



# Generation Y

## 2001-2002 Evaluation Data

*Prepared for **Generation YES** by the  
**Northwest Regional Educational Laboratory***

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This report includes data from the following schools:

**Dearborne Heights Sch. Dist**

Annapolis Sr. High School, Dearborn Heights Sch Dist 7

Bedford Elementary School, Dearborn Heights Sch Dist 7

Madison School, Dearborn Heights Sch Dist 7

Oakley W. Best Middle School, Dearborn Heights Sch Dist 7

Pardee Elementary School, Dearborn Heights Sch Dist 7

Polk Elementary School, Dearborn Heights Sch Dist 7

## **Generation Y Evaluation Results**

On the following pages you will find a report containing data from the Generation Y classes in your area. Depending on how your Generation Y classes are funded, the data may be from a single school, an entire district or state, or some other grouping of schools. These data have been prepared for you by the Evaluation Program of the Northwest Regional Educational Laboratory ([www.nwrel.org/evaluation](http://www.nwrel.org/evaluation)), as part of the service provided to your schools by Generation YES.

The information in this report comes from several sources, all collected online through the Generation Y web site. The report contains tabulations of results from the following online data collection forms:

- Surveys of participating students at the beginning and end of each class
- Project descriptions completed by participating students during each class
- Reports from Generation Y Coordinating Teachers at the end of each class
- Surveys of Generation Y Partner Teachers at the end of each class

We hope you find this information interesting and useful. Generation Y is aimed at helping you integrate technology in your classrooms, while engaging students in meaningful educational activities that support teachers, other students, administrators, and your community. The data presented here should give you a snapshot of what your students and teachers have been doing in their Generation Y classes and projects, and how well these activities are supporting technology integration and student engagement in your schools.

An additional report summarizing data on Generation Y classes across the nation is also available. By comparing national data to the information from your area, you may be able to notice differences, strengths, or weaknesses in your local schools that are of interest.

## **Overview of Generation Y**

Generation Y is a program which uses partnerships between students and teachers to integrate modern computer technologies into the classroom. The program promotes the effective use of educational technology in schools, develops opportunities for student leadership, and fosters a collaborative, learning community atmosphere in schools. Rather than teaching technology skills to teachers and hoping they will use these skills to improve their students' learning, Generation Y trains students to form working partnerships with teachers in order to improve teaching and learning in their schools. Students become agents of change, assuming responsibility for helping to improve the educational resources available to themselves and their classmates.

GenY students learn technology skills with an emphasis on applying these skills to a real-world problem: helping teachers use technology to deliver more effective lessons. Students and partner teachers learn how telecommunications tools, the Internet, digital imaging and presentation tools, and other technologies can enhance lesson plans and curriculum units. Many Generation Y students and partner teachers also learn about their state academic standards and learning goals, and the process of aligning classroom activities with these goals.

Each GenY student is paired with a partner teacher (or an administrator, librarian, counselor or other educator), who decides what lesson plan, curriculum unit, or other school need will be addressed by a collaborative, technology-enriched curriculum project, which the partner teacher and the GenY student produce together. These projects are then used in the partner teacher's regular classroom, or in the library, administrative offices, etc. Through this model, participating educators receive individualized support as they strengthen their use and integration of new technologies. Students learn technology, communication, collaboration, and project management skills in an authentic, personally meaningful context, and many go on to further extend their skills through advanced school or community service projects.

The program was developed in the Olympia, Washington School District, with a five-year award in 1996 from the U.S. Department of Education's Technology Innovation Challenge Grant program. Numerous state and local grants as well as corporate sponsorships have also supported the development of the instructional model and materials, as well as dissemination of the model to schools outside Olympia. Currently, Generation Y classes are provided through the Generation YES organization to schools nationwide. The program provides a model which can be customized to fit a wide range of grade levels, technology infrastructures, scheduling requirements, interests, and skill levels of participants. In the summer of 2000, the program was awarded "Exemplary" status by the department's Expert Panel on Educational Technology, a distinction given to only two of 134 programs.

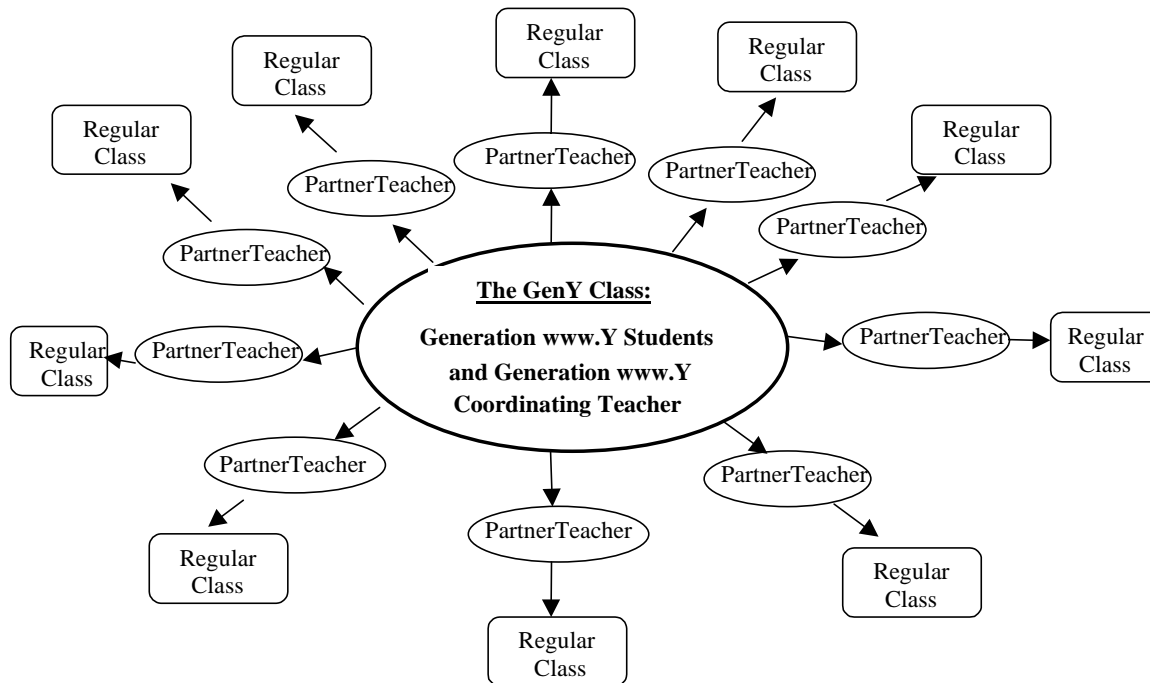
Data from the nationwide project indicate that the program can be an effective alternative for schools wishing to integrate technology into their regular curriculum and increase their use of project-based, student-centered learning practices. The model provides individualized support for educators who wish to increase their use of technology without becoming distracted from the essence of their jobs -- building and delivering effective curriculum units and lesson plans. Generation Y achieves this by giving students experience with educational technology, communication skills, and information literacy, then allowing students to act as responsible partners with their teachers in building new curriculum materials and new teaching and learning practices.

Participating teachers and students have consistently reported that their involvement in Generation Y afforded them an excellent opportunity to improve their basic technology skills, and to develop more advanced abilities to integrate technology in standards-based lessons, projects and curriculum units. Both teachers and students have reported that they gained meaningful, authentic experience developing skills in technology use, collaboration, project management, and information literacy, while contributing to the improvement of their schools. Most have found the Generation Y model to be an effective professional development strategy for teachers, as well as an effective approach to increasing student engagement, student learning, and student leadership.

For those unfamiliar with the program, the term "partner-teacher" is used to refer to the classroom teachers who are each paired with a Generation Y student. These teams collaborate in the production and delivery of a lesson plan or unit, using modern telecommunications technology, to the teacher's class. The term "Generation Y teacher" or "Generation Y coordinating teacher" refers to the teacher who works with all Generation Y students in a school, as they learn skills and knowledge through the course activities and design their projects with partner teachers. The GenY teacher also helps coordinate the relationships between the Generation Y students and their partner teachers, and facilitates the process of developing the collaborative projects. The core of the model is the

Generation Y class and the collaborative projects which GenY students and their partner teachers produce for students in the partner teachers' class, as depicted in figure 1.

**Figure 1. The Generation Y Class**



Generation YES provides fully participating schools with the following:

- A training workshop for the Generation Y teacher(s) and selected students
- Course materials, including curriculum guides, student workbooks, videos, CDs, etc.
- Access to online resources and consultants for the development of student projects
- Access to the searchable database of previous student projects
- Data collection and reporting services to monitor program outcomes

The program includes a series of online surveys and online project documentation facilities for Generation Y teachers, Generation Y students, and the Partner Teachers who work with the Generation Y students. Data from these sources, collected during the 2001-2002 school year, are presented in the tables on the following pages.

## Generation Y Coordinating Teacher Reports

At the close of each Generation Y class, teachers are asked to complete an online report that includes questions about the collaborative projects involving their students and partner teachers from their school, the technical and administrative infrastructure in their school, and their ratings of the usefulness of the GenY model, curriculum components, online services, etc. The tables in this section provide a

**Table 1**  
**Average Numbers of Generation Y Students and Collaborative Projects**

Generation Y Teacher Survey Question	Average in classes
How many students completed your GenY class?	15.7
How many collaborative projects were begun by your students?	21.2
How many projects were completed?	21.2
How many projects were delivered to a partner teacher's class?	19.0

**Table 2**  
**Difficulty of Managing Collaborative Partnerships and Projects**

	Very Difficult	Difficult	OK	Easy	Very Easy
How difficult was it to find partner teachers interested in participating?	0.0	16.7	33.3	33.3	16.7
How difficult was it to make good matches between those teachers and your Generation Y students?	0.0	16.7	33.3	50.0	0.0
How difficult was it to nurture and manage the working partnerships between your GenY students and their partner teachers?	0.0	0.0	100.0	0.0	0.0
How difficult was it to adjust the class for students and partner teachers with varying levels of expertise with computers?	0.0	0.0	66.7	33.3	0.0

(percentages of approximately 6 reporting)

**Table 3**  
**Infrastructure and Administrative Context**

	Strongly Agree	Mostly Agree	Mixed	Mostly Disagree	Strongly Disagree
The computer and network infrastructure at our school is adequate.	0.0	83.3	0.0	16.7	0.0
Students have adequate permissions and privileges to use our computer and network resources, e-mail, and the Internet.	0.0	100.0	0.0	0.0	0.0
Our teachers are enthusiastic about the Generation Y model, in which they work in partnership with students to create curriculum and instruction materials and projects for other students to use.	0.0	16.7	66.7	16.7	0.0
The schedule and administrative structure and processes at our school are flexible enough to allow creative and varied collaboration between students and teachers.	0.0	33.3	66.7	0.0	0.0
Generation Y is viewed in our school as a serious professional development and technical support model for teachers who want to integrate technology in their classrooms.	0.0	16.7	50.0	33.3	0.0
Generation Y projects are used to support other special initiatives in our school aimed at technology integration, professional development or curriculum development.	0.0	33.3	33.3	33.3	0.0

(percentages of approximately 6 reporting)

**Table 4**  
**Generation Y Teacher Ratings of Success and Impact**

	Strongly Agree	Mostly Agree	Mixed	Mostly Disagree	Strongly Disagree	No Opinion
The GenY model is a good way to help teachers integrate technology in their classrooms.	0.0	80.0	20.0	0.0	0.0	0.0
The GenY model is a good way to make school more engaging and meaningful to students.	0.0	100.0	0.0	0.0	0.0	0.0
The GenY model is a good way for students to learn technology skills.	40.0	40.0	20.0	0.0	0.0	0.0
The GenY model is a good way for students to practice solving real-world problems.	0.0	80.0	20.0	0.0	0.0	0.0
The GenY training I received was adequate to prepare me to teach this course.	0.0	0.0	80.0	20.0	0.0	0.0
The GenY central office staff has been responsive and helpful when I have requested assistance.	0.0	80.0	20.0	0.0	0.0	0.0
The GenY Curriculum Guide has been very useful to me in delivering the course.	0.0	40.0	60.0	0.0	0.0	0.0
The GenY Student Workbook has been very useful to me in delivering the course.	0.0	20.0	0.0	80.0	0.0	0.0
The GenY CD has been very useful to me in delivering the course.	0.0	20.0	0.0	80.0	0.0	0.0
The GenY Video has been very useful to me in delivering the course.	0.0	0.0	0.0	100.0	0.0	0.0
The GenY Website has been very useful to me in delivering the course.	0.0	25.0	75.0	0.0	0.0	0.0
The GenY online system for registering schools, teachers, classes and students has been easy to use.	0.0	75.0	25.0	0.0	0.0	0.0
The GenY online Classroom Management tools have been easy to use and helpful to me in delivering the course.	0.0	75.0	25.0	0.0	0.0	0.0
The GenY online Project Proposal, Feedback and Final Report system for students has been easy to use and helpful to me in delivering the course.	0.0	75.0	25.0	0.0	0.0	0.0
The online Archive of GenY collaborative projects has been easy to use and helpful to me in delivering the course.	0.0	75.0	0.0	0.0	0.0	25.0
We will continue to offer Generation Y classes at our school in the future.	0.0	80.0	0.0	0.0	0.0	20.0
I would be willing to serve as a trainer for teachers in my region who want to begin Generation Y programs in their schools.	0.0	40.0	40.0	20.0	0.0	0.0

(percentages of approximately 6 reporting)

## Student Preliminary Survey Results

Students complete a preliminary survey when they register for the the Generation Y class. The survey includes demographics as well as questions about access to computers and the internet, current skill levels and prior use of digital tools. This information is summarized in the next set of tables.

**Table 5**  
**Participating Generation Y Students by Gender**

Gender	Percentage of Students (of 118 reporting)
Male	48.3
Female	51.7

**Table 6**  
**Participating Generation Y Students by Ethnicity**

Ethnicity	Percentage of Students (of 113 reporting)
Caucasian	71.7
African American	3.5
Hispanic	10.6
Asian	2.7
Pacific Islander	0.0
Native American/Native Alaskan	7.1
Other	4.4

**Table 7**  
**Computer Access at Home by Generation Y Students**

At home do you have access to:	Yes	No
A computer	90.0	10.0
The Internet	80.5	19.5
Send and receive email	74.6	25.4

(percentages of approximately 120 reporting)



**Table 8**  
**Frequency of Computer Use by Generation Y Students at Home and School**

<b>How often do you use a computer?</b>	<b>Almost every day</b>	<b>At least once a week</b>	<b>Once or twice a month</b>	<b>Once or twice a semester</b>	<b>Never or don't have access</b>
At home	54.8	30.4	7.0	1.7	6.1
At school	48.3	43.3	5.0	2.5	0.8

(percentages of approximately 120 reporting)

**Table 9**  
**Student Experience With Computer and Technology Prior to Participating in Generation Y**

<b>How much experience have you had with the following:</b>	<b>None</b>	<b>Just a little</b>	<b>Some</b>	<b>A lot</b>
Use word processing software	20.7	20.7	25.9	32.8
Search the Internet	6.8	10.2	18.6	64.4
Send and receive email	14.4	11.0	17.8	56.8
Use PowerPoint or other presentation software	47.5	23.7	15.3	13.6
Troubleshoot basic computer problems	50.0	23.7	16.9	9.3
Use a scanner to digitize a picture	42.7	19.7	22.2	15.4
Use a digital camera	49.6	11.3	20.9	18.3
Create a web page or web site	55.7	17.4	13.9	13.0
Touch-typing at least 15 words/minute	25.0	24.1	19.8	31.0

(percentages of approximately 116 reporting)

**Table 10**  
**Frequency of Computer Use in Classes**

<b>In the classes you took last semester/quarter, how often were computers used by you or your teachers?</b>	<b>Computers were never used</b>	<b>Computers were used once</b>	<b>Computers were used a few times</b>	<b>Computers were used about once per week</b>	<b>Computers were used several times per week</b>
Math	77.1	5.1	11.9	0.8	5.1
Language Arts, Reading or English	51.3	10.9	18.5	8.4	10.9
Science	75.4	9.3	8.5	2.5	4.2
Social Studies, Geography or History	60.7	8.5	21.4	7.7	1.7

(percentages of approximately 118 reporting)

## Student Outcomes

Just before the class is over, students are prompted to complete a second online survey. Questions include how much practice students gained in various skill areas, what kind of collaborative projects were built, and how students rated their projects on several dimensions. The tables below summarize the outcomes reported by students.

**Table 11**  
**Practice Gained in Computing Skills by Generation Y Students**

<b>During your work this semester as a Generation Y student, how much practice and experience did you get:</b>	<b>None, I didn't do this at all</b>	<b>Just a little; 2 hours or less</b>	<b>Some; 2 to 10 hours</b>	<b>Quite a bit; 10 to 20 hours total</b>	<b>A lot; more than 20 hours total</b>
Using a keyboard to touch-type at least 15 words/min	20.7	26.1	12.0	8.7	32.6
Using word processing software	5.5	30.8	3.3	18.7	18.7
Searching the Internet	1.1	9.8	10.9	17.4	60.9
Sending and receiving e-mail	4.3	33.7	18.5	18.5	25.0
Using PowerPoint or other presentation software	1.1	13.0	14.1	26.1	45.7
Troubleshooting basic computer problems	23.9	47.8	15.2	5.4	7.6
Using a scanner to digitize a picture	22.8	46.7	15.2	7.6	7.6
Using a digital camera	20.9	47.3	15.4	4.4	12.1
Creating a Web page or Web site	62.0	13.0	14.1	4.3	6.5

(percentages of approximately 100 reporting)

**Table 12**  
**Types of Collaborative Projects Built By Students and Partner Teachers**

<b>Project Type</b>	<b>Percentage of Projects that included this component:</b>	<b>Percentage of projects that were mainly focused on this component:</b>
GenY student created or updated a Web page that was used by my partner teacher's class	29.6	6.2
GenY student helped other students search the Web for information on a class topic	46.9	6.2
GenY student developed an educational presentation using PowerPoint, HyperStudio, or other software	101.2	61.7
GenY student taught technology skills to a teacher	77.8	8.6
GenY student taught technology skills to other students	51.9	13.6
Other	12.3	3.7

(percentages of approximately 81 reporting)

**Table 13**  
**Delivery of Collaborative Projects**

	Only Me	Only my Partner Teacher	Both of Us Together
When the lesson was delivered to your partner-teacher's class, who taught the class that day?	20.6	25.0	54.4

(percentages of approximately 68 reporting)

**Table 14**  
**Student Self-Assessments of Their Collaborative Projects**

Mark the answer that best describes your experience in Generation Y:	Strongly Agree	Agree	Disagree	Strongly disagree	Not sure, N/A
I completed my project.	60.4	31.9	1.1	1.1	5.5
I am proud of my project.	58.2	36.3	0.0	0.0	5.5
As a result of my project, other students learned about technology.	19.8	26.4	11.0	3.3	39.6
As a result of my project, other students learned about a subject (e.g. history, math, English, etc.)	44.0	36.3	5.5	2.2	12.1
The feedback about my project proposal I got online was helpful.	35.6	26.7	6.7	4.4	26.7
My partner-teacher's expectations of me were clear and realistic.	48.4	37.4	1.1	0.0	13.2
My partner-teacher was able to meet with me regularly.	38.5	31.9	15.4	2.2	12.1
My partner-teacher and I worked together well as a team.	46.2	34.1	8.8	3.3	7.7
Overall, Generation Y was a good experience.	71.4	15.4	5.5	2.2	5.5

(percentages of approximately 91 reporting)

## Partner-Teacher Outcomes

At the end of each Generation Y class, participating Partner Teachers are asked to complete a survey about their experiences working with a GenY student on a collaborative, curriculum-building project. Partner teachers are asked about changes in their attitudes and use of technology, the amount of time spent on their projects, and their ratings of a number of dimensions related to the new curriculum units or lesson plans. Their responses are summarized in the tables below, along with a listing of the project titles.

**Table 15**  
**Self-Assessed Change In Computer Use by GenY Partner Teachers**

<b>How has the frequency of the following changed as a result of your involvement with Generation Y?</b>	<b>More Frequently</b>	<b>Same Frequency</b>	<b>Less Frequently</b>
You use computers to prepare for class, maintain class records, or do other school-related work.	26.7	73.3	0.0
You use computers for personal business, learning, or fun.	26.7	73.3	0.0
You use e-mail.	33.3	66.7	0.0
You use the World Wide Web.	30.0	70.0	0.0
Your students use computers during your classes.	40.0	60.0	0.0
Your students use computers outside of class to complete assignments for your class.	30.0	70.0	0.0

(percentages of approximately 32 reporting)

**Table 16**  
**Self-Assessed Change In Partner Teachers' Comfort Using Technology**

<b>How has your comfort level with the following changed as a result of your involvement with Generation Y?</b>	<b>More comfortable</b>	<b>Same level of comfort</b>	<b>Less comfortable</b>
Using computers	13.3	86.7	0.0
Integrating computers into the curriculum	26.7	73.3	0.0
Helping students use computers	23.3	76.7	0.0
Using e-mail	16.7	83.3	0.0
Using the World Wide Web	16.7	83.3	0.0

(percentages of approximately 32 reporting)

**Table 17**  
**Time Spent by Partner Teachers on Collaborative Projects**

	<b>2 hrs or less</b>	<b>3-5 hours</b>	<b>5-8 hours</b>	<b>&gt; 8 hours</b>
<i>Partner Teachers:</i> How much time, in total, did you spend working with your GenY student this semester?	80.0	13.3	3.3	3.3

(percentages of approximately 32 reporting)

**Table 18**  
**Partner Teacher Evaluations of the Generation Y Experience**

<b>Please indicate your level of agreement with each of the following:</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
My student-partner completed his or her project.	53.3	43.3	3.3	0.0
My student-partner's project was of high quality.	33.3	50.0	13.3	3.3
I will use the lesson/Web page/presentation with which my student-partner helped in the future.	36.7	50.0	10.0	3.3
I would like to continue developing or refining this project in the future.	30.0	56.7	6.7	6.7
Choosing a project was relatively easy.	53.3	43.3	3.3	0.0
My role as a partner-teacher was clear to me.	33.3	50.0	16.7	0.0
As a consequence of Generation Y, I learned more about technology.	13.3	46.7	30.0	10.0
As a consequence of Generation Y, my students learned about technology.	20.0	50.0	26.7	3.3
As a consequence of Generation Y, my students learned about some content area.	30.0	50.0	20.0	0.0
Generation Y is a good method for providing support and assistance to teachers as they integrate technology into their classes.	33.3	53.3	10.0	3.3
My experience in Generation Y this semester will change the way I teach some lessons in the future.	33.3	53.3	10.0	3.3
I would like to work with another Generation Y student in the coming year.	6.7	60.0	30.0	3.3
I will continue rebuilding my lesson plans to make more use of educational technology.	40.0	53.3	6.7	0.0

(percentages of approximately 32 reporting)

**Table 19**  
**Partner Teacher Attitudes Toward Educational Computing**

Please rate your opinions regarding the use of technology in education:	Strongly Agree	Agree	Disagree	Strongly Disagree	Due to my experience with Generation Y, I:		
					Agree more than before	Agree less than before	Haven't changed my opinion
I see definite benefits to students from integrating technology into education.	73.3	26.7	0.0	0.0	61.9	0.0	38.1
Technology facilitates positive changes in classroom teaching and learning practices.	63.3	36.7	0.0	0.0	57.1	0.0	42.9
I want to learn more about using new technologies.	53.3	46.7	0.0	0.0	60.0	0.0	40.0

(percentages of approximately 32 reporting)

# Project List

**Table 20**  
**Archived Collaborative Projects**

School	Partner-Teacher	Project Name
Annapolis Sr. High School		Grizzly Adams Web Page
Annapolis Sr. High School		To Kill a Mockingbird
Annapolis Sr. High School	Bill Dumer	Mr. Dummer's Page
Annapolis Sr. High School	Brian Hart	The Magic of Oil Pastels
Annapolis Sr. High School	Candice Boyd	Scientific Measurements
Annapolis Sr. High School	Chris Gimpel	Web Page for Homework Assignments
Annapolis Sr. High School	Dummer	Unit 1 Review - A PowerPoint Presentation
Annapolis Sr. High School	Dummer	War Weapons - A PowerPoint Presentation
Annapolis Sr. High School	Gratton Clark	The Future of Libraries
Annapolis Sr. High School	Indersharan Singh	Mr. Reaume's Web Site
Annapolis Sr. High School	Janet Rippy	Business Cards
Annapolis Sr. High School	Laura Sears	Fractions: A PowerPoint Presentation
Annapolis Sr. High School	Laura Sears	Taking Stock: A PowerPoint Presentation
Annapolis Sr. High School	Laura Sears	Thinkwave
Annapolis Sr. High School	Laura Sears	Web Page Design
Annapolis Sr. High School	Mr. Gass	Sentences
Annapolis Sr. High School	Mr. Gass	Web Page
Annapolis Sr. High School	Mr. Glicker	Research Topics for American and British Literature - Internet
Annapolis Sr. High School	Mr. Glicker	Shakespearian PowerPoint - Macbeth
Annapolis Sr. High School	Mr. Glicker	Sir Gawain and the Green Knight - A PowerPoint Summary
Annapolis Sr. High School	Mr. Knierim	European Pictures
Annapolis Sr. High School	Mr. Knierim	PowerPoint Presentation on American History - The Western Frontier
Annapolis Sr. High School	Mr. Knierim	Teachers' Web Page
Annapolis Sr. High School	Mr. Knierim	World Geography Review PowerPoint Presentation
Annapolis Sr. High School	Mr. Kvamme	Business Cards
Annapolis Sr. High School	Mr. Mark Robinson	Mr. Robinson's History Web Site
Annapolis Sr. High School	Mr. Mark Robinson	World War I Photos
Annapolis Sr. High School	Mr. Reaume	Political Science Web Page
Annapolis Sr. High School	Mr. Robert Clements	Gen-Y Web Page
Annapolis Sr. High School	Mr. Robinson	Anatomy and Biology: A PowerPoint Presentation
Annapolis Sr. High School	Mr. Robinson	Battle of Gettysburg
Annapolis Sr. High School	Mr. Robinson	Chapter 6 Review
Annapolis Sr. High School	Mr. Robinson	Civil War
Annapolis Sr. High School	Mr. Robinson	Science Class Web Site
Annapolis Sr. High School	Mr. Robinson	The Age of the Railroad
Annapolis Sr. High School	Mr. Robinson	Web Sites
Annapolis Sr. High School	Mr. Wiemer	Geography
Annapolis Sr. High School	Mrs. Baker	Ser Vs. Estar
Annapolis Sr. High School	Mrs. Baker	Spain
Annapolis Sr. High School	Mrs. Baker	Web Page
Annapolis Sr. High School	Mrs. Cropsey	Math PowerPoint
Annapolis Sr. High School	Mrs. Cropsey	Mrs. Cropsey's Web Page
Annapolis Sr. High School	Mrs. Cropsey	Scrolling PowerPoint of Escher Images
Annapolis Sr. High School	Mrs. Erickson	Christmas in France: A PowerPoint Presentation
Annapolis Sr. High School	Mrs. Erickson	French Club Web Page
Annapolis Sr. High School	Mrs. Erickson	Quebec PowerPoint Presentation
Annapolis Sr. High School	Mrs. Fynan	Creative Writing PowerPoint

Annapolis Sr. High School	Mrs. Gratton-Clark	Media Web Page
Annapolis Sr. High School	Mrs. Huser	Healthy Heart Foods
Annapolis Sr. High School	Mrs. Huser	Healthy Heart Foods Essay and Cookbook Requirements
Annapolis Sr. High School	Mrs. Huser	Healthy Heart Foods Web Quest
Annapolis Sr. High School	Mrs. Huser	Web Page for Mrs. Huser
Annapolis Sr. High School	Mrs. LeBeau	Montgomery Boycott Quiz
Annapolis Sr. High School	Mrs. LeBeau	The Chocolate War - Chapter Quizzes
Annapolis Sr. High School	Mrs. LeBeau	The Chocolate War Introduction
Annapolis Sr. High School	Mrs. LeBeau	Web Site Design
Annapolis Sr. High School	Mrs. Linda Oswalt	Mrs. Oswalt's PowerPoint Presentation (Organic Compounds)
Annapolis Sr. High School	Mrs. Martin	Authors and Illustrators of Childrens' Books
Annapolis Sr. High School	Mrs. Martin	Web Page
Annapolis Sr. High School	Mrs. Oswalt	Mrs. Oswalt's Physical Science Extra Credit Web Site
Annapolis Sr. High School	Mrs. Rippy	Chicago Trip PowerPoint Presentation And Accommodations
Annapolis Sr. High School	Mrs. Martin	Thirteen Colonies PowerPoint Presentation
Annapolis Sr. High School	Ms. Fynan	Creative Writing
Annapolis Sr. High School	Ms. Boyd	Cellular Parts
Annapolis Sr. High School	Ms. Butcko	Bones and Muscles
Annapolis Sr. High School	Ms. Butcko	Nutrition
Annapolis Sr. High School	Ms. Butcko	Web Page
Annapolis Sr. High School	Ms. Lasser	Helpful Tips for Writing a Resume
Annapolis Sr. High School	Ms. Lasser	How a Bill Becomes a Law
Annapolis Sr. High School	Ms. Lasser	Job Opportunities
Annapolis Sr. High School	Ms. Lasser	Web Page
Annapolis Sr. High School	Ms. Oswalt	Mrs. Oswalt's Science PowerPoint presentation and Quiz (Acids and Bases)
Annapolis Sr. High School	Ms. Oswalt	Ms. Oswalt's Science Project
Annapolis Sr. High School	Ms. Boyd	Web Page
Annapolis Sr. High School	Robert Clements	Life Insurance
Annapolis Sr. High School	Sarah Dallas	Anatomy and Biology
Annapolis Sr. High School	Sarah Dallas	Mrs. Dallas' Web Page
Bedford Elementary School	Mr. Stewart	PowerPoint Presentation About Inertia, Acceleration, Force, and Friction
Bedford Elementary School	Mrs. Eland	PowerPoint Presentation About Michigan
Bedford Elementary School	Mrs. Harrison	Plants
Bedford Elementary School	Mrs. Nichols	PowerPoint Presentation About Robert Munsch
Bedford Elementary School	Mrs. Sharkey	Henry Ford PowerPoint
Bedford Elementary School	Mrs. Vecchioni	PowerPoint Presentation on Local Government
Bedford Elementary School	Mrs. Gratz	Wonderful "W": A PowerPoint Presentation
Bedford Elementary School	Mrs. Nabonzy	PowerPoint State Symbols for Michigan
Bedford Elementary School	Mrs. Smith	All About the Painted Lady Butterfly - PowerPoint
Bedford Elementary School	Mrs. Vecchioni	Local Government - A PowerPoint Presentation
Bedford Elementary School	Ms moccio	Dog Sled Racing
Bedford Elementary School	Ms. Egnot	PowerPoint Presentation on Letters
Bedford Elementary School	Ms. Heise	Charlotte's Web Animals - PowerPoint
Madison School	Dina Gargas	Telling Time
Madison School	Elizabeth Pummill	Communities: A PowerPoint Presentation
Madison School	Maribella F. Arocha	A day in Mrs. Sander's class
Madison School	Miss Anne Reader	Animation-HyperStudio
Madison School	Miss Debra Tresh	Communities
Madison School	Miss Falkowski	Introductory PowerPoint Presentation on Floating and Sinking
Madison School	Miss Pingston	Heart Health
Madison School	Mrs. Carol McKinney	Instrumental Sound - PowerPoint
Madison School	Mrs. Hetner	All About Electricity
Madison School	Mrs. Kerri Sanders	A Day in Mrs. Sanders Kindergarten Class- PowerPoint
Madison School	Mrs. Moore	Types Of Clouds: A PowerPoint Presentation
Madison School	Mrs. Sue December	The Student Yearbook



Madison School	Mrs.December	Student Yearbook
Madison School	Mrs.Moore	Wind Speed
Madison School	Mrs.Rachel Robertson	Sound as a PowerPoint Presentation
Madison School	Tommy anD chris	Time as a PowerPoint Presentation
Oakley W. Best Middle Scho	Miss Hetner	Hiroshima & Nagasaki
Oakley W. Best Middle Scho	Miss Leschinger	The Mysteries of Volcanoes
Oakley W. Best Middle Scho	Miss Wynn	Earth Day
Oakley W. Best Middle Scho	Mr. Dattilio	Performance Enhancing Drugs
Oakley W. Best Middle Scho	Mr. McKinney	Natural Disasters -Today's Technology
Oakley W. Best Middle Scho	Mr. Preussner	Pi
Oakley W. Best Middle Scho	Mr.Berent	George Washington & Alexander Hamilton
Oakley W. Best Middle Scho	Mr.Bergeron	Grammar
Oakley W. Best Middle Scho	Mr.Butkin	A PowerPoint Presentation on Africa
Oakley W. Best Middle Scho	Mr.December	A PowerPoint Presentation on "The Road to Revolution"
Oakley W. Best Middle Scho	Mrs Thompson	Graphs and how you use them in a every day life
Oakley W. Best Middle Scho	Mrs. Batha	A PowerPoint Presentation About Anne Frank
Oakley W. Best Middle Scho	Mrs. Mosher	What People Do for Different Holidays in Different Countries
Oakley W. Best Middle Scho	mrs. pertula	English
Oakley W. Best Middle Scho	Mrs. Pertula	Friendship Poems PowerPoint Presentation
Oakley W. Best Middle Scho	Mrs. Potter	Similes, Metaphors, and Personification: What's the difference?!
Oakley W. Best Middle Scho	mrs. trask	Impressionistic Paintings
Oakley W. Best Middle Scho	Mrs.Howard	A Presentation on Smoking
Oakley W. Best Middle Scho	Mrs.Lazar	PowerPoint
Oakley W. Best Middle Scho	Mrs.Papanastasopoulos	A PowerPoint Presentation About Graphing in Algebra
Oakley W. Best Middle Scho	Ms . Fielder	Probability PowerPoint Presentation
Oakley W. Best Middle Scho	Ms. Mein	Effects Oil Spills Have on Marine Life - A PowerPoint Presentation
Oakley W. Best Middle Scho	Robert Nanni	The Climax
Pardee Elementary School	Lorraine Avvisati	Interesting Facts of History
Pardee Elementary School	Lorraine Balewski	Famous Black Americans PowerPoint Presentation
Pardee Elementary School	Miss Nichole Burns	A PowerPoint Presentation on Good Books to Read
Pardee Elementary School	Mr. Willam Murphy	Kindergarten Round-Up
Pardee Elementary School	Mrs. Nancy Gorham	Weather: A PowerPoint Presentation
Pardee Elementary School	Mrs. Smith	Weather
Pardee Elementary School	Mrs. Straley	State Report
Pardee Elementary School	Mrs.Ballheim	ABC Animals PowerPoint For Kindergarten
Pardee Elementary School	Mrs.Heather Welch	A PowerPoint Presentation on Eric Carle
Pardee Elementary School	Mrs.Linda Lambert	CdvsA PowerPoint Presentation
Pardee Elementary School	Mrs.Loura Telepo	A PowerPoint Presentation on Southwest Indians
Pardee Elementary School	Ms. Nancy Pilatowicz	A PowerPoint Presentation on the Battle of Yorktown
Pardee Elementary School	Ms.Chiodo	Traveling with Amanda
Pardee Elementary School	Rebeca Blaszak	Rocks and Minerals - A PowerPoint Presentation
Polk Elementary School	Miss Stachulski	World War I
Polk Elementary School	Mrs. Borg	The U.S. Government
Polk Elementary School	Mrs. Diller	Rocks and Minerals - A PowerPoint Presentation
Polk Elementary School	Mrs. Hendricks	Hawaii PowerPoint Presentation
Polk Elementary School	Mrs. Kemp	The Rainforest
Polk Elementary School	Mrs. Mastrogicomo	Rocks and Minerals PowerPoint
Polk Elementary School	Mrs. Negrus	Solar System PowerPoint Presentation
Polk Elementary School	Mrs. Schulkins	Food Chemistry
Polk Elementary School	Mrs. Smith	Iditarod PowerPoint
Polk Elementary School	Mrs.Aneiros	George Washington PowerPoint
Polk Elementary School	Mrs.Kemp	The Rainforest - A PowerPoint Presentation
Polk Elementary School	Mrs.Payne	Computers Now and Then
Polk Elementary School	Mrs.Sears	Brown Bear, Brown Bea,r What Do You See? PowerPoint
Polk Elementary School	Ms. Michelle Douglass	Phoenix and Dearborn Heights: A Comparison Using PowerPoint