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:

Kansas - Kansas State Department of Education

Altamont Grade School, Altamont
Anthony Elementary School, Unknown
Baxter Middle School, Baxter Springs
Grant Jr. High, Goodland
Harper Elementary, Harper
Longfellow Middle School, Hill City
McCune Attendance Center, McCune
Northwest Middle School, Kansas City
Prairie View Middle School, LaCygne
Puls Elementary, Attica
Sterling Jr. High, Sterling
Weir Attendance Center, Weir
Winfield Middle School, Winfield

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.
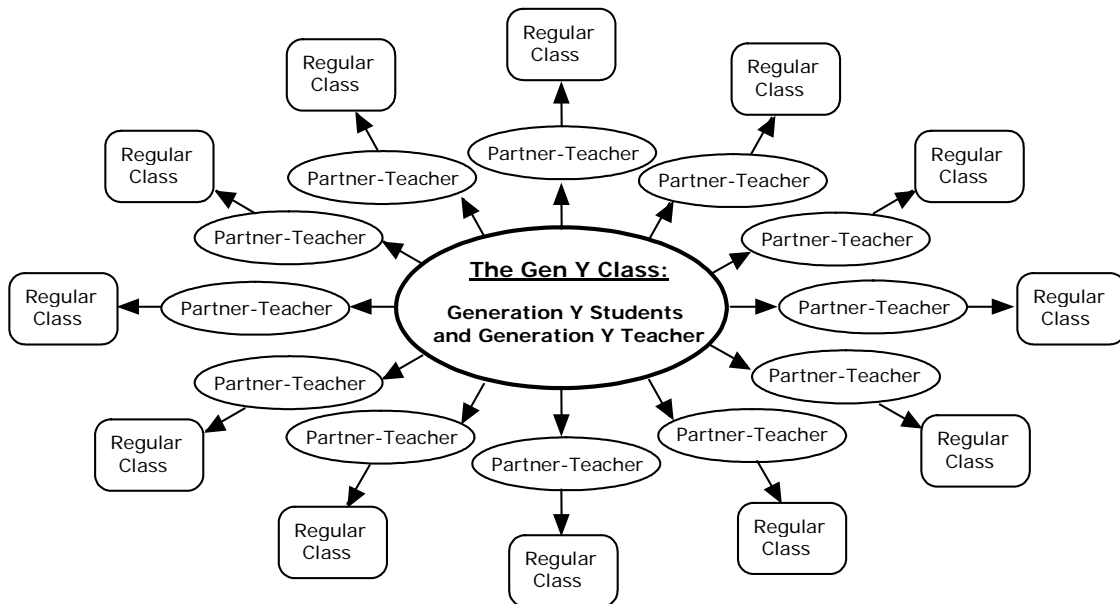
Data from the nationwide project indicate that Generation Y can be an effective alternative for schools wishing to further integrate technology into their regular curriculum offerings while increasing their use of project-based, student-centered learning practices. The model provides individualized support 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?	12.2
How many collaborative projects were begun by your students?	10.1
How many projects were completed?	10.1
How many projects were delivered to a partner teacher's class?	6.9

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?	14.3	0.0	28.6	28.6	28.6
How difficult was it to make good matches between those teachers and your Generation Y students?	0.0	14.3	42.9	35.7	7.1
How difficult was it to nurture and manage the working partnerships between your GenY students and their partner teachers?	7.1	14.3	50.0	14.3	14.3
How difficult was it to adjust the class for students and partner teachers with varying levels of expertise with computers?	0.0	7.1	64.3	21.4	7.1

(percentages of approximately 14 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.	14.3	57.1	14.3	14.3	0.0
Students have adequate permissions and privileges to use our computer and network resources, e-mail, and the Internet.	50.0	14.3	35.7	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.	7.1	50.0	42.9	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.	21.4	28.6	21.4	21.4	7.1
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.	7.1	50.0	35.7	7.1	0.0
Generation Y projects are used to support other special initiatives in our school aimed at technology integration, professional development or curriculum development.	21.4	28.6	28.6	21.4	0.0

(percentages of approximately 14 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.	71.4	28.6	0.0	0.0	0.0	0.0
The GenY model is a good way to make school more engaging and meaningful to students.	85.7	7.1	7.1	0.0	0.0	0.0
The GenY model is a good way for students to learn technology skills.	85.7	14.3	0.0	0.0	0.0	0.0
The GenY model is a good way for students to practice solving real-world problems.	78.6	21.4	0.0	0.0	0.0	0.0
The GenY training I received was adequate to prepare me to teach this course.	14.3	28.6	28.6	7.1	14.3	7.1
The GenY central office staff has been responsive and helpful when I have requested assistance.	69.2	7.7	7.7	0.0	0.0	15.4
The GenY Curriculum Guide has been very useful to me in delivering the course.	35.7	42.9	14.3	0.0	7.1	0.0
The GenY Student Workbook has been very useful to me in delivering the course.	0.0	21.4	21.4	0.0	14.3	42.9
The GenY CD has been very useful to me in delivering the course.	14.3	21.4	7.1	14.3	14.3	28.6
The GenY Video has been very useful to me in delivering the course.	14.3	35.7	28.6	14.3	0.0	7.1
The GenY Website has been very useful to me in delivering the course.	57.1	14.3	7.1	21.4	0.0	0.0
The GenY online system for registering schools, teachers, classes and students has been easy to use.	14.3	64.3	14.3	7.1	0.0	0.0
The GenY online Classroom Management tools have been easy to use and helpful to me in delivering the course.	35.7	42.9	14.3	7.1	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.	28.6	35.7	7.1	7.1	7.1	14.3
The online Archive of GenY collaborative projects has been easy to use and helpful to me in delivering the course.	15.4	23.1	30.8	7.7	0.0	23.1
We will continue to offer Generation Y classes at our school in the future.	50.0	14.3	21.4	14.3	0.0	0.0
I would be willing to serve as a trainer for teachers in my region who want to begin Generation Y programs in their schools.	28.6	21.4	0.0	14.3	21.4	14.3

(percentages of approximately 14 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 161 reporting)
Male	47.8
Female	52.2

Table 6
Participating Generation Y Students by Ethnicity

Ethnicity	Percentage of Students (of 157 reporting)
Caucasian	80.3
African American	7.6
Hispanic	1.3
Asian	1.9
Pacific Islander	0.0
Native American/Native Alaskan	5.7
Other	3.2

Table 7
Computer Access at Home by Generation Y Students

At home do you have access to:	Yes	No
A computer	90.1	9.9
The Internet	76.4	23.6
Send and receive email	73.1	26.9

(percentages of approximately 162 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	54.0	28.6	3.7	3.1	10.6
At school	69.6	24.2	4.3	1.2	0.6

(percentages of approximately 162 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	8.1	15.5	22.4	54.0
Search the Internet	3.1	8.6	16.0	72.2
Send and receive email	13.0	12.4	19.3	55.3
Use PowerPoint or other presentation software	21.6	23.5	21.0	34.0
Troubleshoot basic computer problems	37.9	21.1	29.2	11.8
Use a scanner to digitize a picture	31.1	20.5	31.1	17.4
Use a digital camera	12.3	18.5	39.5	29.6
Create a web page or web site	39.5	29.6	23.5	7.4
Touch-typing at least 15 words/minute	13.0	8.1	24.2	54.7

(percentages of approximately 161 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	60.2	8.1	12.4	5.6	13.7
Language Arts, Reading or English	13.7	8.7	42.9	19.3	15.5
Science	29.6	14.8	33.3	9.9	12.3
Social Studies, Geography or History	31.3	20.6	31.3	10.6	6.3

(percentages of approximately 161 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	5.2	24.6	18.7	13.4	38.1
Using word processing software	3.7	27.6	3.7	25.4	14.2
Searching the Internet	0.7	12.7	18.7	31.3	36.6
Sending and receiving e-mail	4.5	26.1	23.1	22.4	23.9
Using PowerPoint or other presentation software	14.3	27.1	27.1	18.0	13.5
Troubleshooting basic computer problems	32.1	36.6	17.2	9.0	5.2
Using a scanner to digitize a picture	36.6	31.3	17.9	6.0	8.2
Using a digital camera	18.7	34.3	21.6	14.9	10.4
Creating a Web page or Web site	26.5	21.2	17.4	14.4	20.5

(percentages of approximately 139 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	50.8	23.1
GenY student helped other students search the Web for information on a class topic	43.8	5.4
GenY student developed an educational presentation using PowerPoint, HyperStudio, or other software	73.8	42.3
GenY student taught technology skills to a teacher	76.9	11.5
GenY student taught technology skills to other students	66.9	7.7
Other	18.5	10.0

(percentages of approximately 130 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?	18.6	13.7	67.6

(percentages of approximately 102 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.	61.2	34.3	0.0	0.0	4.5
I am proud of my project.	64.4	31.1	1.5	0.0	3.0
As a result of my project, other students learned about technology.	26.7	43.7	8.9	2.2	18.5
As a result of my project, other students learned about a subject (e.g. history, math, English, etc.)	34.8	39.3	12.6	2.2	11.1
The feedback about my project proposal I got online was helpful.	26.1	35.1	9.7	3.0	26.1
My partner-teacher's expectations of me were clear and realistic.	40.7	48.9	3.7	0.7	5.9
My partner-teacher was able to meet with me regularly.	37.0	44.4	14.1	1.5	3.0
My partner-teacher and I worked together well as a team.	40.7	48.9	5.2	1.5	3.7
Overall, Generation Y was a good experience.	63.7	32.6	0.7	0.7	2.2

(percentages of approximately 135 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.	52.5	47.5	0.0
You use computers for personal business, learning, or fun.	43.8	55.0	1.3
You use e-mail.	35.0	63.8	1.3
You use the World Wide Web.	46.3	53.8	0.0
Your students use computers during your classes.	54.4	44.3	1.3
Your students use computers outside of class to complete assignments for your class.	36.7	60.8	2.5

(percentages of approximately 84 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	56.3	43.8	0.0
Integrating computers into the curriculum	61.3	38.8	0.0
Helping students use computers	46.3	53.8	0.0
Using e-mail	26.3	72.5	1.3
Using the World Wide Web	40.0	60.0	0.0

(percentages of approximately 84 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?	9.9	28.4	25.9	35.8

(percentages of approximately 84 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.	72.5	23.8	2.5	1.3
My student-partner's project was of high quality.	67.5	30.0	2.5	0.0
I will use the lesson/Web page/presentation with which my student-partner helped in the future.	70.0	28.8	1.3	0.0
I would like to continue developing or refining this project in the future.	70.0	22.5	7.5	0.0
Choosing a project was relatively easy.	51.9	43.2	3.7	1.2
My role as a partner-teacher was clear to me.	53.1	38.3	8.6	0.0
As a consequence of Generation Y, I learned more about technology.	57.5	33.8	6.3	2.5
As a consequence of Generation Y, my students learned about technology.	47.5	48.8	3.8	0.0
As a consequence of Generation Y, my students learned about some content area.	51.3	45.0	3.8	0.0
Generation Y is a good method for providing support and assistance to teachers as they integrate technology into their classes.	76.5	22.2	0.0	1.2
My experience in Generation Y this semester will change the way I teach some lessons in the future.	76.5	22.2	0.0	1.2
I would like to work with another Generation Y student in the coming year.	46.3	47.5	5.0	1.3
I will continue rebuilding my lesson plans to make more use of educational technology.	53.2	38.0	8.9	0.0

(percentages of approximately 84 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.	76.5	23.5	0.0	0.0	71.0	0.0	29.0
Technology facilitates positive changes in classroom teaching and learning practices.	65.4	34.6	0.0	0.0	61.8	0.0	38.2
I want to learn more about using new technologies.	65.0	35.0	0.0	0.0	77.3	0.0	22.7

(percentages of approximately 84 reporting)

Project List

Table 20
Archived Collaborative Projects

School	Partner-Teacher	Project Name
Altamont Grade School		2nd Grade Procedure iMovie
Altamont Grade School		8th Grade Banquet iMovie
Altamont Grade School		Altamont Grade School Webpages
Altamont Grade School		Athletic Banquet Highlight Video
Altamont Grade School	Amy Cunningham	Revolutionary War Research & Kidspiration Software
Altamont Grade School	Chris Kastler	Digital Newspaper Advertisement
Altamont Grade School	Daria Condon	PowerPoint Presentation for Special Education
Altamont Grade School	Eddie Green	Basketball Highlight iMovie
Altamont Grade School	Glenda Aikens	A Spreadsheet and Web Page for My Principal
Altamont Grade School	Marlys Trower	2nd Grade - If I Were President iMovie
Altamont Grade School	Mrs. Leslie Hartman	Kansas Day iMovie
Altamont Grade School	Sue Toomey	Six Trait Writing/ Inspiration Software
Altamont Grade School	Susan Beeson	Bullying iMovie
Anthony Elementary School		GenY Web Page
Baxter Middle School	Amy	How to Use a Compass
Baxter Middle School	Coach Hall	Rocks and Minerals
Baxter Middle School	Coach Madden	Bench Press
Baxter Middle School	Derek	Title 1 PowerPoint Presentation
Baxter Middle School	Leslie Barton	Music-PowerPoint Presentation
Baxter Middle School	Lori Kellum	Parts of Speech/PowerPoint Project
Baxter Middle School	Mr. Crane	I-Movie for Tech
Baxter Middle School	Mr. French	Integers - PowerPoint Presentation*
Baxter Middle School	Mr. Mark LaTurner	Lewis & Clark - PowerPoint Presentation
Baxter Middle School	Mr. Reynolds	PowerPoint Presentation
Baxter Middle School	Mr. Wedel	Historical Biography PowerPoint
Baxter Middle School	Mr. Wedel	World War II - A WebQuest
Baxter Middle School	Mr. Weedle	Teachers of the Modern Day
Baxter Middle School	Mr.Bonzyck	Super Digital Video
Baxter Middle School	Mrs. Banman	Handheld Generation
Baxter Middle School	Mrs. Cheney	How to Make an Autobiography-PowerPoint
Baxter Middle School	Mrs. Ward	Dewey Decimal System Presentation
Baxter Middle School	Mrs.Martin	Warm and Cold Blooded PowerPoint
Baxter Middle School	Ms. Dewey	Protists
Baxter Middle School	Ms. Duke	Bowling Terms-PowerPoint Presentation
Baxter Middle School	Pryor	6 Traits Writing - A PowerPoint
Grant Jr. High	Mrs. Marcia Smith	Central School's Library
Grant Jr. High	Mrs. Marcia Smith	North School's Library
Grant Jr. High	Mrs. Marcia Smith	West School Library
Harper Elementary	Mr. Roger Wilson	Keep the Beat Flash
Harper Elementary	Mrs. Janet Ardery	National History Day (Information for History Projects) PowerPoint
Harper Elementary	Mrs. Sheryl Williams	Learning the ABC's Using PowerPoint
Longfellow Middle School	Bettie Brooks	Kachina Dolls HyperStudio Project (Grade 5)
Longfellow Middle School	Carla Jackson	Macs vs. P.C.'s Microsoft PowerPoint Presentation
Longfellow Middle School	Greg Hamel	Nutrition Microsoft PowerPoint Presentation
Longfellow Middle School	Karen Thompson	Grade One Scrapbook and Slideshow Project
Longfellow Middle School	Kay Mitchell	Headstart Computer Technology PowerPoint Presentation
Longfellow Middle School	Linda Heskett	Animals of Africa Microsoft PowerPoint Presentation

Longfellow Middle School	Mr. Hamel	Battle On The Plains Semi-Pro Bowl iMovie and Webcast (Class Project)
Longfellow Middle School	Mr. Parker	War of 1812 WebQuest Activity
Longfellow Middle School	Mrs. Elliott	Kindergarten Scrapbook and Slideshow Project
Longfellow Middle School	Mrs. Mohler	Regions AppleWorks Presentation for Grade 4
Longfellow Middle School	Mrs. Parker	San Antonio iMovie and Web Links Page
Longfellow Middle School	Mrs. Plante	Grade 5 Constellations Web Page
Longfellow Middle School	Mrs. Zohner	People and Powers of WWII Microsoft PowerPoint Project
Longfellow Middle School	Scott Parker	Pledge of Allegiance Online Collaboration Network (OCN) Project
Longfellow Middle School	Tanya Hamel	First Grade Scrapbook and Slideshow
McCune Attendance Center	Jana Dalrymple	Mini Munchers
McCune Attendance Center	Mrs. Jana Dalrymple	Whats In It?
Northwest Middle School	Alisha Walker	Haiku and Nature
Northwest Middle School	Arnie McConico	Southwest Indians: A WebQuest
Northwest Middle School	Joe Svoboda	Ratios/Unit Rates
Northwest Middle School	Mary Ann Figuly	The Flat Frog Project
Northwest Middle School	Mary Mikijanis	How to Scan
Northwest Middle School	Maryland Vest	The Tiger's Stripes Newspaper
Northwest Middle School	Mr. Dan Dermyer	A Healthy Diet PowerPoint/ A Tornado Web Page
Northwest Middle School	Mr. Lohren Meier	Northwest Generation YES Project Information
Northwest Middle School	Ms. Andrea Lange	PowerPoint Book Reports & Grammar Website
Northwest Middle School	Ms. Angela Reilly Hardin	Math Lessons and Games
Northwest Middle School	Ms. Cozetta Jenkins	Reaching the World Through Reading-PowerPoint
Northwest Middle School	Ms. Dawn Schwartz	Math Wiz Web Page
Northwest Middle School	Ms. Meclroy/ Mr. Thoma	Roll of Thunder Hear My Cry Webquest
Northwest Middle School	Terhesa Patrick	Homework Website
Northwest Middle School	Traci Chmidling	Math Game Sites
Prairie View Middle School		Reading Party Commercial
Prairie View Middle School	Mary Kastendieck	Student News
Prairie View Middle School	Mrs. Harris	STUCO Video
Prairie View Middle School	Mrs. McDonnell	Chess Video
Prairie View Middle School	Mrs.Mckee	PVNN News
Prairie View Middle School	Mrs.Mckee	Reading Commercial
Prairie View Middle School	Mrs.Mckee	Reading Party Commercial
Prairie View Middle School	Quinton Ford	Student News
Puls Elementary		A PowerPoint Presentation About North American Indian Dwellings
Puls Elementary	Jason Fahring	African Americans in the Civil War - PowerPoint & Brochure
Puls Elementary	Mr. Michael Booher	African Americans in the Civil War - PowerPoint & Brochure
Puls Elementary	Mr. Roger Perkins	Safety in Woods & Welding Shops - PowerPoint & Brochure
Puls Elementary	Mrs. Barb Andres	Horse Care - PowerPoint & Brochure
Puls Elementary	Mrs. Martha McDaniel	Simple Machines: PowerPoint Presentation
Puls Elementary	Mrs.Kathy Dohm	Natural Disasters A PowerPoint Presentation for 1st Graders
Sterling Jr. High	Mr. Wilson	Iditarod WebQuest
Sterling Jr. High	Mrs. Farney, Mrs.Vogt	Zoom Digital Video
Sterling Jr. High	Mrs. Jill Britton	American History - Classroom Performance System Clickers Review Game
Sterling Jr. High	Mrs. Judy Walter	PowerPoint Presentation on Phonics
Sterling Jr. High	Mrs. Kay Comley	Math Story Problems - Clickers
Sterling Jr. High	Mrs. Melissa Feil	Life in the 1500s: A PowerPoint Presentation
Sterling Jr. High	Mrs. Teresa Maxwell	A Class Web Page for Mrs. Maxwell
Weir Attendance Center	Brandon Brill	U. S. Presidents PowerPoint
Weir Attendance Center	Dawn Wells	States and Capitals PowerPoint Presentation
Weir Attendance Center	Mrs. Angie Brill	A PowerPoint Presentation of the States and Capitals
Weir Attendance Center	Randy Turnbull	A PowerPoint Presentation of the Rules for Weir Jr. High
Winfield Middle School		Light and it's Uses
Winfield Middle School	Alan Stigge	Stigge's Math
Winfield Middle School	Amy Crouse	Mrs. Crouse's Counselor's Website

Winfield Middle School	Andrea Hill	Lifetime Math Online Using Moodle
Winfield Middle School	Brenda Little-Wilson	How to Make a PowerPoint
Winfield Middle School	Brenda Little-Wilson	Noun Array Quiz
Winfield Middle School	Brent Wolf	Mr. Wolf's Website
Winfield Middle School	Brian White	Industrial Revolution - A PowerPoint presentation
Winfield Middle School	Brian White	Winfield Remembers: A World War II Website
Winfield Middle School	Edward Trimmer	How Hardware and Software work together: A PowerPoint Presentation
Winfield Middle School	Jalaine W. Richardson	Preferences Of Rapacious Kids
Winfield Middle School	Jalaine W. Richardson	Reading and Writing Strategy : A Presentation on PowerPoint
Winfield Middle School	Janet Scherdin	Scherdin'S Pre - Algebra 1 & 2 (Moodle)
Winfield Middle School	Jeff Camp	A Counseling Web Page for Mr. Camp
Winfield Middle School	Jennifer Madrigal	Array Quiz for Science
Winfield Middle School	Jennifer Madrigal	Web Page for Math and Science Classes
Winfield Middle School	Jody Magee	Mrs. Magee's Site: a Website
Winfield Middle School	Jody Magee	Nouns- A PowerPoint Slideshow
Winfield Middle School	Justin Olmstead	Middle East Flip Map: A PowerPoint presentation
Winfield Middle School	Kris Trimmer	Mrs. Trimmer's Constitution Moodle Class
Winfield Middle School	Laura Morford	Social Studies Website
Winfield Middle School	Lorri Price	Bloodborne Pathogens Video
Winfield Middle School	Martha Stevenson	Mrs. Stevenson's 2nd Grade Website
Winfield Middle School	Michelle Moore	Laptop Check-out Form
Winfield Middle School	Mr. Mike Fell	Introduction to Biology Using Moodle
Winfield Middle School	Mrs. Kimberly Groom	Mrs. Groom's Web Page
Winfield Middle School	Mrs.Patricia Duncan	PowerPoint Presentation on Light and Its Uses
Winfield Middle School	Rogene Frazee	An Online Course For Mrs. Frazee's Gifted Program
Winfield Middle School	Ruth Ann Skelton	Moodle Web Page for Mrs. Skelton's Special Education Students
Winfield Middle School	Scott Sisson	An Exercising Video
Winfield Middle School	Suzanne Gentry	Mrs. Gentry's Moodle Course
Winfield Middle School	Teresa Bevis	Mask Graphic Organizer Using Inspiration
Winfield Middle School	Teresa Bevis	Mrs. Bevis' Art Website