailto:JoshAllen@paplv.org) or Lucas Bingham at [lucas.bingham@gmail.com](mailto:lucas.bingham@gmail.com). ❖



## Save the Date!

NETA Conference  
April 28-29, 2011

e3: empower, encourage, engage

La Vista Embassy Suites & Conference Center  
<http://netasite.org>





### Qwest/NETA Grant Reports

During the April 2010 NETA Conference, ten Nebraska schools were awarded the first Qwest/NETA grants. The grants were for up to \$5,000 each. The following reports will provide a glimpse into how these projects have progressed since districts received their checks last April. Please check our web site to see if your district qualifies for these grants. With budget constraints, this is a great opportunity for those districts within the Qwest service area. <http://netasite.org/opportunities.html>

Your district could be highlighted as a winner next year. Be sure to check on this opportunity!

#### **Matt Hinkel** **West Point-Beemer Jr/Sr High** **Cadet Vision—\$5,000**

*Cadet Vision* is a project that will give students the opportunity to experience various aspects of producing live video broadcasts to their peers and the public. Projected tasks include a live video broadcast of our district's Veteran's Day program to the community, live video streams of school athletic events, fine arts performances and major district ceremonies.

In order to make this opportunity a reality, we have selected the NewTek Tricaster Duo Portable Live Production System as our key piece of equipment. The Tricaster will allow us to use three different camera angles when streaming, giving us the ability to produce a more professional stream. Supplementing this purchase will be a LCD computer monitor; a four-user wireless communication system for instant communication between the broadcasting team, three-pair of video Category-5 balun devices for video conversion from camera to Ethernet cable; and 1000 feet of Category-5e UTP cable as the

medium to transmit video from the cameras to the Tricaster Production System.

We have currently purchased everything as listed above, except the four-user wireless communication system, which was received as a donation from our school's activity department. This donation has freed up some funds which we are looking into purchasing some connectors and software that would allow for high definition streaming.

We permanently ran cables to three different locations in our gym back to a central distribution center where we use the Tricaster to switch angles in real-time and stream the resulting video to the Internet. We have currently streamed three volleyball games and one football game to the Internet. The football game was streamed with only one camera angle due to weather.

Overall, the streaming is working very well and the students are enjoying the process. To date, we have had 146 views on our streaming web page. Feel free to check out our streaming page at <http://www.ustream.tv/channel/cadetvision>.

#### **Denise McNeel** **Northwest Public Schools** **Project Lead the Way—Human** **Body Systems—\$4995.02**

With the grant money provided by Qwest/NETA, materials were purchased to support the Project Lead the Way Biomedical Curriculum. The curriculum is very specific with certain required resources—there is a core set of materials and materials specific to each class taught. We purchased a classroom set of Anatomy in Clay manikins; two microscopes, an Identification of Skeletal Remains Lab Activity, Human Body DVD Set, Linking Cubes and a white light box for our year two class—Human Body Systems.

We have begun using the manikins in class to learn how the body systems work together to maintain homeostasis. The students became "parents" of their manikins, named them and created a birth certificate for them prior to our building the muscles of the face. The muscles of the face began to give each manikin an identity—even though all groups were building the same sets of muscles, each manikin has its own unique identity. We will begin our unit on communication with the building of the nervous system. Students will build the brain, spinal cord and nerves.

The students are very eager to work on their manikins. They have enjoyed using the manikins to learn directional and regional terms. Building the muscles and body organs and having to place them in the appropriate position in/on the manikin helps the student to really understand what is happening with the systems and how all the body systems must work together to maintain homeostasis. Having the students create the muscle, knowing where the origin and insertion points are, helps them

*(continued on the next page)*



*(Qwest/NETA grants, continued)*  
to really understand the purpose and function of that muscle or organ. It is not just memorizing what the muscle or organ does, but actually building and acting the part that helps the student to really understand and learn.

The materials purchased with this grant really help to facilitate learning in a kinesthetic fashion. These students will remember the material much better and much longer than if they had just memorized the information. They are excited to come to class every day and they are very eager participants in the class.

**Gladys Jones**  
**South Sarpy School Dist. #46**  
**Science Vocabulary as a**  
**Foreign Language—\$4960**

A team of 7th, 8th and 9th grade science teachers, plus the media specialist developed our project. The goal was (is) to ensure science vocabulary proficiency, increase depth of knowledge, and strengthen classroom instruction using research-based techniques. The classroom practices used include: implementing Marzano's instructional strategies; using electronic portals for accessing tools that are connected to vocabulary instruction; using an online science simulation tool; and instant assessment devices (commonly referred to as *clickers*).

The project began in the 2009/2010 school year. A list of 50 essential vocabulary words was created for each of the three levels; 7th, 8th and 9th grade science. Vocabulary instruction took place daily. Assessments over all 50 words are administered quarterly. The goal was to have 85% proficiency for all students by the end of the year. We are proud to say that students exceeded expectations. Class averages on the assessment at the end of the 2009/2010

school year were 89%, 90% & 90% for 7th, 8th and 9th grade, respectively.

Thanks to the Qwest grant, we were able to enhance the project for the 2010/2011 school year. We were able to purchase a set of instant assessment devices (clickers) so each of the three teachers has a set. We were able to renew subscriptions to online vocabulary management portals and science simulation tools. The pre-assessment has been administered and we are excited to see the students' science vocabulary grow as the school year progresses.

**Tammy Wach & Pam McBride**  
**Progress Elementary, Ogallala**  
**CILLA (Collaborative & Inter-**  
**active Learning in Language**  
**Arts) Project—\$4,975.00**

Bringing collaborative, interactive tools into primary classrooms can be difficult; bringing these tools into a primary classroom built in 1949 can be almost impossible. The Qwest/NETA-funded CILLA project, however, is allowing the Ogallala Public School District to do just that.

The CILLA (Collaborative & Interactive Learning in Language Arts) project is providing tools and training teachers to help primary grade staff incorporate interactive technology into their classrooms. The project is outfitting eight classrooms, as well as Title and Resource rooms with a Wiimote and infrared pens. Add staff-development, district-provided LCD

projectors, the WiimoteWhiteboard freeware (available at <http://www.uweschmidt.org/wiimote-white-board>), a blank wall, and the classrooms are transformed into collaborative learning environments.

As often happens when building budgets and district staffing are in flux, the complete implementation of the project has been delayed. While waiting for hardware issues to be resolved building-wide, the Progress Staff has been exploring lessons and compiling resources, focusing on the development of student reading and writing skills. Several staff attended the 2010 NETA Conference (and will attend in 2011 as well) and all Progress teachers will receive additional training, both after-hours and during scheduled staff-development inservice time.

The CILLA Project has already started to impact student learning, even though barely off the ground. The students and staff are looking forward to the great heights that will be achieved when the project really takes flight!

**Jeremy Ham, Don Kosmicki**  
**and Terry Shield from**  
**Holdrege Public Schools**  
**Hands-On Robotics**  
**Exploration—\$5,000**

As a result of our robotics grant, students will be using problem-solving skills for hands on projects and challenges. They will demonstrate effective work on a team or in a working group. We have started the process of building an after school club in the high school to generate interest and demonstrate that there is a need for this type of activity in our schools.

Students will learn how to design, build, control and program a robot  
*(continued on the next page)*



*Wiimote-  
Whiteboard*

(Qwest/NETA grants, continued) and will work together to plan and build the robots to specifications. The students will learn about mechanical design, construction, and programming as well as teamwork skills.

Once the teams have formed, they will be building robots and programming them with a computer to move and react to stimuli to solve challenges. We have ordered the pieces for this year's challenge game and will begin building and testing our robots to prepare for a regional competition.

The instructors were able to attend workshops on robotics this summer and learned more about the programming aspect of robotics. Programming the robot to run autonomously is part of the challenge game competition.

We have started incorporating robotics in the middle school. Robots were studied as a part of the transportation area of the sixth grade technology class. Students learned about the history of robots, different categories of robots, and the parts of the robot. The students were also introduced to the new Vex robots and learned to control the robot using the appropriate remote control unit.

We have been able to order some additional parts using the grant money and will be ordering the rest as the need arises. Some of the parts are consumable and will need to be replenished. Other parts will be ordered as the newly designed robots are built. Some additional parts may be needed to implement the design that solves the problem. The grant money will also be used to purchase the necessary additional parts and sensors.

### **Keith Kucera** **Elm Creek Public Schools** **An Island of Learning—\$5,000**

An Island of Learning is designed to increase geography skills through the assistance of technology by incorporating the use of classroom netbooks. Thanks to the NETA/Qwest grant and matching funds from the school district, we were able to purchase a mobile lab with 40 netbooks. This will allow us to reach a 1:1 ratio of computers to students in our social studies classes.

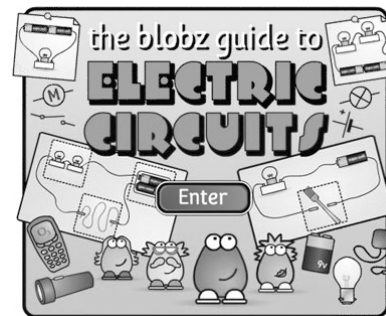
During the second semester, students will use information obtained from the netbooks and the geography concepts from the first semester, while creating their freshman level project. In the project, students create an imaginary island-nation. The students create their imaginary island based on real physical and cultural geography.

These island-nations are located at a specific site on the globe and will be affected by the events of the real world. For example, islands located in the South Pacific would have to deal with the effects of global warming; which the students could stay current with while doing research or following the daily news events on their netbooks.

The finished product will consist of a multi-media presentation, an atlas, and the creation of a magazine describing the physical and cultural geography of their island.

### **Mike Mansour** **Jesuit Middle School of Omaha** **Science by the Netbook** **\$4,968.85**

We're now almost two months into our first year of 1:1 science classes. We're using the netbooks for a wide range of activities from online



labs (Blobz Guide to Electric Circuits is my favorite), to Prezis, to Glogsters, and online assessments (using *thatquiz.org*). The most important tool we use, however, is Google Docs. We collaborate on class notes, use forms for assessment, and use the docs and presentation apps for all sorts of lab reports. While the goals of the science program remain the same, the netbooks provide us with infinitely more tools to research, collaborate, and evaluate the topics we cover.

Most importantly, the netbooks have helped facilitate an inquiry-based approach that was limited by a book-based curriculum in the past. This year, each lesson (or series of lessons) starts with a question. Students do their own research to gain insight and formulate a hypothesis for a lab (the next step in the process). While doing their research, they use Diigo to highlight text on webpages, save pictures, and add notes. After completing their research and formulating a hypothesis, students complete the lab for the lesson and track their results. Sometimes the results are done on the computer and other times they are completed on paper—it depends how messy the lab is. Once everyone has their results, we often use a shared spreadsheet in Google Docs to compare all the numbers, temperatures, weights, or times from an experiment. Next is a summary of

*(continued on the next page)*

(*Qwest/NETA Grants, continued*) how this process was used in a unit on trash and recycling for my sixth grade earth science class. To see a detailed description of activities, go to our blog: <http://bit.ly/9Z1wZI>

Step 1, Research (Question: What do people put into landfills?) Using Diigo, students researched a variety of things about landfills.

Step 2, The Lab: During the lab, we collected the trash cans from all the teachers' rooms and the students had to document all the items in the trash can and identify any items that could have been recycled.

Step 3, Analyzing the results: After completing the lab, the students shared their results on a spreadsheet. The key to using a shared spreadsheet is having a specific column or row for each student to enter his or her data. Without a designated place for each student to enter data, things can get crazy.

### **Maggie Tiller, Gothenburg HS Data-Collection Technology Integration—\$4,995**

The major goal of this project is to integrate Vernier data-collecting technology into the science classroom. With many of the lab activities available, students can make observations or test for the presence of a substance, but with data-collection technology, they would be able to measure a value or the amount of the substance. Once data is collected, students can analyze, synthesize, and evaluate the information to better understand science concepts.

A second goal would be to encourage inquiry-based lab activities. Allowing students to use the technology to design experiments

in order to answer a question would give them more control over their learning. In my experience I have found that when students are "doing" the investigating, versus listening to a lecture, they are much more likely to "do" the learning as well. Concepts seem to come alive when they can be experienced during a lab activity.

The grant's budgeted items fall into three main categories: training, data-collection interfaces, and data-collection probes. All of the interfaces and probes have been purchased and have arrived for use. Vernier held a training workshop in Omaha where I was able learn how to better use the technology. In the classroom, I have also started using some of the probes with the students. They love using the new technology and are fully engaged during the labs.

### **Sadie Robinson Holdrege Middle School Striving for Independent, Successful Readers—\$5,000**

Through the *Striving for Independent, Successful Readers Project*, students will be able to use Readingpens and Kindles to assist them in reading material in core subjects, homework, individual reading assignments, and reading for enjoyment. Our current district school improvement goal for the next five years is to improve reading in all curricular areas for all students. These tools will decrease the need for constant assistance from a paraprofessional or classroom teacher, and increase the independence of students. This will impact learning in a way that students will be self-sufficient and confident due

to the lower need for one-on-one support.

With Kindle's text-to-speech option, students can have grade level material, which they cannot read independently, read to them using this feature. While reading a core class textbook, students can use a Readingpen to allow them to hear unknown words' pronunciation, definition, and the word used in a sentence. Not only will these devices allow students to work more independently, they will also allow students to get work done in a more timely manner.

Before having these devices to use, students would have to raise their hands and wait for a teacher or paraprofessional to come around and assist with reading material. With these devices, wait time is eliminated and used constructively. Therefore, students will be able to use Readingpens and Kindles to accomplish reading goals in all curricular areas, independently.

The Readingpens and Kindles were ordered and have arrived at Holdrege Middle School. The team teachers identified with this project will be working on lessons, integration techniques, and professional development during the course of these next two weeks. Technologies will start being integrated in the classrooms at the start of the second quarter.

### **Katie Morrow O'Neill Public School Apps2Learn—\$4,983.14**

*Apps2Learn* focuses on students as iPhone/iPod touch developers and facilitates 21st century learning experiences while promoting connected, collaborative learning for all involved. Students in O'Neill  
(continued on page 22)



*Readingpen*



# Student Contests and Teacher Opportunities

Guidelines & interactive forms at <http://netasite.org/opportunities.html>

A mission of NETA is to provide recognition to outstanding Nebraska students and teachers, in part by providing contests, scholarships, and grants. The forms and guidelines for these opportunities were printed in the September newsletter, but are also available at the NETA website. Go to <http://netasite.org>. Click on **Opportunities**. Look for information and interactive entry forms for the student contests and teacher opportunities listed below.

## Contests for Students

Student contests are open to all Nebraska K-12 public and private school students, unless otherwise noted. Deadline for all contests is January 10, 2011!

### Creative Comics—NEW Contest

K-12 Students: We are looking for your best original digitally created comic strips. Create a comic strip that highlights your learning or showcases curriculum topics. The winning comics will be published throughout the year in the NETA newsletters. See web site listed above for detailed information and interactive submission form. Contact Susan Prabulos with questions at [sprabul@lps.org](mailto:sprabul@lps.org).

### K-12 Graphic Imagery Contest

Entries in the graphic imagery contest could include digital photographs, images that have been digitally enhanced, hand drawn images and others—be creative. All entries should be original work created by the individual submitting the entry—clip art should not be used. See web site listed above for detailed information and interactive submission form. Contact Jackie Ediger with questions [jediger@esu9.org](mailto:jediger@esu9.org).

### K-12 NETA Conference Logo Contest

Create a design for the NETA Spring Conference 2011—**e<sup>3</sup>: empower, encourage, engage**. Encourage students' creativity by entering artwork created with computers in the NETA Conference Logo Contest. See the web site listed above for detailed information and interactive submission form. Contact Jason Rushing with questions at [jrushing@lps.org](mailto:jrushing@lps.org).

### Web 2.0 Tools Student Collaboration Contest

Examples of interactive entries: classroom blogs, wikis, web pages, online interactive classroom newsletters, or educational social networking sites. Student divisions: K-4, 5-8, and 9-12. See website listed above for detailed information and interactive submission form. Contact Jane Davis with questions at [jdavis@esu16.org](mailto:jdavis@esu16.org).

### K-12 Open Class Contest!

As we continually seek to support contests that accurately reflect classroom uses of technology, we are continuing the Open Class Contest. Write a great computer app? An awesome desktop publishing file? Digital story? Podcast? Original music composition? We want them all! See web site listed above for detailed information and interactive submission form. Contact Jason Rushing with questions at [jrushing@lps.org](mailto:jrushing@lps.org).

(Teacher contests and opportunities on the next page)





(Contests and Opportunities, continued)

## Contests for Teachers

**Teacher contests are open to Nebraska public/private teachers, unless otherwise noted. Deadline for all contests is January 10, 2011!**

### Creative Comics—NEW Contest!

K-12 teachers: We are looking for your best original digitally created comic strips! Share with us original classroom or technology humor. The winning comics will be published throughout the year in the NETA newsletter. See web site listed on the previous page for detailed information and interactive submission forms. Contact Susan Prabulos with questions at [sprabul@lps.org](mailto:sprabul@lps.org).

### Opportunity to Attend NETA 2011!

Nebraska public/private teachers who are in their first three years of teaching—put your name “in the hat” to possibly win a free NETA registration. If you can answer “yes” to all of the following, please submit your name for the drawing 1) 3 years or less teaching experience, 2) have not attended NETA Conference, 3) knows that the school or district does not have the means to pay registration costs, 4) has strong interest in use of technology in the classroom, and 5) has principal/supervisor support. See web site listed on the previous page for detailed information and interactive submission form. Contact Dr. Lynne Herr with questions at [lherr@esu6.org](mailto:lherr@esu6.org).

### ISTE Teacher Trek Contest

Win a trip to ISTE 2011 in Philadelphia next summer! We are asking you to use your creative technology skills to submit your contest entry explaining how you use technology to enhance student learning and how attending ISTE 2011 would strengthen what you already do. What are you hoping to learn or gain by attending sessions at ISTE 2011? Trips will be awarded with a maximum of \$1500 each (total in awards not to exceed \$9000). See the web site listed on the previous page for detailed information and interactive submission form. Contact Nicki Noordhoek with questions at [nnoordho@esu6.org](mailto:nnoordho@esu6.org).

### Excellence in Leading with Technology Award

The purpose of the Nebraska Excellence in Leading with Technology Award is to recognize and honor an individual who has demonstrated outstanding achievement in implementing technology to improve teaching, learning or administration. This contest is open to Nebraska K–12 public and private school administrators and technology coordinators whose primary job role does not include teaching students. See the web site listed on the previous page for detailed information and interactive submission form. Contact Sue Oppliger with questions at [sopplig@esu7.org](mailto:sopplig@esu7.org).

### Excellence in Teaching with Technology Award

The purpose of the Nebraska Excellence in Teaching with Technology Award is to recognize and honor an individual who has demonstrated outstanding achievement in implementing technology to improve teaching and learning. This contest is open to Nebraska K–12 public and private school teachers. See the web site listed on the previous page for detailed information and interactive submission form. Contact Sue Oppliger with questions at [sopplig@esu7.org](mailto:sopplig@esu7.org).

### Web 2.0 Tools Teacher Collaboration Contest

Examples of entries: classroom blogs, wikis, web pages, online interactive classroom newsletters or educational social networking sites e.g. ning. Teacher Divisions are for teachers of grades K–4, 5–8, and 9–12. See the web site listed on the previous page for detailed information and interactive submission form. Contact Dawn Prescott with questions at [dprescot@esu7.org](mailto:dprescot@esu7.org).

### Technology Grant Program

To further encourage the linking of technology to the curriculum, NETA is proud to continue the Technology Grant Program. Grants will be awarded with a maximum of \$1500 each (total in awards not to exceed \$9000). See the website listed on the previous page for detailed information and interactive submission form. Contact Nicole Badgley with questions at [nbadgley@esu10.org](mailto:nbadgley@esu10.org). (See special information on the next page.)

## Special Note about the NETA Grants and ISTE Teacher Trek Contest

(Grants and ISTE Teacher Trek contests described on previous page and online at the NETA website.)

- The total amount of money allotted for BOTH the Grant Awards and the ISTE Teacher Trek awards is \$9000.
- There will be up to six winners of up to \$1500 from Grants and ISTE Teacher Trek contests combined. The chosen winners can be in any combination from the two opportunities, depending on the number and quality of entries.

*(Contests, continued)*

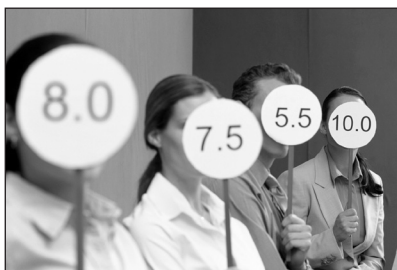
### Qwest/NETA Teacher Classroom Grants

The purpose of these grants is to recognize Nebraska public and private school teachers who use technology in the classroom in new and innovative ways, with an emphasis on improving student performance. This year eleven grants of up to \$5,000 each will be awarded to schools within the Qwest local service area. See our web site listed below for a list of eligible communities. This site also has the application packet and scoring rubric available for downloading.

**NOTE:** See the midterm reports on later pages in this issue for the Qwest/NETA grants awarded last year to find out what types of projects are being successful.

**Find all contest guidelines and entry forms at**  
<http://netasite.org/opportunities.html>

**The deadline for all contests listed here and on the previous two pages is January 10, 2011.**



## Wanted!

### Judges for all contests!

We are looking for people willing to assist with the contest judging. This will take place on Saturday, January 29, 2011 in Louisville. If you are interested, please contact Lynne Herr at [lherr@esu6.org](mailto:lherr@esu6.org).

Lunch is provided, along with a terrific learning experience and great company. Please join us for a fun day!

**NOTE:** If you have students entered in any of the contests, you will not be able to judge that particular contest. ❖

*(Grants, continued from page 19)*  
 High School's Advanced Computer Programming class are researching existing educational apps and taking requests from "clients" for educational apps that currently do not exist. As the year progresses they will be developing skills of entrepreneurship, critical thinking, and collaboration as they consult with in-house experts on graphic design, marketing, accounting, and statistical analysis in order to promote, distribute, and evaluate their innovations.

So far, the student programmer has mapped out his own course of learning, including learning regular C programming (over the summer and currently) and Objective C programming (by the end of December) which will lead into the Cocoa Framework required for programming for the iOS. Learning resources include self-selected textbooks and online resources such as Stanford University's iTunesU course in app development. Future goals include the creation of two simple apps for the iPad during first semester with one fairly larger app by the end of the school year, and distribution of these apps to OHS mobile devices for field testing in the classroom. Blogging is taking place throughout the duration of the project, including video and screencast tutorials to teach others by example.

Our hopes are that the Apps-2Learn Development Team will continue to grow and potentially evolve into a business model for future courses of similar design. A huge note of appreciation goes out to NETA and Qwest for sponsoring this opportunity and allowing O'Neill Public School students the resources to put learning in their own hands and see where it takes them! ❖



# CALENDAR OF TECHNOLOGY CONFERENCES & SEMINARS

*Events of every type for educators, technicians & administrators*

## January 2011

### Laptop Schools Community Meeting

January 17, 2011  
ESU 10, Kearney, NE  
[laptop.communities.esu10.org](http://laptop.communities.esu10.org)

### MacWorld Expo

January 25–29, 2011  
The Moscone Center  
San Francisco, CA  
[macworldexpo.com](http://macworldexpo.com)

### Florida Educational Technology Conference (FETC)

January 31–February 3, 2011  
Orange County Convention  
Center, Orlando, FL  
[fetc.org](http://fetc.org)

## February 2011

### Texas Computer Education Association (TCEA)

February 7–11, 2011  
Austin, TX  
[www.tcea.org](http://www.tcea.org)

### Midwest Educational Technology Conference (METC)

February 14–16, 2011  
St. Charles, MO  
<http://metcconference.org>

## March 2011

### Nebraska Association for the Gifted (NAG) Conference

March 3–4, 2011  
La Vista Embassy Suites &  
Conference Center  
La Vista, NE  
[www.negifted.org](http://www.negifted.org)

### EDUCAUSE Midwest Regional Conference

March 14–16, 2011  
Chicago, IL  
[net.educause.edu/mwrc11](http://net.educause.edu/mwrc11)

### CoSN's School Networking Conference

March 14–16, 2011  
New Orleans, LA  
[www.cosn.org/events/](http://www.cosn.org/events/)

### International Technology and Engineering Education Association (ITEEA)

March 24–26, 2011  
Minneapolis, MN  
[www.iteaconnect.org](http://www.iteaconnect.org)

## April 2011

### NETA Spring Conference *e<sup>3</sup>: empower, encourage, engage*

April 28–29, 2011  
La Vista Embassy Suites &  
Conference Center  
LaVista, NE  
<http://netasite.org>

## June 2011

### Nebraska Career Education Conference (NCE)

June 7–9, 2011  
Kearney, NE  
[nceconference.com](http://nceconference.com)

### ISTE Conference (formerly NECC) *Unlocking Potential*

June 26–29, 2011  
Philadelphia, PA  
[www.isteconference.org/2011/](http://www.isteconference.org/2011/)



## August 2011

### Annual Conference on Distance Teaching & Learning

August 3–5, 2011  
Madison, Wisconsin  
[www.uwex.edu/disted/conference](http://www.uwex.edu/disted/conference)



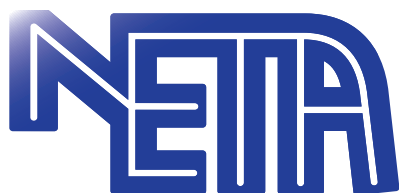
**NETA**

Nebraska Educational Technology Association

P.O. Box 27

Waverly, NE 68462

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### Membership Form

***NETA Statement of Purpose:** The Nebraska Educational Technology Association exists for the purpose of providing leadership and promoting the application of technology to the educational process. Its span of interest includes all levels and aspects of education.*

Name \_\_\_\_\_ Position \_\_\_\_\_

Preferred Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Home Phone \_\_\_\_\_ Work Phone \_\_\_\_\_

School/Agency Name \_\_\_\_\_ e-mail \_\_\_\_\_

If you attended the Spring Conference in April, 2010, one year of membership was included with your registration. If you would like to be a member, but could not attend the Spring Conference, membership dues are \$25 .00 and are good through April, 2011. Make checks payable to NETA. To become a member, please fill out the above form and mail with check to:

NETA Membership  
P.O. Box 27  
Waverly, NE 68462

- ☐ I am a new member  
☐ I was recruited by this current NETA member

Address changes should be sent to the above address or e-mailed to: [executivedirector@netasite.org](mailto:executivedirector@netasite.org)