Generation Y
2003-2004 Evaluation Data

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

This report includes data from the following schools:

CESA 12 - CESA 12 - Ashland - Wisconsin

Ashland High School, Ashland
Ashland Middle School, Ashland
Butternut School, Butternut
Drummond Elementary School, Drummond
Dupont Middle School, Washburn
Hayward Intermediate School, Hayward
Hayward Middle School, Hayward
Hurley K-12 School, Hurley
LaPointe School, Bayfield
Mellen School, Mellen
Mercer School, Mercer
Northwestern Elementary, Maple
Northwestern Middle School, Poplar
Northwood School, Minong
Park Falls High School, Park Falls
Phillips Middle School, Phillips
Pulaski Middle School, Pulaski
South Shore Jr Sr High School, Port Wing
Washburn Elementary, Washburn
Winter School, Winter

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 though 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.

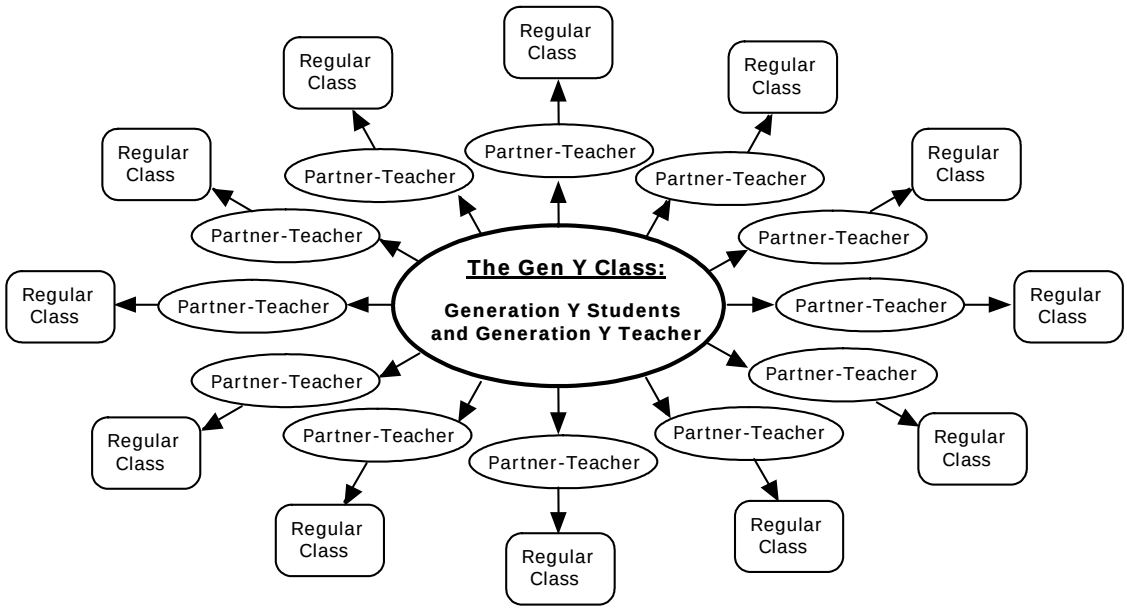
Data from the nationwide project indicate that Generation Y can be an effective alternative for schools wishing to further integrate technology into their regular curriculum offerings while increasing their use of project-based, student-centered learning practices. The model provides individualized support 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?	12.6
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	7.4	29.6	40.7	14.8
How difficult was it to make good matches between those teachers and your Generation Y students?	0.0	14.8	44.4	29.6	11.1
How difficult was it to nurture and manage the working partnerships between your GenY students and their partner teachers?	14.8	22.2	40.7	18.5	3.7
How difficult was it to adjust the class for students and partner teachers with varying levels of expertise with computers?	3.7	7.4	66.7	18.5	3.7

(percentages of approximately 28 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.	29.6	33.3	22.2	7.4	7.4
Students have adequate permissions and privileges to use our computer and network resources, e-mail, and the Internet.	29.6	37.0	18.5	14.8	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.	25.9	29.6	40.7	3.7	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.	22.2	44.4	25.9	3.7	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.	15.4	42.3	30.8	11.5	0.0
Generation Y projects are used to support other special initiatives in our school aimed at technology integration, professional development or curriculum development.	22.2	44.4	25.9	7.4	0.0

(percentages of approximately 28 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.	77.8	14.8	3.7	3.7	0.0	0.0
The GenY model is a good way to make school more engaging and meaningful to students.	70.4	22.2	3.7	3.7	0.0	0.0
The GenY model is a good way for students to learn technology skills.	81.5	11.1	3.7	3.7	0.0	0.0
The GenY model is a good way for students to practice solving real-world problems.	70.4	18.5	7.4	3.7	0.0	0.0
The GenY training I received was adequate to prepare me to teach this course.	51.9	25.9	14.8	3.7	3.7	0.0
The GenY central office staff has been responsive and helpful when I have requested assistance.	70.4	22.2	0.0	7.4	0.0	0.0
The GenY Curriculum Guide has been very useful to me in delivering the course.	33.3	25.9	29.6	7.4	3.7	0.0
The GenY Student Workbook has been very useful to me in delivering the course.	3.7	33.3	40.7	3.7	3.7	14.8
The GenY CD has been very useful to me in delivering the course.	7.4	25.9	48.1	7.4	3.7	7.4
The GenY Video has been very useful to me in delivering the course.	11.1	25.9	37.0	11.1	7.4	7.4
The GenY Website has been very useful to me in delivering the course.	40.7	37.0	18.5	3.7	0.0	0.0
The GenY online system for registering schools, teachers, classes and students has been easy to use.	48.1	40.7	7.4	3.7	0.0	0.0
The GenY online Classroom Management tools have been easy to use and helpful to me in delivering the course.	25.9	33.3	33.3	3.7	3.7	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.	22.2	29.6	29.6	7.4	11.1	0.0
The online Archive of GenY collaborative projects has been easy to use and helpful to me in delivering the course.	11.1	33.3	37.0	14.8	3.7	0.0
We will continue to offer Generation Y classes at our school in the future.	70.4	22.2	0.0	3.7	0.0	3.7
I would be willing to serve as a trainer for teachers in my region who want to begin Generation Y programs in their schools.	14.8	33.3	18.5	7.4	18.5	7.4

(percentages of approximately 28 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 195 reporting)
Male	44.1
Female	55.9

Table 6
Participating Generation Y Students by Ethnicity

Ethnicity	Percentage of Students (of 192 reporting)
Caucasian	82.8
African American	1.0
Hispanic	2.6
Asian	0.5
Pacific Islander	0.5
Native American/Native Alaskan	6.8
Other	5.7

Table 7
Computer Access at Home by Generation Y Students

At home do you have access to:	Yes	No
A computer	92.3	7.7
The Internet	81.8	18.2
Send and receive email	76.6	23.4

(percentages of approximately 196 reporting)

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

How often do you use a computer?	Almost every day	At least once a week	Once or twice a month	Once or twice a semester	Never or don't have access
At home	58.6	25.1	5.2	3.1	7.9
At school	49.7	38.5	8.6	2.7	0.5

(percentages of approximately 195 reporting)

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

How much experience have you had with the following:	None	Just a little	Some	A lot
Use word processing software	8.2	8.7	26.5	56.6
Search the Internet	1.0	6.1	16.8	76.0
Send and receive email	15.3	10.2	20.4	54.1
Use PowerPoint or other presentation software	15.5	17.0	32.5	35.1
Troubleshoot basic computer problems	28.4	30.9	24.7	16.0
Use a scanner to digitize a picture	29.9	24.2	28.4	17.5
Use a digital camera	15.4	18.5	28.7	37.4
Create a web page or web site	56.9	19.0	12.8	11.3
Touch-typing at least 15 words/minute	9.3	13.4	20.6	56.7

(percentages of approximately 196 reporting)

Table 10
Frequency of Computer Use in Classes

In the classes you took last semester/quarter, how often were computers used by you or your teachers?	Computers were never used	Computers were used once	Computers were used a few times	Computers were used about once per week	Computers were used several times per week
Math	64.8	8.7	14.8	4.6	7.1
Language Arts, Reading or English	14.3	10.2	41.3	14.3	19.9
Science	25.4	11.9	31.1	13.0	18.7
Social Studies, Geography or History	29.1	9.2	30.6	15.8	15.3

(percentages of approximately 196 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

During your work this semester as a Generation Y student, how much practice and experience did you get:	None, I didn't do this at all	Just a little; 2 hours or less	Some; 2 to 10 hours	Quite a bit; 10 to 20 hours total	A lot; more than 20 hours total
Using a keyboard to touch-type at least 15 words/min	6.3	16.4	14.1	23.4	39.8
Using word processing software	10.2	28.3	2.4	24.4	17.3
Searching the Internet	1.6	18.8	25.0	26.6	28.1
Sending and receiving e-mail	15.9	33.3	18.3	11.9	20.6
Using PowerPoint or other presentation software	13.5	18.3	22.2	19.0	27.0
Troubleshooting basic computer problems	36.2	27.6	19.7	8.7	7.9
Using a scanner to digitize a picture	35.9	17.2	25.8	15.6	5.5
Using a digital camera	21.1	21.9	29.7	12.5	14.8
Creating a Web page or Web site	65.9	9.5	6.3	8.7	9.5

(percentages of approximately 134 reporting)

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

Project Type	Percentage of projects that included this component:	Percentage of projects that were mainly focused on this component:
GenY student created or updated a Web page that was used by my partner teacher's class	20.5	15.4
GenY student helped other students search the Web for information on a class topic	35.0	6.8
GenY student developed an educational presentation using PowerPoint, HyperStudio, or other software	76.9	43.6
GenY student taught technology skills to a teacher	65.0	9.4
GenY student taught technology skills to other students	61.5	11.1
Other	11.1	13.7

(percentages of approximately 117 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?	21.1	28.9	50.0

(percentages of approximately 90 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.	53.5	29.9	5.5	2.4	8.7
I am proud of my project.	57.8	28.9	6.3	0.8	6.3
As a result of my project, other students learned about technology.	24.2	38.3	11.7	4.7	21.1
As a result of my project, other students learned about a subject (e.g. history, math, English, etc.)	22.7	34.4	14.8	5.5	22.7
The feedback about my project proposal I got online was helpful.	21.1	37.5	12.5	7.0	21.9
My partner-teacher's expectations of me were clear and realistic.	32.8	50.8	3.9	3.1	9.4
My partner-teacher was able to meet with me regularly.	26.8	46.5	11.8	5.5	9.4
My partner-teacher and I worked together well as a team.	51.2	32.8	5.6	3.2	7.2
Overall, Generation Y was a good experience.	60.6	29.9	3.9	5.5	0.0

(percentages of approximately 127 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

How has the frequency of the following changed as a result of your involvement with Generation Y?	More Frequently	Same Frequency	Less Frequently
You use computers to prepare for class, maintain class records, or do other school-related work.	31.9	68.1	0.0
You use computers for personal business, learning, or fun.	29.0	71.0	0.0
You use e-mail.	26.1	73.9	0.0
You use the World Wide Web.	39.1	60.9	0.0
Your students use computers during your classes.	46.4	53.6	0.0
Your students use computers outside of class to complete assignments for your class.	33.8	63.2	2.9

(percentages of approximately 72 reporting)

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

How has your comfort level with the following changed as a result of your involvement with Generation Y?	More comfortable	Same level of comfort	Less comfortable
Using computers	49.3	50.7	0.0
Integrating computers into the curriculum	60.9	39.1	0.0
Helping students use computers	52.2	47.8	0.0
Using e-mail	20.6	79.4	0.0
Using the World Wide Web	24.6	75.4	0.0

(percentages of approximately 72 reporting)

Table 17
Time Spent by Partner Teachers on Collaborative Projects

	2 hrs or less	3-5 hours	5-8 hours	> 8 hours
Partner Teachers: How much time, in total, did you spend working with your GenY student this semester?	21.7	40.6	15.9	21.7

(percentages of approximately 72 reporting)

Table 18
Partner Teacher Evaluations of the Generation Y Experience

Please indicate your level of agreement with each of the following:	Strongly Agree	Agree	Disagree	Strongly Disagree
My student-partner completed his or her project.	53.6	36.2	10.1	0.0
My student-partner's project was of high quality.	49.3	49.3	1.4	0.0
I will use the lesson/Web page/presentation with which my student-partner helped in the future.	50.0	45.6	4.4	0.0
I would like to continue developing or refining this project in the future.	55.9	36.8	5.9	1.5
Choosing a project was relatively easy.	52.2	42.0	4.3	1.4
My role as a partner-teacher was clear to me.	36.2	46.4	17.4	0.0
As a consequence of Generation Y, I learned more about technology.	47.8	44.9	7.2	0.0
As a consequence of Generation Y, my students learned about technology.	47.1	50.0	2.9	0.0
As a consequence of Generation Y, my students learned about some content area.	44.1	51.5	4.4	0.0
Generation Y is a good method for providing support and assistance to teachers as they integrate technology into their classes.	59.4	40.6	0.0	0.0
My experience in Generation Y this semester will change the way I teach some lessons in the future.	59.4	40.6	0.0	0.0
I would like to work with another Generation Y student in the coming year.	30.4	60.9	8.7	0.0
I will continue rebuilding my lesson plans to make more use of educational technology.	46.4	46.4	7.2	0.0

(percentages of approximately 72 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.	82.6	15.9	1.4	0.0	69.4	0.0	30.6
Technology facilitates positive changes in classroom teaching and learning practices.	67.6	32.4	0.0	0.0	64.6	2.1	33.3
I want to learn more about using new technologies.	58.0	40.6	1.4	0.0	70.5	2.3	27.3

(percentages of approximately 72 reporting)

Project List

Table 20
Archived Collaborative Projects

School	Partner-Teacher	Project Name
Ashland High School	Anne Chartier	Spanish PowerPoint Presentation
Ashland High School	Lisa Brown	Castles in France PowerPoint Presentation
Ashland High School	Mike Wiggins	Bad River Movie Project
Ashland High School	Mrs. Cotherman	Math: A Website
Ashland High School	Sara Heisler	Master Degree iMovie
Ashland Middle School		A PowerPoint on the Middle Ages
Ashland Middle School		English PowerPoint
Ashland Middle School		Read & Write Out Loud
Ashland Middle School		WebQuest on Stock Market
Ashland Middle School	Amanda Mika	Jim Crowe Laws - A WebQuest
Ashland Middle School	Amanda Mika	Master's Program video
Ashland Middle School	Mr. Peterson	Constalations
Ashland Middle School	Mrs. B. Carlson	Study Skills 101
Ashland Middle School	Mrs. Pearce	Art Sleuth's - A WebQuest
Ashland Middle School	Ms. Saarinen	Library Introduction
Ashland Middle School	Ms. Thorp	Hard Drive Management
Butternut School	Mrs. Sandra Kennedy	Magnet Webquest
Butternut School	R. Linsmeyer	Land Ho!! Explorers
Butternut School	Sandy Kennedy	A PowerPoint on our Solar System
Drummond Elementary Sch		Countries of North America - AppleWorks Draw
Drummond Elementary Sch	Carol Reithel	Pigeon Lake;Slide Show
Drummond Elementary Sch	Mr. Brinker	A Day in the Life of a Third Grader: An AppleWorks Presentation
Drummond Elementary Sch	Mr. Perkins	Lewis and Clark - AppleWorks Slide Show
Drummond Elementary Sch	Mrs. Best	Earth Day iMovie
Drummond Elementary Sch	Mrs. Frasier	Our World- A Geography/AppleWorks Presentation
Drummond Elementary Sch	Mrs. McMiller	GenY Presentation - iMovie
Drummond Elementary Sch	Mrs..Berwager	Kim's Krazy ABC'S / A KidPix Presentation
Drummond Elementary Sch	Mrs.Olson	Ari's Artistic ABC Book/KidPix Presentation
Dupont Middle School	Becky Rathke	Folk Dancing Movie
Dupont Middle School	Becky Rathke	Who Wants to be a Millionaire-Health PowerPoint Game
Dupont Middle School	Chris Gaber	Mother's Day Project
Dupont Middle School	Nancy Macintyre	Penguins-Kid Pix Slide Show
Dupont Middle School	Patrica Skelly	Web Page Media Center
Hayward Intermediate Schoo	Mr. Gardner	I News-- I Movie Video Production
Hayward Middle School	Mrs. Becky Philipsek	Pledge of Allegiance PowerPoint and Poster
Hayward Middle School	Mrs. Betty Beckman	Dr. Suess PowerPoint
Hayward Middle School	Mrs. Brenda Thompson	Alternative Energy Web Quest
Hayward Middle School	Mrs. Libby Bauer	Coral Reef Web Quest
Hayward Middle School	Mrs. Pamela Kibellus	Family Night Video
Hayward Middle School	Mrs. Pamela Kibellus	Our Teachers at Our Age PowerPoint Presentation
Hayward Middle School	Mrs.Brenda Thompson	PowerPoint Review of Alternative Energy
Hayward Middle School	Ms. Connie Kodesh	Review of Invertebrates Using PowerPoint
Hurley K-12 School	Mrs. Jean Fidler	The Aftermath of the Fire: an iMovie Presentation
LaPointe School		Art Website
LaPointe School	Carol Sowl	Island Barns - an Oral History iMovie, Barns Again - a PowerPoint Presentation
LaPointe School	Carol Sowl	School Safety iMovie
LaPointe School	Mrs.Kouba	Madeline Island History PowerPoint Presentation and Web Activity

LaPointe School	Sally Bergerud	Barn Architecture PowerPoint Presentation
LaPointe School	Sally Bergerud	Ocean Creatures and Their Adaptations PowerPoint
Mellen School		8th Grade Digital Stories
Mellen School		Public Service Announcements with iMovie
Mellen School	Amanda Daniels	1st Grade Penguin WebQuest
Mellen School	Amanda Long	2nd Grade Letters to Santa using KidPix
Mellen School	Cheryl Larson	English Classroom Website
Mellen School	Chris Mullneux	Classroom Website
Mellen School	Keith Ochsner	Earth Science Presentation
Mellen School	Kris Kruzan	Building a Website with Dreamweaver for Tech Ed.
Mellen School	Miss Hamilton	7th Grade Public Service Announcements using iMovie
Mellen School	Mr. Acosta	Classroom Website
Mellen School	Mr. Ochsner	Adventure Stories on PowerPoint
Mellen School	Mrs. Ehrhardt	GED Test Prep Science Review PowerPoint
Mellen School	Mrs. Paulsen	Astronomy PowerPoint Presentation
Mellen School	Mrs. Tanula	5th Grade Revolutionary War PowerPoint Projects
Mellen School	Mrs. Theresa Paulsen	Chemistry Commercials in iMovie
Mellen School	Ms. Daniels	PreK Coloring with Kid Pix
Mellen School	Sheryl Hamilton	Classroom Website
Mercer School	Kay Krans	Oral History Project using Dreamweaver
Mercer School	Mary Fitzgerald	KidPix Story
Mercer School	Mr. Roeder	19th Century American Art with PowerPoint
Mercer School	Mr.Gross	Grade School Memories using PowerPoint
Mercer School	Mrs. Baesman	Measuring Rotary Motion Using Sensors
Northwestern Elementary	Brenda Gronewold	Lego Robotics - My Home
Northwestern Elementary	Erika Kaufman	What Does Your Future Hold?...A Lesson on Careers Using Internet Links
Northwestern Elementary	Gary Swanson	Elementary Art Website
Northwestern Elementary	Katie Bartholomew (kin.)	Weather PowerPoint Slide Show
Northwestern Elementary	Kris Hansen	Painted Lady Butterflies PowerPoint
Northwestern Elementary	Miss Schultz	African instruments and Music - PowerPoint
Northwestern Elementary	Mrs. Cowley and Mrs. Lu	Nutrition: A PowerPoint Presentation
Northwestern Elementary	Mrs. Watt	Weather- A PowerPoint Presentation
Northwestern Elementary	Ms. Anderson	Animal Adaptation and Growth PowerPoint Presentation
Northwestern Elementary	Ms. Anderson	Read A Lot: An LCD Presentation
Northwestern Elementary	Ms. Johnston	Ms. Johnston's Class Web Page for Fourth Grade!
Northwestern Middle School	Greg Nelson	How To Use Scanners
Northwestern Middle School	Kraig Anderson	Oceans
Northwestern Middle School	Linda Jatzo	Art Through The Ages: A PowerPoint Presentation
Northwestern Middle School	Mike Jahn	Mock Election 2004 PowerPoint
Northwestern Middle School	Mike Ketola	Generation Yes 2004 PowerPoint
Northwestern Middle School	Mr. Jahn	European Country - Project Directions on PowerPoint
Northwestern Middle School	Mrs. Drahos	Mrs. Drahos' Language Arts Website
Northwestern Middle School	Mrs. Elisabeth McKenna	Mrs. McKenna's Class Website
Northwestern Middle School	Mrs. Leland	Travel Wisconsin: A WebQuest
Northwestern Middle School	Nancy Bartman	Parts of Speech PowerPoint
Northwestern Middle School	Nancy Bartman	Parts of Speech PowerPoint Presentation
Northwestern Middle School	Nancy Homan	Mrs. Homan's Website Development
Northwestern Middle School	Rob Demeyer	Northwestern Middle School "Bigger Faster Stronger" Brochure
Northwestern Middle School	Russle Bailey	Cell Reproduction
Northwood School	Catherine Rudd	Historical Figures PowerPoint Presentation
Northwood School	Emma Boyer	Front Page Teacher Web Page
Northwood School	Mr. Brian Olson	Lewis & Clark PowerPoint Presentation
Northwood School	Mr. Fox	The Sports Times: PowerPoint Math Game!
Northwood School	Mr. Jason Schultz	Civil War Timeliner
Northwood School	Mr. Lake	College and Scholarship Applications Scanned on HP OCR

Northwood School	Mrs. Johansen	Second Grade Back to School PowerPoint Presentation
Northwood School	Mrs. Nielcen	Survival - A PowerPoint Show
Northwood School	Ms. Mattson	Front Page Music List
Northwood School	Ms.Mattson	American Music
Park Falls High School		End of the Year Slide Show
Park Falls High School	Casey Calhoun	Library Orientation PowerPoint Presentation
Park Falls High School	Kala Zierer	Park Falls Middle School Orientation PowerPoint and Slide Show
Park Falls High School	Luke Zoesch	Library Orientation PowerPoint Presentation
Park Falls High School	Megan Holm	Art History PowerPoint Presentation
Park Falls High School	Mr. Kilmore	Fossils
Park Falls High School	Mrs. Gelina	Introduction To Keyboarding PowerPoint
Park Falls High School	Mrs. Linsmeyer	Presidential Election 2004/2005
Park Falls High School	Mrs. Minnema	Science Project for Heredity
Park Falls High School	Nikki Zoesch	Art History PowerPoint Presentation
Park Falls High School	Stephanie Linsmeyer	Freaky Friday
Park Falls High School	Whitney Miesbauer	Mathematics PowerPoint
Phillips Middle School		Intructional Guide for Legoland
Phillips Middle School		Jeopardy Game for World War I Review, Web Design
Phillips Middle School		Web Design
Phillips Middle School	Mr. Holan	Identification of Misconception in Science
Pulaski Middle School	Ann Barszcz	Activity Brochure on Microsoft Publisher
Pulaski Middle School	Ann Barszcz	Persuasive Brochure
Pulaski Middle School	Brett Brodeen	Taking My Portfolio Digital
Pulaski Middle School	Deb Pilz	HyperStudio Presentation for Understanding Sentences
Pulaski Middle School	Miss. Graney	Top 10 PowerPoint Project
Pulaski Middle School	Mr. Pratt	Who Wants to be a Millionaire (PowerPoint)
Pulaski Middle School	Mr. Wienke	Earth Science Webquest
Pulaski Middle School	Mrs. Carrie Burch	Black History Mystery Game WebQuest
Pulaski Middle School	Mrs. Diana Underwood	Junk Drawer Battle iMovie
Pulaski Middle School	Mrs. Fleming	Greek God Webquest
Pulaski Middle School	Mrs. Forsberg	Times Tests on Excel
Pulaski Middle School	Mrs. Freeberg	Student Gradebook in Excel
Pulaski Middle School	Mrs. Nenning	Student of the Month Pictures
Pulaski Middle School	Ms. Kelly Dischler	Biome Project PowerPoint 1
Pulaski Middle School	Ms. Sprinkman	Family and Consumer Education PowerPoint Presentation
Pulaski Middle School	Ms. Stehlik	Poetry Gallery HyperStudio Project
Pulaski Middle School	Todd Dekker	I.L. A Website for Information on Activities in Class
South Shore Jr Sr High Scho	Brandon Brothen	Career Site
South Shore Jr Sr High Scho	Janet Johnson	Solar System PowerPoint Slideshow
South Shore Jr Sr High Scho	Katheryn Grossman	Career Investigation Web Page
South Shore Jr Sr High Scho	Ken Rantala	Nuclear Waste Presentation
South Shore Jr Sr High Scho	Mr. Koehn	Frog Growth and Development
South Shore Jr Sr High Scho	Mr. Koehn	Solar System Inspiration
South Shore Jr Sr High Scho	Pat Moore	Elementary School Web Page
Washburn Elementary		Focus on Us! - Making PowerPoint Presentations
Washburn Elementary	Mrs. Abeles-Allison/Mrs.	Using Technology to Explore Egypt From A to Z
Washburn Elementary	Mrs. Kucinski	Tantalizing Tessellations
Washburn Elementary	Mrs. Seppa	So What's the Big Idea? Using Inspiration Software for Writing Paragraphs
Washburn Elementary	Ms. Groth	Markers in Time: Exploring Wisconsin History Through the Use of Technology
Winter School	Mr. Chelmo	Mr. Chelmo - Athletic Sport Cards
Winter School	Mr. Dauer	Mr. Dauer - 8th Grade Graduation Video
Winter School	Ms. Johnson	Ms. Johnson - Video/How to Make a Movie
Winter School	Ms. Oldham	Ms. Oldham - Spanish Website
Winter School	Thomas Gardner	Man and War