

GENERATION



Generation Y

2004-2005 Evaluation Data

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

This report includes data from the following schools:

Area IV Illinois

Alan Shepard School, Bourbonnais CUSD #53
Bismarck Jr. High, Bismarck-Henning CUSD #1
Edison Middle School, Champaign CUSD #4
Garfield Elementary, Danville CCSD #118
Grant Park High School, Grant Park CUSD #6
Heyworth Elementary School, Heyworth CUSD #4
LeRoy Jr/Sr High School, LeRoy CUSD #2
Meridian Middle School, Meridian CUSD #15
Nash Middle School, Clifton CUSD #4
Pontiac Junior High, Pontiac CCSD #429
St. Joseph Grade School, St. Joseph CCSD #169
Stewardson-Strasburg Junior High, Stewardson-Strasburg CUSD 5A
Sullivan Elementary School, Sullivan CUSD #300

Generation Y Evaluation Results

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

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

- Surveys of participating students at the beginning and end of each class
- Project descriptions completed by participating students during each class
- Reports from Generation Y Coordinating Teachers at the end of each class
- Note: Surveys completed by Gen Y teachers at the end of each class are normally included in this report. These surveys were not available for 2004-2005 because of a problem with a new database system; they will be back next year.

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

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

Overview of Generation Y

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

GenY students learn technology skills with an emphasis on applying these skills to a real-world problem: helping teachers use technology to deliver more effective lessons. Students and partner teachers learn how telecommunications tools, the Internet, digital imaging and presentation tools, and other technologies can enhance lesson plans and curriculum units. Many Generation Y students

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

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

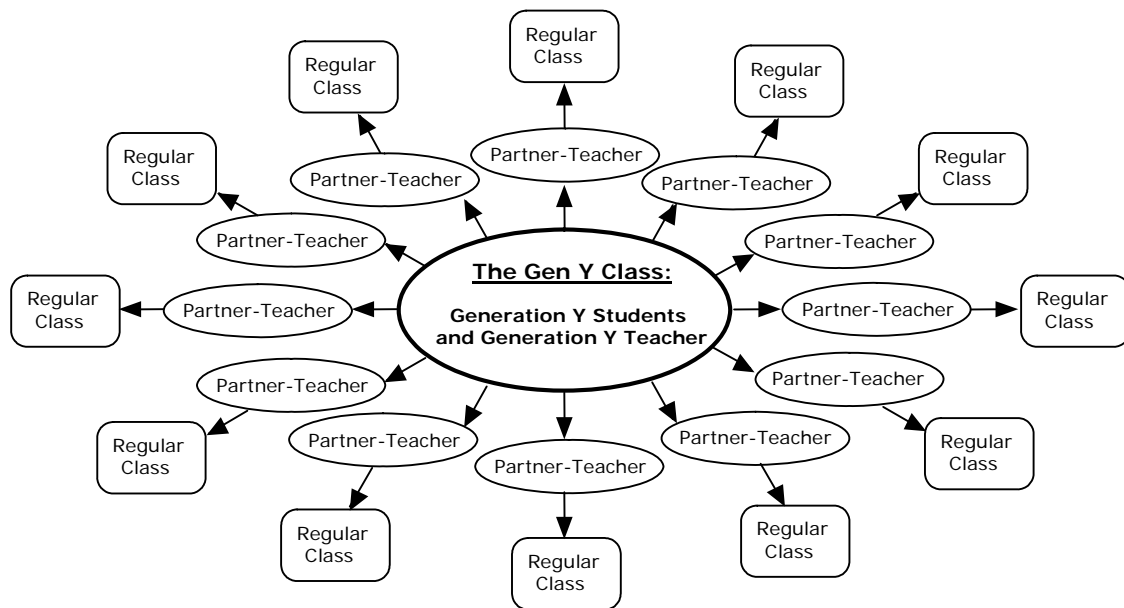
Data from the nationwide project indicate that the program can be an effective alternative for schools wishing to integrate technology into their regular curriculum and increase their use of project-based, student-centered learning practices. The model provides individualized support for educators who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

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

For those unfamiliar with the program, the term "partner-teacher" is used to refer to the classroom teachers who are each paired with a Generation Y student. These teams collaborate in the production and delivery of a lesson plan or unit, using modern telecommunications technology, to the teacher's

class. The term “Generation Y teacher” or “Generation Y coordinating teacher” refers to the teacher who works with all Generation Y students in a school, as they learn skills and knowledge through the course activities and design their projects with partner teachers. The GenY teacher also helps coordinate the relationships between the Generation Y students and their partner teachers, and facilitates the process of developing the collaborative projects. The core of the model is the Generation Y class and the process of developing the collaborative projects. The core of the model is the Generation Y class and the collaborative projects which GenY students and their partner teachers produce for students in the partner teachers' class, as depicted in Figure 1.

Figure 1. The Generation Y Class



Generation YES provides fully participating schools with the following:

- A training workshop for the Generation Y teacher(s) and selected students
- Course materials, including curriculum guides, student resources, 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 2004-2005 school year, are presented in the tables on the following pages.

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 1
Participating Generation Y Students by Gender**

Gender	Percentage of Students (of 125 reporting)
Male	56.0
Female	44.0

**Table 2
Participating Generation Y Students by Ethnicity**

Ethnicity	Percentage of Students (of 124 reporting)
Caucasian	83.1
African American	5.6
Hispanic	4.0
Asian	0.0
Pacific Islander	0.0
Native American/Native Alaskan	3.2
Other	4.0

**Table 3
Computer Access at Home by Generation Y Students**

At home do you have access to:	Yes	No
A computer	92.0	8.0
The Internet	86.4	13.6
Send and receive email	80.5	19.5

(percentages of approximately 129 reporting)

Table 4
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	60.0	22.4	8.0	0.8	8.8
At school	44.7	39.0	10.6	4.9	0.8

(percentages of approximately 125 reporting)

Table 5
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	14.6	19.5	28.5	37.4
Search the Internet	0.8	3.2	20.6	75.4
Send and receive email	11.2	12.8	18.4	57.6
Use PowerPoint or other presentation software	17.5	25.4	30.2	27.0
Troubleshoot basic computer problems	34.4	31.2	23.2	11.2
Use a scanner to digitize a picture	38.1	19.8	23.0	19.0
Use a digital camera	20.0	14.4	22.4	43.2
Create a web page or web site	55.6	19.8	15.9	8.7
Touch-typing at least 15 words/minute	19.8	23.0	21.4	35.7

(percentages of approximately 123 reporting)

Table 6
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	43.7	19.0	22.2	6.3	8.7
Language Arts, Reading or English	25.4	11.1	39.7	13.5	10.3
Science	27.0	21.4	38.1	6.3	7.1
Social Studies, Geography or History	31.7	11.9	36.5	11.9	7.9

(percentages of approximately 126 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 7
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	23.4	21.3	18.1	13.8	23.4
Using word processing software	18.8	30.2	2.1	15.6	7.3
Searching the Internet	5.2	18.8	30.2	28.1	17.7
Sending and receiving e-mail	24.0	33.3	22.9	14.6	5.2
Using PowerPoint or other presentation software	13.5	21.9	27.1	21.9	15.6
Troubleshooting basic computer problems	38.5	38.5	14.6	6.3	2.1
Using a scanner to digitize a picture	46.9	35.4	8.3	5.2	4.2
Using a digital camera	48.4	27.4	13.7	6.3	4.2
Creating a Web page or Web site	55.2	15.6	12.5	11.5	5.2

(percentages of approximately 103 reporting)

Table 8
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	34.1	11.4
GenY student helped other students search the Web for information on a class topic	36.4	6.8
GenY student developed an educational presentation using PowerPoint, HyperStudio, or other software	83.0	52.3
GenY student taught technology skills to a teacher	71.6	14.8
GenY student taught technology skills to other students	63.6	8.0
Other	11.4	6.8

(percentages of approximately 88 reporting)

Table 9
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?	22.7	36.0	41.3

(percentages of approximately 75 reporting)

Table 10
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.	61.1	25.3	5.3	0.0	8.4
I am proud of my project.	52.6	37.9	6.3	1.1	2.1
As a result of my project, other students learned about technology.	34.7	29.5	12.6	1.1	22.1
As a result of my project, other students learned about a subject (e.g. history, math, English, etc.)	41.1	31.6	10.5	3.2	13.7
The feedback about my project proposal I got online was helpful.	34.0	43.6	5.3	3.2	13.8
My partner-teacher's expectations of me were clear and realistic.	46.3	44.2	2.1	1.1	6.3
My partner-teacher was able to meet with me regularly.	32.6	36.8	20.0	5.3	5.3
My partner-teacher and I worked together well as a team.	44.7	40.4	7.4	1.1	6.4
Overall, Generation Y was a good experience.	56.0	35.2	4.4	0.0	4.4

(percentages of approximately 91 reporting)

Partner-Teacher Outcomes

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

Table 11
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.	33.7	66.3	0.0
You use computers for personal business, learning, or fun.	25.0	75.0	0.0
You use e-mail.	15.3	84.7	0.0
You use the World Wide Web.	24.0	76.0	0.0
Your students use computers during your classes.	40.0	59.0	1.0
Your students use computers outside of class to complete assignments for your class.	32.0	66.0	2.0

(percentages of approximately 101 reporting)

Table 12
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	35.7	64.3	0.0
Integrating computers into the curriculum	44.9	55.1	0.0
Helping students use computers	29.9	70.1	0.0
Using e-mail	11.3	88.7	0.0
Using the World Wide Web	16.7	83.3	0.0

(percentages of approximately 101 reporting)

Table 13
Time Spent by Partner Teachers on Collaborative Projects

	2 hrs or less	3-5 hours	5-8 hours	> 8 hours
<i>Partner Teachers:</i> How much time, in total, did you spend working with your GenY student this semester?	41.2	36.1	17.5	5.2

(percentages of approximately 101 reporting)

Table 14
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.	62.6	31.3	6.1	0.0
My student-partner's project was of high quality.	54.2	42.7	3.1	0.0
I will use the lesson/Web page/presentation with which my student-partner helped in the future.	41.7	56.3	2.1	0.0
I would like to continue developing or refining this project in the future.	32.3	63.5	4.2	0.0
Choosing a project was relatively easy.	40.8	51.0	8.2	0.0
My role as a partner-teacher was clear to me.	36.7	55.1	8.2	0.0
As a consequence of Generation Y, I learned more about technology.	37.1	49.5	12.4	1.0
As a consequence of Generation Y, my students learned about technology.	54.1	40.8	5.1	0.0
As a consequence of Generation Y, my students learned about some content area.	48.0	42.9	9.2	0.0
Generation Y is a good method for providing support and assistance to teachers as they integrate technology into their classes.	38.1	60.8	1.0	0.0
My experience in Generation Y this semester will change the way I teach some lessons in the future.	38.1	60.8	1.0	0.0
I would like to work with another Generation Y student in the coming year.	20.4	50.0	28.6	1.0
I will continue rebuilding my lesson plans to make more use of educational technology.	25.8	63.9	10.3	0.0

(percentages of approximately 101 reporting)

Table 15
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.	55.1	44.9	0.0	0.0	47.4	1.3	51.3
Technology facilitates positive changes in classroom teaching and learning practices.	45.8	54.2	0.0	0.0	43.8	0.0	56.2
I want to learn more about using new technologies.	39.1	60.9	0.0	0.0	51.5	1.5	47.0

(percentages of approximately 101 reporting)

Project Category List

Table 16
Classes/Audiences Served by Partner Teachers Who
Provided Evaluative Feedback on Generation Y Collaborative Projects

Project Category	Number	Percentage
English/Language Arts	22	21.8
Social Studies	19	18.8
Science	17	16.8
Technology	15	14.9
Other	12	11.9
Math	7	6.9
Health/PE	2	2.0
Music	2	2.0
Visual Arts	2	2.0
Business	1	1.0
Foreign Language	1	1.0
No Area Indicated	1	1.0

Project List

Table 17
Archived Collaborative Projects

School	Partner-Teacher	Project Name
Alan Shepard School	Danielle Moses	A PowerPoint Presentation on The Battles of the Civil War
Alan Shepard School	Mike Mead	American Revolutionary War
Alan Shepard School	Miss Linda Trandel	A PowerPoint Presentation on the Water Cycle
Alan Shepard School	Mr. John Shendel	Geometry - A PowerPoint Presentation
Alan Shepard School	Mr. John Snipes	Studying Simple Machines with PowerPoint and a Web Lesson
Alan Shepard School	Mr. Neal Hilderbrandt	A PowerPoint on the Causes of the American Revolutionary War
Alan Shepard School	Mr. Phil Pierson	PowerPoint Presentation on the American Revolution
Alan Shepard School	Mr. Tom Erasmus	A PowerPoint Presentation on the American Civil War
Alan Shepard School	Mrs. Cindy McBarnes	A PowerPoint Presentation on The Economy of the American Revolution
Bismarck Jr. High	Mrs. Vinson	Civil War Journal/Newspapers
Bismarck Jr. High	Scott Watson	Homework Help Line Web Page
Bismarck Jr. High	Susan Kentner	Mapping the Community with GPS as Explained in PowerPoint
Bismarck Jr. High	Teresa Steinbaugh	Spelling with Smart Boards
Edison Middle School	Cami Williams	Flat Stanley's iMovie
Edison Middle School	Mike Marassa	Integrated iMovie for Science or Social Studies
Edison Middle School	Mrs. Christensen	Sentence Pyramid using Inspiration
Edison Middle School	Phill Parmer	iMovie Poem Project
Edison Middle School	Trenna Thomas	Soup Can Project using Microsoft Word Template
Garfield Elementary	Miss Goodner	Forest Animals
Garfield Elementary	Miss Goodner	The Solar System- PowerPoint Presentation
Garfield Elementary	Miss Moore	Ocean Animals
Garfield Elementary	Miss Moore	Praire
Garfield Elementary	Mr. Cooper	A PowerPoint Presentation on Oceanography
Garfield Elementary	Mr. Cooper	Earth Science; A PowerPoint Presentation
Garfield Elementary	Mrs. Catron	Harriet Tubman and the Underground Railroad
Garfield Elementary	Mrs. Jan Andrews	Welcome to Mrs. Andrews' Class - A PowerPoint Presentation
Garfield Elementary	Mrs. Reed	A PowerPoint Project on the Alphabet
Garfield Elementary	Mrs. Vice	Solar System- PowerPoint Presentation
Garfield Elementary	Ms. Moore	Wetlands-Ecosystem PowerPoint Presentation
Garfield Elementary	Sally Techtow	The Solar System-PowerPoint Presentation
Garfield Elementary	Sarah Bogen	Numbers 2
Grant Park High School		Technology Education
Grant Park High School	Barbara Mussman	Accounting (Income Statement and Balance Sheet) - A Website
Grant Park High School	Bill Ekhoﬀ	Research Paper Web Page
Grant Park High School	Bill Shipman	Basketball Webpage
Grant Park High School	Brenne	Grant Park Art Page
Grant Park High School	Laura Mowbray	Day of the Dead - A WebQuest
Grant Park High School	Mike Kukuck	Revolutionary War
Grant Park High School	Mr. Bonomo	Project Biology
Grant Park High School	Mr. Eckhoﬀ	Electricity
Grant Park High School	Mr. Jesse Brandt	When Will I Ever Use This: A Math Research Project
Grant Park High School	Mr. Prairie	The Civil War
Grant Park High School	Mr. Steve Imig	Mr Imig's Band Web Page
Grant Park High School	Mrs. Bergen	English Poet- Robert Frost Web Page
Grant Park High School	Mrs. Ekhoﬀ	Cold-Blooded Vertebrates
Grant Park High School	Mrs. Haaland	PowerPoint WebQuest
Grant Park High School	Mrs. Heidemann	Mrs. Heidemann's Story Helper: A Student Web Page

Grant Park High School	Mrs. Koelling	Learning Geometry with Cabri Jr.
Grant Park High School	Ms. Maryann Romaneghi	ACT Test Helpsite
Grant Park High School	Sharon Heidemann	English Website
Heyworth Elementary School	Mrs. Elaina Hunt	Mrs. Hunt's Project
Heyworth Elementary School	Mrs. Mary Haynes	Mrs. Mary Haynes' Classroom Performance System
Heyworth Elementary School	Mrs. Rachel Bierbaum	Smart Cart
Heyworth Elementary School	Mrs. Rena Shifflet	How To Use The Classroom Presentation System
Heyworth Elementary School	Mrs. Rhonda Bachman	Mrs. Bachman's Classroom Performance System
Heyworth Elementary School	Mrs. Sharron Alberts	Mrs. Alberts' Classroom Performance System Project
Heyworth Elementary School	Mrs. Susan Fox	Mrs. Fox and Visual Voice Tools for Speech Students
Heyworth Elementary School	Rose Mary Martin	Mrs. Martin's Keeping the Score with Excel
LeRoy Jr/Sr High School	Mr. DeMuth	High School Construction Movie
LeRoy Jr/Sr High School	Mr. Greg Conn	Wrestling Web Page
LeRoy Jr/Sr High School	Mrs. Kim Miller & Mr. D	Video History of LeRoy Schools
Meridian Middle School	Miss Hayes	Basic Volleyball Rules: A PowerPoint Presentation for Middle School Students
Meridian Middle School	Miss Klink	Art Styles and the 20th Century: A PowerPoint Presentaion
Meridian Middle School	Mr. Blome	Mummification and The Afterlife: A Sixth Grade PowerPoint Presentation
Meridian Middle School	Mr. Hoewing	Revolutionary War Web Research
Meridian Middle School	Mrs. Brummell	Grammar Review Over 8th Grade English: A PowerPoint Presentation
Meridian Middle School	Mrs. Cindy Ballance	Using PowerPoint to Write More Descriptive Sentences
Meridian Middle School	Mrs. Conlin	The Great Depression and President Franklin Delano Roosevelt: A PowerPoint Prese
Meridian Middle School	Mrs. Cox	The History of NASA on PowerPoint
Meridian Middle School	Mrs. Forden	Color Grouping: A PowerPoint Presentation for Middle School Fine Arts
Meridian Middle School	Mrs. LeDain	Country Exploration
Meridian Middle School	Mrs. Rappe	Kokepelli's Flute: Hantavirus WebQuest
Meridian Middle School	Ms. Pruitt	Gary Paulson's 'Hatchet': A Web Resource
Nash Middle School	Lennett Regez	Microsoft PowerPoint Poetry Slide Show
Nash Middle School	Mr. Dickenson	Jeopardy Science - A PowerPoint
Nash Middle School	Mrs. Bohac	Jeopardy PowerPoint Science Review
Nash Middle School	Mrs. Briscoe	Celebrity PowerPoint Presentation
Nash Middle School	Mrs. Curran	Mrs. Curren's Web Page
Nash Middle School	Mrs. Ducat	PowerPoint Presentations in Math
Nash Middle School	Mrs. Moore	How to Use PowerPoint
Nash Middle School	Mrs. Oncken	Web Page for Parents
Nash Middle School	Mrs. Sides	Jeopardy Presentation- Unit 5 PowerPoint
Nash Middle School	Mrs. Sorensen	Mrs. Sorensen's Web Page
Nash Middle School	Ms. Lemenager	Website for Physical Education
Pontiac Junior High	Brooke Fenton	All About Illinois - PowerPoint Presentation
Pontiac Junior High	Cheryl Krueger	American History for the Ages - A Web Page
Pontiac Junior High	Diane Trachsel	7th Grade Study Skills PowerPoint
Pontiac Junior High	Ed Lipinski	Introduction To Woodworking Tools And Saftety Videos
St. Joseph Grade School		Solar System Webquest
St. Joseph Grade School	Mrs. Bayles	Mrs. Bayles' Website Changes
St. Joseph Grade School	Mrs. Cler	Mrs. Cler's Website
St. Joseph Grade School	Mrs. Hartman	Mrs. Hartman's Webpage Changes
St. Joseph Grade School	Mrs. Rape	Website
St. Joseph Grade School	Mrs. Stone	Mrs. Stone's Website Update
Stewardson-Strasburg Junior	Jacob Haegen, Carol Man	Rhyming Word Mittens Made With Digital Camera Prints
Stewardson-Strasburg Junior	Janet Arthur	Reinforcing Spelling Words and Patterns
Stewardson-Strasburg Junior	Mrs. Duncan	Timeline of the American Revolutionary War on TimeLiner 5.0
Stewardson-Strasburg Junior	Mrs. Gentry and Mrs. Hill	Math History PowerPoint
Stewardson-Strasburg Junior	Mrs. Merriman	Studying Endangered Animals with PowerPoint
Stewardson-Strasburg Junior	Ms. Sheryl Rincker	Nocturnal Animals
Sullivan Elementary School		Native American Stories-PowerPoint Presentation
Sullivan Elementary School	Mr. Campbell	The Albert Einstien PowerPoint Presentation

Sullivan Elementary School	Mr. Noffke	A PowerPoint Project-The Adventures of Lewis and Clark
Sullivan Elementary School	Mr. Noffke	Indians from the Lewis and Clark Expedition-a PowerPoint Presentation
Sullivan Elementary School	Mr. Vandeursen	A PowerPoint on Sir Isaac Newton
Sullivan Elementary School	Mr. Vandeursen	A PowerPoint Project: Alexander Graham Bell
Sullivan Elementary School	Mr. Vandeursen	Archimedes PowerPoint Presentation
Sullivan Elementary School	Mr. Vandeursen	Galileo PowerPoint Presentation
Sullivan Elementary School	Mrs. Elder	Benjamin Franklin- a PowerPoint Presentation
Sullivan Elementary School	Mrs. Elder	Jonas Salk PowerPoint Presentation
Sullivan Elementary School	Mrs. Elder	Wright Brothers PowerPoint Presentation
Sullivan Elementary School	Mrs. Florey	Word of the Week Using Microsoft Word
Sullivan Elementary School	Mrs. Reeder	A Map of Lewis and Clark's Journey Using Microsoft Word