



# Generation Y

## 2003-2004 Evaluation Data

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

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This report includes data from the following schools:

**None - This school and data are not in any individual report**

A. H. Smith, Grandview  
Beatrice High School, Beatrice  
Beatrice Middle School, Beatrice  
Brunswick High School, Brunswick  
Copper King Elementary, Phoenix  
Daniel Pratt Elementary School, Prattville  
Garden Lakes Elementary, Avondale  
Glenoma Elementary School, Glenoma  
Harriet Tubman School, Newark  
Hartford Magnet MS, Hartford  
Highlands Middle School, Kennewick  
Hoech Middle School, St Ann  
International School of Beijing, Beijing  
John P. Turner M.S., Philadelphia  
Kinyon Elementary, Taylor  
Moravian School, Charlotte Amalie  
North Gulfport 7th and 8th Grade, Gulfport  
North Whidbey Middle School, Oak Harbor  
Oak-Land Jr. High School, Lake Elmo  
Paterson School #10, Paterson  
Plainfield HS, Plainfield  
Prophecy Elementary School, St. Thomas  
Roberto Clemente Middle School, Philadelphia  
Southgate Elementary, Lakewood  
University Prep, Seattle

## **Generation Y Evaluation Results**

The following report contains data generated from the Generation Y class or classes recently delivered in your school, district, or region. Depending on how your Generation Y programs were funded, the data may represent a single school, multiple schools within a district, or some other grouping of schools on a regional or statewide basis. This report has been prepared by the Evaluation Program of the Northwest Regional Educational Laboratory as part of the suite of services provided to your school(s) by Generation YES.

All of the information contained in this report is collected through a variety of online surveys and forms provided by the Generation Y website, including the following:

- Pre- and post-surveys completed by participating Gen Y students,
- Titles of collaborative projects undertaken by Gen Y students and their partner-teachers,
- Surveys completed by Gen Y partner-teachers at the end of the each class, and
- Surveys completed by Gen Y teachers at the end of each class.

It should be noted that this report makes no attempt to evaluate the quality or significance of specific projects completed by teams of Gen Y students and their partner-teachers. A meaningful assessment of the overall impact of your Gen Y program should consider the contents of this report in combination with a local evaluation of how the Gen Y program has been used to support teaching and learning in your particular context.

We hope you find this information to be of interest and value. Generation Y's intended purpose is to assist with the effective integration of technology in teaching and learning, while engaging students in constructive, meaningful activities that support teachers and other members of the school community. The information presented here will hopefully provide you with a snapshot of those activities, as well as an appreciation for how those activities support technology integration and student engagement in your schools. In addition to this 'localized' report, a national report summarizing program data from across the nation is also available on the [Generation YES website](#). Interesting similarities and differences may be discerned by comparing data and information from individual schools or regions with national data.

### **Overview of Generation Y**

The core of Generation Y is the establishment of collaborative partnerships between students and teachers, with the express purpose of facilitating the integration of modern digital technologies in the practice of teaching. Gen Y promotes the effective use of educational technology in schools, provides opportunities for meaningful student engagement and leadership, and fosters the establishment of a true learning community by blurring the distinctions between teachers and learners. Rather than teaching technology skills to teachers in the hope that they will use those skills to improve their teaching, Generation Y trains students to form working partnerships with their teachers in order to positively impact teaching, learning, and school culture. Students become agents of change, assuming responsibility for helping to improve the availability and use of customized educational resources.

Generation Y students learn technology skills with an emphasis on applying those skills to a real-world problem: helping teachers use technology to deliver more engaging and effective lessons. Students and their partner-teachers learn how telecommunications tools, the World Wide Web, digital media, presentation tools, global positioning systems, and other emerging technologies can enhance lessons and curriculum units. Gen Y students have the additional opportunity, through working with their partner-teachers, to develop an appreciation of sound pedagogical practice, including: (a) the identification of learning objectives; (b) the consideration of assessment strategies; and (c) the alignment of projects with state or local curriculum standards.

Gen Y students are paired, either individually or in teams, with a partner-teacher or other school staff member. Initial team meetings are held to decide upon a lesson, curriculum unit, or other school need that might be addressed through a technology enriched, collaborative project. The Gen Y student then takes primary responsibility for the “nuts & bolts” technology components of the project, while the teacher ensures content accuracy and pedagogical appropriateness. The resulting projects are then used in the partner-teacher’s regular classroom, or in the library, administrative offices, etc. Through this model, educators receive targeted, individualized support as they improve their skills in using and integrating new instructional technologies. Students learn technology, communication, collaboration, and project management skills in an authentic, personally meaningful context. Many then go on further extend their skills through more advanced school or community service projects.

The Generation Y program was originally developed, beginning in 1996, in the Olympia (Washington) School District, funded by a five-year award from the U.S. Department of Education’s Technology Innovation Challenge Grant program. In addition, numerous state and local grants, as well as corporate sponsorships, have supported the development of the instructional model and materials, enabling the dissemination of the model to schools beyond Olympia. Currently, Gen Y classes are provided through the Generation YES organization to schools nationwide. The program provides a model that can be tailored to fit a wide range of grade levels, technology infrastructures, scheduling requirements, interests, and skill levels of participating students. In the summer of 2000, the program was awarded a rare “Exemplary” rating by the department’s Expert Panel on Educational Technology, a distinction limited to only two of 134 evaluated programs.

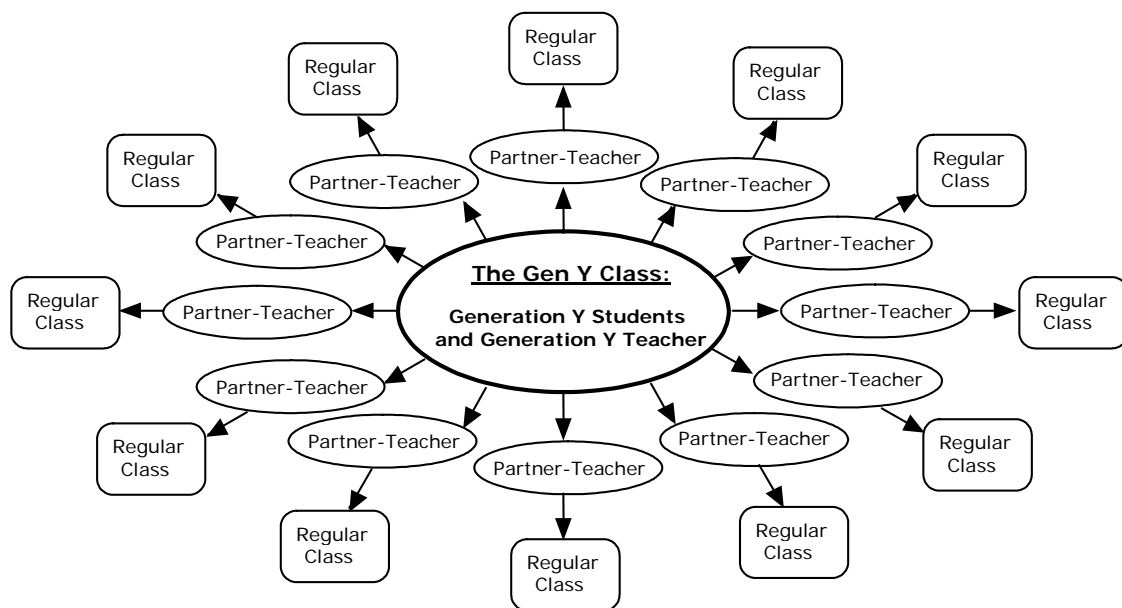
Data from the nationwide project indicate that Generation Y can be an effective alternative for schools wishing to further integrate technology into their regular curriculum offerings while increasing their use of project-based, student-centered learning practices. The model provides individualized support for educators seeking to increase their integration of instructional technologies without becoming sidetracked from their primary professional responsibilities—building and delivering effective curriculum lessons and units. Gen Y achieves this by providing students with the skills and opportunity to act as responsible partners with their teachers in creating new curriculum materials and developing 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 while developing more advanced abilities to integrate technology into standards-based lessons, projects, and curriculum units. Both teachers and students report that they have gained valuable experience developing their skills in technology use, collaboration, project management, and information literacy, while contributing to the improvement of their schools. Most have found the Gen Y approach to be an effective professional

development strategy for teachers, as well as an effective means to increased student engagement, learning, and leadership.

For those unfamiliar with Generation Y, the term “partner-teacher” refers to classroom teachers who are paired with a Gen Y student. These teams then collaborate in the development and delivery of a lesson or unit, incorporating modern digital technology, to the partner-teacher’s class(es). The term “Generation Y teacher” refers to the individual who delivers and manages the Gen Y class, working with *all* Gen Y students in a school. The Gen Y teacher guides student acquisition of new skills and knowledge through the course activities, and provides supportive assistance as students develop their collaborative projects. The Gen Y teacher also helps facilitate and support the relationships between Gen Y students and their partner-teachers. The core of the model is the Gen Y class and the collaborative projects developed by Gen Y students and their partner-teachers for delivery to students in the partner-teacher’s 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 2003-2004 school year, are presented in the tables on the following pages.

## Generation Y 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 summary of their responses.

**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?	12.2
How many collaborative projects were begun by your students?	9.4
How many projects were completed?	9.4
How many projects were delivered to a partner teacher's class?	6.3

**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?	7.4	29.6	48.1	14.8	0.0
How difficult was it to make good matches between those teachers and your Generation Y students?	0.0	3.7	63.0	25.9	7.4
How difficult was it to nurture and manage the working partnerships between your GenY students and their partner teachers?	7.4	18.5	63.0	7.4	3.7
How difficult was it to adjust the class for students and partner teachers with varying levels of expertise with computers?	0.0	11.1	55.6	25.9	7.4

(percentages of approximately 29 reporting)

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

	<b>Strongly Agree</b>	<b>Mostly Agree</b>	<b>Mixed</b>	<b>Mostly Disagree</b>	<b>Strongly Disagree</b>
The computer and network infrastructure at our school is adequate.	29.6	48.1	18.5	0.0	3.7
Students have adequate permissions and privileges to use our computer and network resources, e-mail, and the Internet.	40.7	48.1	7.4	3.7	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.	3.7	44.4	51.9	0.0	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.	3.7	44.4	37.0	11.1	3.7
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.	7.4	33.3	48.1	11.1	0.0
Generation Y projects are used to support other special initiatives in our school aimed at technology integration, professional development or curriculum development.	11.1	37.0	33.3	18.5	0.0

(percentages of approximately 29 reporting)

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

	<b>Strongly Agree</b>	<b>Mostly Agree</b>	<b>Mixed</b>	<b>Mostly Disagree</b>	<b>Strongly Disagree</b>	<b>No Opinion</b>
The GenY model is a good way to help teachers integrate technology in their classrooms.	70.4	25.9	3.7	0.0	0.0	0.0
The GenY model is a good way to make school more engaging and meaningful to students.	81.5	18.5	0.0	0.0	0.0	0.0
The GenY model is a good way for students to learn technology skills.	77.8	18.5	3.7	0.0	0.0	0.0
The GenY model is a good way for students to practice solving real-world problems.	59.3	29.6	11.1	0.0	0.0	0.0
The GenY training I received was adequate to prepare me to teach this course.	33.3	40.7	14.8	7.4	0.0	3.7
The GenY central office staff has been responsive and helpful when I have requested assistance.	81.5	14.8	0.0	0.0	0.0	3.7
The GenY Curriculum Guide has been very useful to me in delivering the course.	33.3	33.3	33.3	0.0	0.0	0.0
The GenY Student Workbook has been very useful to me in delivering the course.	14.8	22.2	29.6	7.4	3.7	22.2
The GenY CD has been very useful to me in delivering the course.	3.7	55.6	22.2	7.4	0.0	11.1
The GenY Video has been very useful to me in delivering the course.	14.8	33.3	44.4	7.4	0.0	0.0
The GenY Website has been very useful to me in delivering the course.	55.6	37.0	7.4	0.0	0.0	0.0
The GenY online system for registering schools, teachers, classes and students has been easy to use.	66.7	33.3	0.0	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.	37.0	40.7	18.5	0.0	0.0	3.7
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.	22.2	18.5	37.0	3.7	0.0	18.5
The online Archive of GenY collaborative projects has been easy to use and helpful to me in delivering the course.	25.9	29.6	25.9	3.7	0.0	14.8
We will continue to offer Generation Y classes at our school in the future.	65.4	11.5	15.4	0.0	0.0	7.7
I would be willing to serve as a trainer for teachers in my region who want to begin Generation Y programs in their schools.	40.7	14.8	29.6	3.7	0.0	11.1

(percentages of approximately 29 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**

<b>Gender</b>	<b>Percentage of Students (of 372 reporting)</b>
Male	51.3
Female	48.7

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

<b>Ethnicity</b>	<b>Percentage of Students (of 370 reporting)</b>
Caucasian	44.9
African American	24.9
Hispanic	13.2
Asian	3.8
Pacific Islander	1.6
Native American/Native Alaskan	6.2
Other	5.4

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

<b>At home do you have access to:</b>	<b>Yes</b>	<b>No</b>
A computer	87.5	12.5
The Internet	76.9	23.1
Send and receive email	70.0	30.0

(percentages of approximately 385 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	57.0	22.9	6.3	2.8	11.0
At school	60.0	28.8	3.8	5.5	1.9

(percentages of approximately 375 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	10.6	20.5	24.5	44.4
Search the Internet	2.1	5.8	13.0	79.0
Send and receive email	11.7	12.0	17.8	58.5
Use PowerPoint or other presentation software	20.2	15.9	23.3	40.6
Troubleshoot basic computer problems	32.9	28.1	23.6	15.4
Use a scanner to digitize a picture	37.0	24.2	19.1	19.7
Use a digital camera	24.1	17.5	25.2	33.2
Create a web page or web site	49.1	18.4	19.5	13.1
Touch-typing at least 15 words/minute	17.1	24.3	20.6	38.0

(percentages of approximately 376 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	58.1	11.4	14.3	4.9	11.4
Language Arts, Reading or English	32.0	13.4	30.6	9.7	14.2
Science	48.8	11.1	17.6	11.1	11.4
Social Studies, Geography or History	49.3	10.5	20.7	7.2	12.4

(percentages of approximately 370 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	24.6	15.7	17.9	10.4	31.3
Using word processing software	13.3	25.9	1.5	18.5	18.5
Searching the Internet	6.7	15.7	23.1	19.4	35.1
Sending and receiving e-mail	16.3	32.6	28.9	11.9	10.4
Using PowerPoint or other presentation software	8.9	25.2	22.2	19.3	24.4
Troubleshooting basic computer problems	40.7	37.0	7.4	6.7	8.1
Using a scanner to digitize a picture	32.6	41.5	13.3	6.7	5.9
Using a digital camera	25.4	47.0	10.4	6.0	11.2
Creating a Web page or Web site	34.1	18.5	14.8	9.6	23.0

(percentages of approximately 186 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	51.7	24.2
GenY student helped other students search the Web for information on a class topic	44.2	10.0
GenY student developed an educational presentation using PowerPoint, HyperStudio, or other software	81.7	39.2
GenY student taught technology skills to a teacher	67.5	10.8
GenY student taught technology skills to other students	55.8	6.7
Other	21.7	9.2

(percentages of approximately 120 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?	13.5	43.2	43.2

(percentages of approximately 74 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.	54.3	25.2	8.7	2.4	9.4
I am proud of my project.	53.5	34.6	3.9	2.4	5.5
As a result of my project, other students learned about technology.	22.0	35.4	11.0	4.7	26.8
As a result of my project, other students learned about a subject (e.g. history, math, English, etc.)	31.7	30.2	11.1	7.9	19.0
The feedback about my project proposal I got online was helpful.	18.3	33.3	13.5	6.3	28.6
My partner-teacher's expectations of me were clear and realistic.	43.2	36.0	4.0	3.2	13.6
My partner-teacher was able to meet with me regularly.	36.0	40.8	11.2	6.4	5.6
My partner-teacher and I worked together well as a team.	42.9	38.1	4.0	3.2	11.9
Overall, Generation Y was a good experience.	57.1	27.8	2.4	4.8	7.9

(percentages of approximately 126 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.	26.5	73.5	0.0
You use computers for personal business, learning, or fun.	27.3	72.7	0.0
You use e-mail.	14.7	82.4	2.9
You use the World Wide Web.	32.4	64.7	2.9
Your students use computers during your classes.	50.0	50.0	0.0
Your students use computers outside of class to complete assignments for your class.	35.3	61.8	2.9

(percentages of approximately 36 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	27.3	72.7	0.0
Integrating computers into the curriculum	40.6	59.4	0.0
Helping students use computers	39.4	60.6	0.0
Using e-mail	12.1	87.9	0.0
Using the World Wide Web	18.2	81.8	0.0

(percentages of approximately 36 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?	20.6	11.8	17.6	50.0

(percentages of approximately 36 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.	75.8	21.2	3.0	0.0
My student-partner's project was of high quality.	72.7	27.3	0.0	0.0
I will use the lesson/Web page/presentation with which my student-partner helped in the future.	65.6	31.3	3.1	0.0
I would like to continue developing or refining this project in the future.	46.9	50.0	0.0	3.1
Choosing a project was relatively easy.	48.5	51.5	0.0	0.0
My role as a partner-teacher was clear to me.	51.5	48.5	0.0	0.0
As a consequence of Generation Y, I learned more about technology.	45.5	36.4	18.2	0.0
As a consequence of Generation Y, my students learned about technology.	54.5	33.3	12.1	0.0
As a consequence of Generation Y, my students learned about some content area.	48.5	42.4	6.1	3.0
Generation Y is a good method for providing support and assistance to teachers as they integrate technology into their classes.	66.7	33.3	0.0	0.0
My experience in Generation Y this semester will change the way I teach some lessons in the future.	66.7	33.3	0.0	0.0
I would like to work with another Generation Y student in the coming year.	27.3	48.5	24.2	0.0
I will continue rebuilding my lesson plans to make more use of educational technology.	48.5	42.4	9.1	0.0

(percentages of approximately 36 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.	69.7	30.3	0.0	0.0	52.0	0.0	48.0
Technology facilitates positive changes in classroom teaching and learning practices.	54.5	45.5	0.0	0.0	54.2	0.0	45.8
I want to learn more about using new technologies.	62.5	34.4	3.1	0.0	45.5	0.0	54.5

(percentages of approximately 36 reporting)

# Project List

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

School	Partner-Teacher	Project Name
A. H. Smith	Miss Cornwall	I Am Poems on Word
A. H. Smith	Miss Novak	A Web Page for Miss Novak
A. H. Smith	Mr.Hernandez	A Web Page for Mr. Hernandez
A. H. Smith	Mrs. Walter	I Am Special on PowerPoint
A. H. Smith	Mrs. Kaufman	Our Years with Mrs. Kaufman on PowerPoint
A. H. Smith	Mrs. Charvet	All About Me PowerPoint Shows
A. H. Smith	Mrs. Coffman	Class Yearbook on PowerPoint
A. H. Smith	Mrs. Covington	Mrs. Covington's Class Yearbook on PowerPoint
A. H. Smith	Mrs. Covington	Yearbook on a PowerPoint Presentation
A. H. Smith	Mrs. Denton	A Yearbook on PowerPoint
A. H. Smith	Mrs. Fuerst	ABC PowerPoint for Kindergarten
A. H. Smith	Mrs. Hofstad	Farm Animals PowerPoint
A. H. Smith	Mrs. Kaufman	Raptors on PowerPoint
A. H. Smith	Mrs. Mendoza	Mrs. Mendoza's PowerPoint Yearbook
A. H. Smith	Mrs. Mendoza	Year Book on Microsoft PowerPoint.
A. H. Smith	Mrs. Van Tress	Learning with Mrs. Van Tress PowerPoint
A. H. Smith	Mrs. Van Tress	PowerPoint Picture Book
A. H. Smith	Ms. Carlson	GenY Project CD
Beatrice High School	Brenda Gronewold	Lego Robotics
Beatrice High School	Brenda Gronewold	Lego Robotics- My Home
Beatrice High School	Jason Sutter	Teacher in Action- A PowerPoint Slide Show
Beatrice High School	Marvin Camacho-Cook	Graphics & Computerized Routing
Beatrice Middle School	Cindy Gronewold	Geometry Quarter Class PowerPoint
Beatrice Middle School	Heidi	Vocabulary PowerPoint
Beatrice Middle School	Miss Danielson	There's No Place Like Nebraska - A PowerPoint Presentation
Beatrice Middle School	Mr. Cambell	Early Civilization Websites Including Template with Links
Beatrice Middle School	Mr. Miller	Guidelines for Factoring
Beatrice Middle School	Mr. Policky	Anne Frank Unit - A PowerPoint Presentation
Beatrice Middle School	Mrs. Dittbrenner	Number Sense PowerPoint
Beatrice Middle School	Mrs. Schaaf	Energy Jeopardy PowerPoint
Beatrice Middle School	Mrs. Schaaf	Interactive Energy PowerPoint
Beatrice Middle School	Mrs. Thornburg	Depression 1930's A PowerPoint Presentation
Beatrice Middle School	Ms. Meinke	Advertising Techniques-a PowerPoint Slideshow
Beatrice Middle School	Pam Burgess	Learning about Broadway Musicals
Beatrice Middle School	Sheryl Wiese	Computerized Lesson Plans On Microsoft Word
Beatrice Middle School	Stacy Sykes	Vocabulary Review Jeopardy (PowerPoint)
Beatrice Middle School	Stephen M Schmit	Civil War - PowerPoint
Brunswick High School	Emily Flynn	Emergence Chorus Class in a DVD
Brunswick High School	Jack Wallace	Presidential Campaign Debate- a Web project
Brunswick High School	Mary Moore	Mrs. Moore's College and Career Planning Website
Brunswick High School	Mr. Gordon	The Changing Faces of Prejudice from 1800's- an iMovie
Brunswick High School	Mr. Hipsher	Models of the Universe from Ancient Times to Today - A WebQuest
Brunswick High School	Mr. Stewart	Classic Greece Web Activity
Brunswick High School	Mrs. Haggerty	Cultures Around the World - Web Activity
Brunswick High School	Ms. Shields	Hamlet Web Activities
Brunswick High School	Rick Wilson	Mission - Organization: A Teacher Website
Brunswick High School	Shari Tarleton	Civil War Music WebQuest and PowerPoint

Brunswick High School	Shari Tarleton	Music
Brunswick High School	Stephanie Dumont	Stem Cell Research WebQuest
Brunswick High School	Susan Blake	Mexico iMovie
Copper King Elementary	Miss Kraemer	Native Arizonans
Copper King Elementary	Miss Kramer	Create A Classroom Website
Copper King Elementary	Mrs. Hillenbrand	Community
Copper King Elementary	Ms. Shoffer	PowerPoint Presentation
Copper King Elementary	Rosanna Gonzales	Simple Machines
Copper King Elementary	Tammy House	Keyboarding
Copper King Elementary	V. Molina	Research on Revolutionary War Historical Figures
Copper King Elementary	Valerie Roderick	Social Studies Colonial Countries
Daniel Pratt Elementary Sch	Robin Killough	Otis
Garden Lakes Elementary		Colonies
Garden Lakes Elementary	Catie White	PowerPoint for beginners
Garden Lakes Elementary	Diane Corley	Animals
Garden Lakes Elementary	Karen McHugh	Timelines
Garden Lakes Elementary	Lisa Aldridge	Science Fair
Garden Lakes Elementary	Mrs. Emerson	People in Arizona's History
Garden Lakes Elementary	Mrs. Johnides	Arizona PowerPoint
Garden Lakes Elementary	Mrs. LaPrell	Christmas Around the World
Garden Lakes Elementary	Mrs. O'Bannon	PowerPoint and Inspiration - Historical Projects
Garden Lakes Elementary	Mrs. Stoltenberg	Autobiography PowerPoint
Garden Lakes Elementary	Nosworthy	About Me and What I Like
Garden Lakes Elementary	Remerson	George W.P. Hunt
Garden Lakes Elementary	Wendy Kolberg	Webpage Design
Glenoma Elementary School	Mr. Supplee	AlphaSmart Help
Glenoma Elementary School	Mrs. Mettler	Good Morning Glenoma
Glenoma Elementary School	Mrs. Mettler	Who Am I?: Beginning PowerPoint For Primary Students
Harriet Tubman School	Rhonda, Fried	Harriet Tubman School Celebrates 125 Years
Hartford Magnet MS	Debra Avery	Multiple Choice Exam
Highlands Middle School	Britt Crnkovich	Catastrophic Events PowerPoint
Highlands Middle School	Darlene Harris	Heart Health and Fitness
Highlands Middle School	Don Perry	Lewis and Clark Scavenger Hunt
Highlands Middle School	Galen Seaman	How To Do PowerPoint
Highlands Middle School	Jim Nelson	Frog Dissection Slide Show
Highlands Middle School	Kevin Pierce	Reading With Students
Highlands Middle School	Kristine Gilman	Ms. Gilman's Art Gallery: A Web Page
Highlands Middle School	Mart Smith	The Role of the School Psychologist
Highlands Middle School	Mr. Barbosa	Mr. Barbosa's Web Page
Highlands Middle School	Mr. Kirk	Health and Fitness Web Page
Highlands Middle School	Mr. Wakeley	Mr. Wakeley's Web Page
Highlands Middle School	Mrs. Alzhiemer	Mrs. Alzhiemer's Web Page
Highlands Middle School	Mrs. Fow	Mrs. Fow's Web Page
Highlands Middle School	Mrs. Seaman	Poetry PowerPoint
Highlands Middle School	Mrs. Sherrell	Mrs. Sherrell's Web Page
Highlands Middle School	Randy Taylor	Mr. Taylor's Web Page
Highlands Middle School	Rebecca Beardsley	Washington State History
Highlands Middle School	Sarah Kalem-Ullah	Ullah Web Page
Highlands Middle School	Wayne Frank	Mr. Frank's Athletic Web Page
Hoech Middle School	Diane Canaga	Science Probes
Hoech Middle School	Karen Heger	Social Skills
Hoech Middle School	Laura Conley	Geography Presentation
Hoech Middle School	Maggie Drummond	Research Report
Hoech Middle School	Martha Martin	Lewis and Clark Expedition
Hoech Middle School	Mrs. Barker	Decimals



Hoech Middle School	Mrs. Kellum	Math Curse Book!
Hoech Middle School	Mrs. Lisa Granich-Kovari	Holocaust (Interactive Quiz)
Hoech Middle School	Mrs. Phillips	The Civil War
International School of Beiji	Brenda Christensen	Dragon's Lair Webpage
International School of Beiji	Jan McDonald	Class Webpage
International School of Beiji	Shelley Cole	8th Grade Class Website
John P. Turner M.S.	Mrs. Ingram	Science Around the Statue of Liberty
John P. Turner M.S.	Ms. Bender	Statue of Liberty A WebQuest
Kinyon Elementary		Civil War PowerPoint Presentation
Kinyon Elementary		Making a Memory Book with Digital Photos
Kinyon Elementary		Making a Movie with iMovie
Kinyon Elementary		Petting Farm PowerPoint
Kinyon Elementary		Track Meet Results Spreadsheet
Kinyon Elementary	Michelle	Kid Pix
Kinyon Elementary	Miss Mayle	Making Web Pages
Kinyon Elementary	Miss Mayle	Miss Mayle's Website
Kinyon Elementary	Mrs. Mitroka	Gen Y Pictures for 2004
Kinyon Elementary	Mrs. Gauss	I Spy
Kinyon Elementary	Mrs. Mentzer	Tangram Writing
Kinyon Elementary	Ms. Holland	Creating a Web Page
Kinyon Elementary	Pat Raymo	Digital Photos at Greenfield Village
Moravian School	David	Moravian Website
North Gulfport 7th and 8th	8th Grade Math	Setting up E-Clicks for Classrooms
North Gulfport 7th and 8th	Ann Mitchell	Setting up E-Clicks for Classrooms
North Gulfport 7th and 8th	Annika Stubbs	Setting up E-Clicks for Classrooms
North Gulfport 7th and 8th	Bandy	Setting up E-Clicks for Classrooms
North Gulfport 7th and 8th	Carol Moran	Setting up E-Clicks for Classrooms
North Gulfport 7th and 8th	Diane Canaga	Setting up E-Clicks for Classrooms
North Gulfport 7th and 8th	Dr. Milot	Setting up E-Clicks for Classrooms
North Gulfport 7th and 8th	Flickinger	Setting up E-Clicks for Classrooms
North Gulfport 7th and 8th	Gammell	Setting up E-Clicks for Classrooms
North Gulfport 7th and 8th	Green	Setting up E-Clicks for Classrooms
North Gulfport 7th and 8th	James Jordan	Setting up E-Clicks for Classrooms
North Gulfport 7th and 8th	Jill	Setting up E-Clicks for Classrooms
North Gulfport 7th and 8th	Karen Heger	Setting up E-Clicks for Classrooms
North Gulfport 7th and 8th	King	Setting up E-Clicks for Classrooms
North Gulfport 7th and 8th	Lisa Ladner	Setting up E-Clicks for Classrooms
North Gulfport 7th and 8th	Michelle Kouba	Setting up E-Clicks for Classrooms
North Gulfport 7th and 8th	Mr. Hicks	Setting up E-Clicks for Classrooms
North Gulfport 7th and 8th	Mr. Marsh	Setting up E-Clicks for Classrooms
North Gulfport 7th and 8th	Mr. Mucarzel	Setting up E-Clicks for Classrooms
North Gulfport 7th and 8th	Mrs. Cuevas	Setting up E-Clicks for Classrooms
North Gulfport 7th and 8th	Mrs. Forrest	Setting up E-Clicks for Classrooms
North Gulfport 7th and 8th	Mrs. Hollingsworth	Setting up E-Clicks for Classrooms
North Gulfport 7th and 8th	Mrs. Johnson	Setting up E-Clicks for Classrooms
North Gulfport 7th and 8th	Mrs. Jordan	Setting up E-Clicks for Classrooms
North Gulfport 7th and 8th	Mrs. Lambert	Setting up E-Clicks for Classrooms
North Gulfport 7th and 8th	Mrs. Montgomery	Setting up E-Clicks for Classrooms
North Gulfport 7th and 8th	Mrs. Parks	Setting up E-Clicks for Classrooms
North Gulfport 7th and 8th	Mrs. Phillips	Setting up E-Clicks for Classrooms
North Gulfport 7th and 8th	Ms. Bosworth	Setting up E-Clicks for Classrooms
North Gulfport 7th and 8th	Nancy Tillman	Setting up E-Clicks for Classrooms
North Gulfport 7th and 8th	Rebecca Bordelon	Setting up E-Clicks for Classrooms
North Gulfport 7th and 8th	Roberts	Setting up E-Clicks for Classrooms
North Gulfport 7th and 8th	Saint Amant	Setting up E-Clicks for Classrooms

North Gulfport 7th and 8th	Starita	Setting up E-Clicks for Classrooms
North Gulfport 7th and 8th	Sunny Kilosky	Setting up E-Clicks for Classrooms
North Whidbey Middle Scho		Discapline Grid
North Whidbey Middle Scho	Andrew Steadle	How To Open A Locker- Digital Video
North Whidbey Middle Scho	Brenda Siebert	How To Edit Digital Photographs-A PowerPoint Slide Show
North Whidbey Middle Scho	Brenda Siebert	The Palm Pilot And The Sixth Grader, A PowerPoint Presentation
North Whidbey Middle Scho	Mr. Briddell	American Land Forms- A PowerPoint Presenetation for Mr. Briddell
North Whidbey Middle Scho	Mr. Briddell	BRWP: Book Review Web Page
North Whidbey Middle Scho	Mr. Briddell	World Land Forms A PowerPoint For Mr. Briddell
North Whidbey Middle Scho	Mr. Buell	Soda Constructor- The Web Page
North Whidbey Middle Scho	Mr. Strachan	Boys Basketball Update - Webpage
North Whidbey Middle Scho	Mr. Strachan	Boys Basketball Web Page
North Whidbey Middle Scho	Mr. Strachan	Girls Basketball Update-Website
North Whidbey Middle Scho	Mr. Strachan	Guys B-Ball -Web Page
North Whidbey Middle Scho	Mrs Siebert	Girls Volleyball Updates Web Page
North Whidbey Middle Scho	Mrs. Siebert	Publisher Product/ Business Cards for Staff
North Whidbey Middle Scho	Mrs. Siebert	School Calendar- Digital Graphics
North Whidbey Middle Scho	Mrs. Siebert	Soda Costructor Internet Site
North Whidbey Middle Scho	Mrs. Siebert	The Beauty of Whidbey Island-PowerPoint
North Whidbey Middle Scho	Mrs. Siebert	Tips for New Students at North Whidbey Middle School
North Whidbey Middle Scho	Mrs. Siebert	Video-Phone
North Whidbey Middle Scho	Mrs. Siebert	Website - Girls Basketball
North Whidbey Middle Scho	Mrs. Stone	Keyboarding Resources-A Website
North Whidbey Middle Scho	Mrs. Struthers	Check Out a Book at the Library/Digital Movie
North Whidbey Middle Scho	Mrs. York	How To Use A Digital Camera
North Whidbey Middle Scho	Mrs.Siebert	Computer Graphics Art Calendar
North Whidbey Middle Scho	Mrs.Siebert	Computer Art
North Whidbey Middle Scho	Mrs.York	The Scientific Method- A PowerPoint Presentation
North Whidbey Middle Scho	Ms. Partridge	North Whidbey Middle School Counselors - A Webpage
North Whidbey Middle Scho	Ms. Struthers	Environmental Science Web Page
North Whidbey Middle Scho	Ms. Struthers	North Whidbey Middle School -PowerPoint Presentation
Oak-Land Jr. High School	Kris Sanders	Roller Coaster Simulation
Oak-Land Jr. High School	Mr. Strauch	Keynote Soverignty Presentation
Oak-Land Jr. High School	Mrs. Murphy	A Search on the Web About Recycling
Oak-Land Jr. High School	Mrs. Pupungatoa	New Website
Oak-Land Jr. High School	Mrs. Sanders	Slope of a Line--Using Graphs
Oak-Land Jr. High School	Mrs. Vought	Using Garage Band
Paterson School #10	Khadija Kennedy	TTEN
Paterson School #10	Larry Hurtado	Web Pages for Beginners
Paterson School #10	Mr. Hurtado	Learning HTML
Paterson School #10	Mr. Hurtado	PowerPoint : How to Make a Web Page
Paterson School #10	Sheila Carrasquillo	The Heroine of the Titanic Presentation
Plainfield HS	Dr. Nwankwo	French I Review: A PowerPoint Presentation
Plainfield HS	K.Corbett	Birth Control- A PowerPoint Slide Show
Plainfield HS	Kimberly Silas	Learning about the Circulatory System (Scavenger Hunt Using Technology)
Plainfield HS	Mr. G. Thomas	PowerPoint-on-PowerPoint (For Business Management)
Plainfield HS	Mr. Pannone	Civil War Causes and Effects -- A PowerPoint Presentation
Plainfield HS	Mrs. Howard	The Hormonal System Online Conference
Plainfield HS	Mrs. Silas	Bill of Rights Web Based Scavenger Hunt
Plainfield HS	Mrs. Silas	Facts About Hip Hop: A Computerized Scavenger Hunt
Plainfield HS	Mrs. Silas	Volcanos- ScavengerHunt
Plainfield HS	Mrs. Silas	What Are The States Of The U.S?
Plainfield HS	Mrs.Silas	Coretta Scott King -Scavenger Hunt : A Web Page
Plainfield HS	Ms. Bryant	Online Conferencing (The Bluest Eye)
Plainfield HS	Ms. Culp	The Crucible-Online Book Chat

Plainfield HS	Ms. Silas	Internet Mathematical Scavenger Hunt
Prophecy Elementary School	Mrs. Robb	Banquet Program
Prophecy Elementary School	Mrs. Robb	Hotels
Prophecy Elementary School	Mrs. White	Prophecy Year Book 2004
Roberto Clemente Middle Sc	Mr. Marsh	An Easy Way to Play Baseball
Roberto Clemente Middle Sc	Mrs. K. Wickes	The 20th Century
Roberto Clemente Middle Sc	Ms. Velasquez	Reading with Language Arts
Southgate Elementary	Jack Veckman	Mount St. Helens
Southgate Elementary	Jack Veckman	Volcanoes
Southgate Elementary	Julie Roberts	Women's Historic Moments: A PowerPoint Presentation
Southgate Elementary	Karri Heinold	Florida's Fun For Everyone! - A PowerPoint Project
Southgate Elementary	Mrs. Pugh	King of the Cascades: A PowerPoint Presentation
Southgate Elementary	Mrs. Pugh	Communications Satellites: Can You Hear Me Now? :A PowerPoint Presentation
Southgate Elementary	Rita Dennis	The History and Art of Flying
Southgate Elementary	Shannon Walsh	A Year In the Life of a 5th Grader: A PowerPoint Project
University Prep	Ms. Weis	A PowerPoint Slideshow of Student Art Work to Present to Parents