

GenYES

2006-2007 Evaluation Data

Online evaluation tools provided by the Research Unit of the
Center for Research, Evaluation and Assessment at the
Northwest Regional Educational Laboratory:

www.nwrel.org/research



This report includes data from the following schools:

San Juan EETT

Foothill Farms Junior High School, Grant Joint Union HS District
Jonas Salk High Tech Academy, San Juan Unified School District
Louis Pasteur Middle School, San Juan Unified School District
Martin Luther King Jr., JHS, Grant Joint Union HS District
Rio Linda JHS, Grant Joint Union HS District
Sylvan Middle School, San Juan Unified School District

Winston Churchill Middle School, San Juan Unified School District

GenYES Custom Evaluation Results

On the following pages you will find a report containing data from the GenYES classes in your area. Depending on how your GenYES 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 GenYES.

The information in this report comes from several sources, all collected online through the GenYES 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 GenYES Coordinating Teachers at the end of each class

We hope you find this information interesting and useful. GenYES 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 GenYES classes and projects, and how well these activities are supporting technology integration and student engagement in your schools.

An additional report summarizing data on GenYES 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.

GenYES Overview

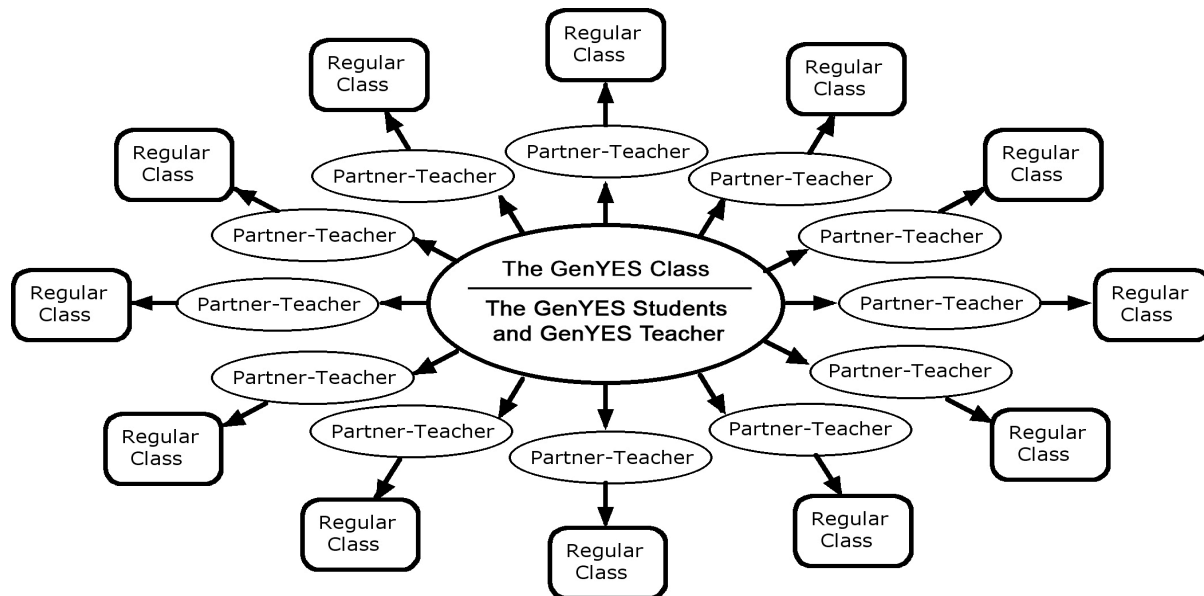
GenYES is a program that uses partnerships between students and teachers to integrate modern computer technologies into the classroom. The program promotes the effective use of educational technology in schools, develops opportunities for student leadership, and fosters a collaborative, learning community atmosphere in schools. Rather than teaching technology skills to teachers and hoping they will use these skills to improve their students' learning, GenYES 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.

GenYES 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 GenYES students and partner teachers also learn about their state academic standards and learning goals, and the process of aligning classroom activities with these goals.

For those unfamiliar with the program, the term "partner-teacher" is used to refer to the classroom teacher who is paired with a GenYES 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 "GenYES teacher" or "GenYES coordinating teacher" refers to the teacher who works with all GenYES students in a school, as they learn skills and knowledge through the course activities and design their projects with partner teachers. The GenYES teacher also helps coordinate the relationships between the GenYES students and

their partner teachers, and facilitates the process of developing the collaborative projects. The core of the model is the GenYES class and the collaborative projects which GenYES students and their partner teachers produce for students in the partner teachers' class, as depicted in Figure 1.

Figure 1. The GenYES Class



GenYES provides fully participating schools with the following:

- A training workshop for the GenYES 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

Program Goals

Each GenYES 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 GenYES 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, GenYES 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.

Results

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. GenYES 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 GenYES 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 GenYES 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.

The program includes a series of online surveys and online project documentation facilities for GenYES teachers, GenYES students, and the Partner Teachers who work with the GenYES students. Data from these sources, collected during the 2006-2007 school year, are presented in the following tables.

GenYES Coordinating Teacher Reports

At the close of each GenYES 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 GenYES model, curriculum components, online services, etc. The tables in this section provide a summary of their responses.

Table 1 - Average Numbers of GenYES Students and Collaborative Projects

GenYES Teacher Survey Question	Average in classes
How many students completed your GenYES class?	28.2
How many collaborative projects were begun by your students?	27.2
How many projects were completed?	28.0
How many projects were delivered to a partner teacher's class?	27.6

(percentage of approximately 5 reporting)

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?	--	16.7	66.7	--	16.7
How difficult was it to make good matches between those teachers and your GenYES students?	--	50.0	16.7	16.7	16.7
How difficult was it to nurture and manage the working partnerships between your GenYES students and their partner teachers?	--	66.7	16.7	--	16.7
How difficult was it to adjust the class for students and partner teachers with varying levels of expertise with computers?	--	16.7	50.0	33.3	--

(percentage of approximately 6 reporting)

Table 3 - Infrastructure and Administrative Context

	Strongly Agree	Mostly Agree	Mixed	Mostly Disagree	Strongly Disagree
The computer and network infrastructure at our school is adequate.	20.0	40.0	--	40.0	--
Students have adequate permissions and privileges to use our computer and network resources, e-mail, and the Internet.	--	60.0	--	40.0	--
Our teachers are enthusiastic about the GenYES model, in which they work in partnership with students to create curriculum and instruction materials and projects for other students to use.	--	40.0	60.0	--	--
The schedule and administrative structure and processes at our school are flexible enough to allow creative and varied collaboration between students and teachers.	--	40.0	40.0	20.0	--
GenYES is viewed in our school as a serious professional development and technical support model for teachers who want to integrate technology in their classrooms.	--	20.0	60.0	20.0	--
GenYES projects are used to support other special initiatives in our school aimed at technology integration, professional development or curriculum development.	40.0	60.0	--	--	--

(percentage of approximately 5 reporting)

Table 4 - GenYES Teacher Ratings of Success and Impact

	Strongly	Mostly	Mixed	Mostly	Strongly	No
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	Agree	Agree		Disagree	Disagree	Opinion
The GenYES model is a good way to help teachers integrate technology in their classrooms.	75.0	--	25.0	--	--	--
The GenYES model is a good way to make school more engaging and meaningful to students.	75.0	25.0	--	--	--	--
The GenYES model is a good way for students to learn technology skills.	75.0	25.0	--	--	--	--
The GenYES model is a good way for students to practice solving real-world problems.	50.0	50.0	--	--	--	--
The GenYES training I received was adequate to prepare me to teach this course.	--	--	25.0	25.0	50.0	--
The GenYES central office staff has been responsive and helpful when I have requested assistance.	25.0	25.0	--	--	--	50.0
The GenYES Curriculum Guide has been very useful to me in delivering the course.	--	25.0	25.0	--	25.0	25.0
The GenYES Student Workbook has been very useful to me in delivering the course.	--	--	--	75.0	25.0	--
The GenYES CD has been very useful to me in delivering the course.	--	25.0	--	50.0	25.0	--
The GenYES Video has been very useful to me in delivering the course.	--	25.0	25.0	--	25.0	25.0
The GenYES Website has been very useful to me in delivering the course.	--	25.0	25.0	--	25.0	25.0
The GenYES online system for registering schools, teachers, classes and students has been easy to use.	--	100.0	--	--	--	--
The GenYES online Classroom Management tools have been easy to use and helpful to me in delivering the course.	--	25.0	75.0	--	--	--
The GenYES online Project Proposal, Feedback and Final Report system for students has been easy to use and helpful to me in delivering the course.	--	50.0	25.0	--	25.0	--
The online Archive of GenYES collaborative projects has been easy to use and helpful to me in delivering the course.	--	50.0	50.0	--	--	--
We will continue to offer GenYES classes at our school in the future.	75.0	25.0	--	--	--	--
I would be willing to serve as a trainer for teachers in my region who want to begin GenYES programs in their schools.	25.0	50.0	25.0	--	--	--

(percentage of approximately 4 reporting)

Student Preliminary Survey Results

Students complete a preliminary survey when they register for the the GenYES 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 GenYES Students by Gender

Gender	Percentage of Students
Male	54.1
Female	45.9

(percentage of approximately 194 reporting)

Table 6 - Participating GenYES Students by Ethnicity

Ethnicity	Percentage of Students
Caucasian	35.8
African American	18.2
Hispanic	11.8
Asian	14.4
Pacific Islander	--
Native American/Native Alaskan	2.1
Other	17.6

(percentage of approximately 187 reporting)

Table 7 - Computer Access at Home by GenYES Students

At home do you have access to:	Yes	No
A computer	91.6	8.4
The Internet	82.6	17.4
Send and receive email	76.8	23.2

(percentage of approximately 191 reporting)

Table 8 - Frequency of Computer Use by GenYES 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	62.0	26.0	4.7	1.0	6.3
At school	61.6	18.4	7.4	8.4	4.2

(percentage of approximately 192 reporting)

Table 9 - Student Experience With Computer and Technology Prior to Participating in GenYES

How much experience have you had with the following:	None	Just a little	Some	A lot
Use word processing software	11.2	27.4	29.4	32.0
Search the Internet	3.6	3.6	17.9	74.9
Send and receive email	12.8	17.9	23.5	45.9
Use PowerPoint or other presentation software	18.1	25.9	22.8	33.2
Troubleshoot basic computer problems	33.0	38.1	20.1	8.8

Use a scanner to digitize a picture	36.2	25.5	20.4	17.9
Use a digital camera	14.8	10.7	30.1	44.4
Create a web page or web site	51.5	21.6	12.9	13.9
Touch-typing at least 15 words/minute	12.8	19.4	26.5	41.3

(percentage of approximately 197 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	63.6	8.7	14.4	4.1	9.2
Language Arts, Reading or English	45.9	12.4	27.8	5.2	8.8
Science	47.9	12.0	22.4	5.2	12.5
Social Studies, Geography or History	38.3	15.5	18.7	6.7	20.7

(percentage of approximately 195 reporting)

Project 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 GenYES Students

During your work this semester as a GenYES 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
Use word processing software	14.6	22.0	30.1	14.6	18.7
Search the Internet	4.9	8.1	11.4	22.8	52.8
Send and receive email	15.4	25.2	24.4	13.0	22.0
Use PowerPoint or other presentation software	9.1	19.0	14.9	24.0	33.1
Troubleshoot basic computer problems	39.8	29.3	10.6	7.3	13.0
Use a scanner to digitize a picture	64.5	12.1	4.0	8.1	11.3
Use a digital camera	49.6	17.1	9.8	5.7	17.9
Create a web page or web site	25.6	19.8	14.0	10.7	29.8
Using a keyboard to touch-type at least 15 words/min	16.1	18.5	8.9	12.9	43.5

(percentage of approximately 123 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:
GenYES student created or updated a Web page that was used by my partner teacher's class	38.3	26
GenYES student helped other students search the Web for information on a class topic	45.3	5
GenYES student developed an educational presentation using PowerPoint, HyperStudio, or other software	80.5	47
GenYES student taught technology skills to a teacher	57.0	4
GenYES student taught technology skills to other students	54.7	9
Other	15.6	9

(percentage of approximately 124 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?	15.7	20.2	64.0

(percentage of approximately 89 reporting)

Table 14 - Student Self-Assessments of Their Collaborative Projects

Mark the answer that best describes your experience in GenYES:	Strongly Agree	Agree	Disagree	Strongly Disagree	Not sure, N/A
I completed my project.	63.7	29.0	--	1.6	5.6
I am proud of my project.	59.7	31.5	0.8	1.6	6.5
As a result of my project, other students learned about technology.	34.7	37.9	8.9	4.0	14.5
As a result of my project, other students learned about a subject (e.g. history, math, English, etc.)	54.0	35.5	1.6	3.2	5.6
The feedback about my project proposal I got online was helpful.	49.2	41.9	1.6	3.2	4.0
My partner-teacher's expectations of me were clear and realistic.	49.2	41.9	1.6	3.2	4.0
My partner-teacher was able to meet with me regularly.	42.7	42.7	9.7	3.2	1.6
My partner-teacher and I worked together well as a team.	48.4	38.5	4.1	3.3	5.7
Overall, GenYES was a good experience.	54.8	34.7	2.4	2.4	5.6

(percentage of approximately 124 reporting)

Partner-Teacher Outcomes

At the end of each GenYES class, participating partner-teachers are asked to complete a survey about their experiences working with a GenYES 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 GenYES Partner Teachers

How has the frequency of the following changed as a result of your involvement with GenYES?	More Frequently	Same Frequency	Less Frequently
You use computers to prepare for class, maintain class records, or do other school-related work.	64.1	35.9	--
You use computers for personal business, learning, or fun.	63.4	32.1	4.6
You use e-mail.	46.6	50.4	3.1
You use the World Wide Web.	63.4	36.6	--
Your students use computers during your classes.	64.1	34.4	1.5
Your students use computers outside of class to complete assignments for your class.	45.8	48.1	6.1

(percentage of approximately 131 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 GenYES?	More comfortable	Same level or comfort	Less comfortable
Using computers	76.3	23.7	--
Integrating computers into the curriculum	77.1	22.9	--
Helping students use computers	72.3	27.7	--
Using e-mail	58.8	41.2	--
Using the World Wide Web	58.8	41.2	--

(percentage of approximately 131 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 GenYES student this semester?	9.1	40.2	20.5	30.3

(percentage of approximately 132 reporting)

Table 18 - Partner Teacher Evaluations of the GenYES 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.	71.4	27.1	--	1.5
My student-partner's project was of high quality.	58.2	36.6	2.2	3.0
I will use the lesson/Web page/presentation with which my student-partner helped in the future.	61.9	35.1	1.5	1.5
I would like to continue developing or refining this project in the future.	57.5	34.3	7.5	0.7
Choosing a project was relatively easy.	56.0	40.3	3.7	--

My role as a partner-teacher was clear to me.	62.7	37.3	--	--
As a consequence of GenYES, I learned more about technology.	58.6	35.3	6.0	--
As a consequence of GenYES, my students learned about technology.	55.2	41.8	3.0	--
As a consequence of GenYES, my students learned about some content area.	58.3	40.2	--	1.5
GenYES is a good method for providing support and assistance to teachers as they integrate technology into their classes.	61.9	38.1	--	--
My experience in GenYES this semester will change the way I teach some lessons in the future.	54.5	44.0	0.7	0.7
I would like to work with another GenYES student in the coming year.	65.4	31.6	3.0	--
I will continue rebuilding my lesson plans to make more use of educational technology.	62.7	37.3	--	--

(percentage of approximately 133 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 GenYES, 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.	71.8	28.2	--	--	80.2	2.2	17.6
Technology facilitates positive changes in classroom teaching and learning practices.	67.2	32.8	--	--	71.8	2.4	25.9
I want to learn more about using new technologies.	62.6	37.4	--	--	81.0	2.5	16.5

(percentage of approximately 131 reporting)

Project Category

Table 20 - Classes/Audiences Served by Partner Teachers Who Provided Evaluative Feedback on GenYES Collaborative Projects

Project Category	Number	Percentage
Social Studies	54	20.1
English/Language Arts	53	19.8
Math	49	18.3
Science	36	13.4
~Other	23	8.6
Health/PE	19	7.1
Technology	12	4.5
Foreign Language	9	3.4
Visual Arts	8	3.0
Music	3	1.1
Business Education	2	0.7

Project List

Table 21 - Archived Collaborative Projects

School	Partner-Teacher	Project Name
Foothill Farms Junior High School		History of Grant
Foothill Farms Junior High School		How To Write an Essay
Foothill Farms Junior High School		The History of Grant
Foothill Farms Junior High School	Chris Watson	Seven Deadliest Civil War Battles in a PowerPoint Webpage
Foothill Farms Junior High School	Chris Watson	The Bill of Rights Podcast
Foothill Farms Junior High School	Denise A. Retter	Personify Me (Video Production)
Foothill Farms Junior High School	Ed Lloyd	A Little Trip Using G.P.S.
Foothill Farms Junior High School	Karolee Smiley	AVID: Steps to Success Videos - Part 1
Foothill Farms Junior High School	Karolee Smiley	AVID: Steps to Success Videos - Part 2
Foothill Farms Junior High School	Mr. Smiley	Power Point '06 Music Forms and Themes
Foothill Farms Junior High School	Mr. Smith	Non Fiction Book Report Presentations
Foothill Farms Junior High School	Mrs. Bickel	All About Me PowerPoint Presentation
Foothill Farms Junior High School	Mrs. Mankoski	Newcomers Videos
Foothill Farms Junior High School	Mrs. Valadez	How To Write a Good Essay - A PowerPoint Presentation
Foothill Farms Junior High School	Mrs. Valadez	How to Write an Essay Using Microsoft Word
Foothill Farms Junior High School	Mrs. Walsh	Geometry Lessons Using Power-point
Foothill Farms Junior High School	Mrs. Bauman	PowerPoint and Technology Integration
Foothill Farms Junior High School	Ms. Bauman	Autobiographies on PowerPoint
Foothill Farms Junior High School	Shannon Walsh	Math Lessons Using PowerPoint
Foothill Farms Junior High School	Shannon Walsh	Prisms On Our Sphere
Foothill Farms Junior High School	denise retter	Introduction to Clay : A PowerPoint Presentation
Jonas Salk High Tech Academy		
Jonas Salk High Tech Academy		Creating Instructional Webpages

Jonas Salk High Tech Academy		Deveoping Teaching Resources for Teachers
Jonas Salk High Tech Academy		Helping Teacher with Tech and Math
Jonas Salk High Tech Academy		History Webpage
Jonas Salk High Tech Academy		Teacher Webpage for Improved Learning
Jonas Salk High Tech Academy	Anne Varanelli	Science Webpage
Jonas Salk High Tech Academy	Benke	Math Helpers to the Rescue
Jonas Salk High Tech Academy	Mr. Gordon	Monitoring Heart Rate - PowerPoint
Jonas Salk High Tech Academy	Mr. Gordon	Mr. Gordons Webpage
Jonas Salk High Tech Academy	Mr. Gordon	Music Podcast
Jonas Salk High Tech Academy	Mr. Reis	Website for Mr.Reis
Jonas Salk High Tech Academy	Mr.Devoto	Jane Shaffer Word
Jonas Salk High Tech Academy	Mr.Gordon	Teacher Web Page
Jonas Salk High Tech Academy	Mr.Q	Designing a Webpage for a PE Teacher
Jonas Salk High Tech Academy	Mr.Resi	Civil War Podcast
Jonas Salk High Tech Academy	Mrs. Dean	Writing Project Using Micro Typing Mac
Jonas Salk High Tech Academy	Mrs. Ortmann	Podcasting and Lesson Planning
Jonas Salk High Tech Academy	Mrs.Ortman	MATH Working With GenYES
Jonas Salk High Tech Academy	Mrs.Ortmann	Social Studies Pod Casting Assignment
Jonas Salk High Tech Academy	Ms Pavlovich	Podcast for PE
Jonas Salk High Tech Academy	Ms. Benke	Science Podcast
Jonas Salk High Tech Academy	Ms. P	Podcasting for Physical Education
Jonas Salk High Tech Academy	Ms. Regina Pavlovich	P.E. Webpage
Jonas Salk High Tech Academy	Ms.Benke	Making a Webpage for Learning
Jonas Salk High Tech Academy	Ms.Benke	Math Using Technology
Jonas Salk High Tech Academy	Ms.Emrey	Math and Technology Integration

Jonas Salk High Tech Academy	Paul Devoto	Web Design for Improved Learning
Jonas Salk High Tech Academy	Paul Devoto	Web Design for Teachers
Jonas Salk High Tech Academy	Pavlovich	Health PowerPoint and Weight Training PowerPoint
Jonas Salk High Tech Academy	Reginia Pavlovich	Website for Ms. Regina Palovich
Jonas Salk High Tech Academy	Terry, Tamar E	Webpages and Learning
Jonas Salk High Tech Academy	[MS.] Benke	Podcasting on Natrual Disasters
Jonas Salk High Tech Academy	daten	Technology Improving Math Instruction
Jonas Salk High Tech Academy	elissa thibault	Technology Integration for an English Teacher
Jonas Salk High Tech Academy	jaycee	Making Web Pages for Teachers
Jonas Salk High Tech Academy	jaycee	Podcasting
Jonas Salk High Tech Academy	mr. Devoto	Homwork Helper
Jonas Salk High Tech Academy	mr. freidman	Math and Technology
Jonas Salk High Tech Academy	paul devoto	Jane Shaffer's Technology in the Classroom
Louis Pasteur Middle School	Mr. Bowker	How to Create a PowerPoint Presentation on Astronomy
Louis Pasteur Middle School	Mr. Desmond	Slope-Intercept Lesson PowerPoint Presentation
Louis Pasteur Middle School	Mr. Desmond	Systems of Linear Equations PowerPoint Presentation
Louis Pasteur Middle School	Mr. Feldmann	PowerPoint Presentation on The Bill Of Rights
Louis Pasteur Middle School	Mr. Hill	Podcast on The Civil War
Louis Pasteur Middle School	Mr. Hill	Structure of the Constitution: A Comic Life Presentation
Louis Pasteur Middle School	Mr. Pollock	Cells PowerPoint Lesson
Louis Pasteur Middle School	Mr. Spencer	PowerPoint - Five Most Important Subjects of History
Louis Pasteur Middle School	Mr. Spencer	PowerPoint Presentation On How To Use Comic Life
Louis Pasteur Middle School	Mrs. Douglas	Autobiography Using iWeb
Louis Pasteur Middle School	Mrs. Douglas	Symbolism and How to use Comic Life
Louis Pasteur Middle School	Mrs. Gonzalez	How to Use iWeb
Louis Pasteur Middle School	Mrs. Gonzalez	Personal Narrative PowerPoint
Louis Pasteur Middle School	Mrs. Lehman-Benz	Character Analysis- A PowerPoint Presentation
Louis Pasteur Middle School	Mrs. Lehmen-Benz	PowerPoint Presentation On Literary Point Of View
Louis Pasteur Middle School	Will Pollock	PowerPoint Presentation on How to use a Green Screen
Martin Luther King Jr., JHS	Enid Hudgins	
Martin Luther King Jr., JHS	Hudgins	Unit 7 Study Guide: A PowerPoint Assignment
Martin Luther King Jr., JHS	Lisa M. Smith	Life in Medieval Japan
Martin Luther King Jr., JHS	Lisa Smith	Buddhism Enlightenment A PowerPoint Presentation
Martin Luther King Jr., JHS	Lisa Smith	Leonardo Da Vinci A PowerPoint Presentation

Martin Luther King Jr., JHS	Lisa Smith	Protestent Reformation
Martin Luther King Jr., JHS	Lisa Smith	The Enlightenment A PowerPoint Presentation
Martin Luther King Jr., JHS	Mr.Johnson	Up-to-date Portfolio
Martin Luther King Jr., JHS	Ms. Gilley	Study Guide PowerPoint Presentation
Martin Luther King Jr., JHS	Ms. Ruth Gilley	PowerPoint Presentation On The Reconstruction Era After The Civil War
Martin Luther King Jr., JHS	Ms.Ruth Gilley	The PowerPoint Explaining Pacs
Martin Luther King Jr., JHS	Racquel Patitz	What we Had Learned this Past Year A PowerPoint Presentation
Martin Luther King Jr., JHS	Raquel Patitz	Jeopardy A PowerPoint Game On
Martin Luther King Jr., JHS	Raquel Patitz	P Sarai Idioms
Martin Luther King Jr., JHS	Ruth Gilley	District Assesment
Martin Luther King Jr., JHS	Ruth Gilley	Life During the Civil War
Martin Luther King Jr., JHS	Ruth Gilley	Life During the Civil War: A Video
Rio Linda JHS	Christina Bickley	Bickley Science Project 2
Rio Linda JHS	Christina Bickley	Hummingbird Migration and Adaptations
Rio Linda JHS	JackMasters	Math Jeopardy PowerPoint Game
Rio Linda JHS	Kathy King	Unit 3 - Reaction & Bonding: A Review
Rio Linda JHS	Kathy King	Unit 7 - Chemistry of Living Thing: A Review
Rio Linda JHS	Marilynne Lucas	Elements of Fiction PowerPoint Presentation
Rio Linda JHS	Marilynne Lucas	Who Want's to be a Millionaire Grammar Review
Rio Linda JHS	Mark Wrinkle	Wrinkle Webpage
Rio Linda JHS	Nicoleta Prisacar	Pre-Algebra Jeporady
Rio Linda JHS	Roberta Blevins	Civil War Jeopardy
Rio Linda JHS	Roberta Blevins	Lewis and Clark PowerPoint Presentation
Rio Linda JHS	Sally Coghlan	Student Technology Letter
Rio Linda JHS	SallyCoghlan	Introductory Video to Rio Linda Junior High School
Rio Linda JHS	Stacey Johnston	PowerPoint Jeopardy Game for the Novel 'Farewell to Manzanar'
Rio Linda JHS	Stacey Johnston	PowerPoint Presentation on Creating a Photostory
Rio Linda JHS	Verdina Godon	Library Jeporady
Rio Linda JHS	Verdina Gordon	Different Elements of the Library
Sylvan Middle School	Jennifer Hutcherson	Astronomy: A Microsoft PowerPoint
Sylvan Middle School	Amy Harris	Poetry Website
Sylvan Middle School	Amy Harris	The Holocaust and the Diary of Anne Frank-A Powerpoint Presentation
Sylvan Middle School	Barbara Kennedy	The Scientific Revolution Website
Sylvan Middle School	Barbara Kennedy	Website On China
Sylvan Middle School	Beatrice tyk	Functions Website
Sylvan Middle School	Cindy Mitchell	The Tower of London: A Website Adventure
Sylvan Middle School	Cynthia Mitchell	Dragonology Web Site
Sylvan Middle School	Dan Brown	Math Tutorials-a Microsoft PowerPoint
Sylvan Middle School	Diann Wesley	The Diary of Anne Frank - A PowerPoint Project
Sylvan Middle School	Dianne Wesley	Word Origins Website
Sylvan Middle School	Donna Bowles	6th Grade Orientation Video

Sylvan Middle School	Gamba	Decades 1860-2007 Website
Sylvan Middle School	Jennifer James	Immigration website
Sylvan Middle School	Jim Shoemake	What is Avid a PowerPoint Presentation
Sylvan Middle School	Karen Patterson	Fractions, Percents, and Decimals, PowerPoint Presentation
Sylvan Middle School	Karen Patterson	Math with a bang using the Internet
Sylvan Middle School	Lori Sindel	Cells PowerPoint
Sylvan Middle School	Lori Sindell	Human Body System: a WebQuest
Sylvan Middle School	Mr. Brown	Mathmaticians Dreamweaver Project
Sylvan Middle School	Mr.Daniel Gamba	First Five American Presidents: A PowerPoint Presentation
Sylvan Middle School	Mrs. Hutcherson	Chemistry, Website
Sylvan Middle School	Mrs. Hutcherson	Chemistry: a Website
Sylvan Middle School	Mrs. James	The Adventures Of Lewis And Clark And The War Of 1812 - A PowerPoint Project
Sylvan Middle School	Mrs. Tyk	Math: Two Step Equations! - a Microsoft PowerPoint Presentation
Sylvan Middle School	Ms.Nancy	Getting Ready for College: a Website
Sylvan Middle School	Nancy Fothergill-Spalding	Career Website
Sylvan Middle School	Richard Shunk	Ratios and Percents PowerPoint
Sylvan Middle School	Shawna Sheean	A Website About Different Art Styles
Sylvan Middle School	Shawna Sheean	The Website on 10 Different Women Artists
Sylvan Middle School	Shunk, Richard	Adding and Subtracting Negative Numbers With Flash and Dreamweaver
Sylvan Middle School	Tom Shaw	English PowerPoint Project : How to Make a PowerPoint Presentation
Winston Churchill Middle School	Hollenbeck	Human Body Systems Lab
Winston Churchill Middle School	Mr. Cole	Winston Churchill DVD Yearbook
Winston Churchill Middle School	Mr. Lorenzo	Nutritional Foods Comic Life Presentation
Winston Churchill Middle School	Mr. Lorenzo	Nutritional Foods on Comic Life
Winston Churchill Middle School	Mr. Michael Dolan	Comic Book Environment Project For Spanish II
Winston Churchill Middle School	Mr. Sherriff	Periodic Table Comic Life
Winston Churchill Middle School	Mr. Unmack	Using Garage Band to Produce a Radio Show
Winston Churchill Middle School	Mrs. Babcock	Using Mobile Labs in Science
Winston Churchill Middle School	Mrs. Breitenbach	Bill of Rights- A WebQuest
Winston Churchill Middle School	Mrs. Manchester	English Project Using Microsoft Word
Winston Churchill Middle School	Mrs. Williams Hood	Technology Integration into Spanish 1
Winston Churchill Middle School	Ms. Hollenbeck	Fingerprinting Lab

Winston Churchill Middle School	Ms. McKune	About Me PowerPoint Presentation
Winston Churchill Middle School	Robin Williams-Hood	Vocabulary Presentation on PowerPoint for Spanish I
Winston Churchill Middle School	Susie Babcock	What's New With Technology?
Winston Churchill Middle School	Walker	Powers of the Supreme Court
Winston Churchill Middle School	jeff darrow	Athletes PowerPoint Presentation
Winston Churchill Middle School	jeff darrow	Athletes and Technology