

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:

Shasta/Cascade EETT

Anderson Middle School, Cascade Elementary School District
Castle Rock Elementary School, Castle Rock Elementary School District
Dunsmuir Elementary School, Dunsmuir Elementary School District
Sisson Elementary School, Mt. Shasta Union ESD
Weed Union Elementary School, Weed Union Elementary

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

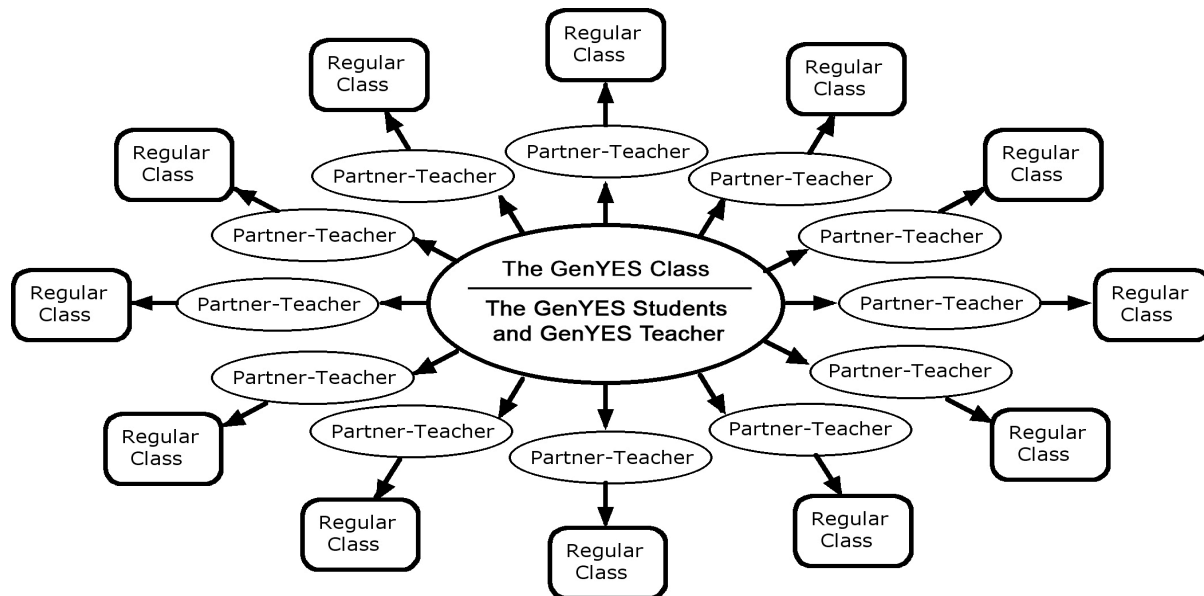
GenYES is a program that uses partnerships between students and teachers to integrate modern computer technologies into the classroom. The program promotes the effective use of educational technology in schools, develops opportunities for student leadership, and fosters a collaborative, learning community 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?	14.0
How many collaborative projects were begun by your students?	8.0
How many projects were completed?	6.0
How many projects were delivered to a partner teacher's class?	6.0

(percentage of approximately 4 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?	50.0	--	25.0	25.0	--
How difficult was it to make good matches between those teachers and your GenYES students?	25.0	--	--	75.0	--
How difficult was it to nurture and manage the working partnerships between your GenYES students and their partner teachers?	--	25.0	50.0	25.0	--
How difficult was it to adjust the class for students and partner teachers with varying levels of expertise with computers?	--	25.0	25.0	50.0	--

(percentage of approximately 4 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.	50.0	50.0	--	--	--
Students have adequate permissions and privileges to use our computer and network resources, e-mail, and the Internet.	--	100.0	--	--	--
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.	--	50.0	25.0	--	25.0
The schedule and administrative structure and processes at our school are flexible enough to allow creative and varied collaboration between students and teachers.	--	25.0	50.0	25.0	--
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.	--	50.0	25.0	25.0	--
GenYES projects are used to support other special initiatives in our school aimed at technology integration, professional development or curriculum development.	--	25.0	50.0	25.0	--

(percentage of approximately 4 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.	50.0	50.0	--	--	--	--
The GenYES model is a good way for students to learn technology skills.	50.0	50.0	--	--	--	--
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	75.0	--	--	--	--
The GenYES central office staff has been responsive and helpful when I have requested assistance.	50.0	25.0	25.0	--	--	--
The GenYES Curriculum Guide has been very useful to me in delivering the course.	--	100.0	--	--	--	--
The GenYES Student Workbook has been very useful to me in delivering the course.	--	50.0	50.0	--	--	--
The GenYES CD has been very useful to me in delivering the course.	--	50.0	50.0	--	--	--
The GenYES Video has been very useful to me in delivering the course.	--	50.0	25.0	--	--	25.0
The GenYES Website has been very useful to me in delivering the course.	50.0	50.0	--	--	--	--
The GenYES online system for registering schools, teachers, classes and students has been easy to use.	75.0	25.0	--	--	--	--
The GenYES online Classroom Management tools have been easy to use and helpful to me in delivering the course.	50.0	50.0	--	--	--	--
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.	--	100.0	--	--	--	--
The online Archive of GenYES collaborative projects has been easy to use and helpful to me in delivering the course.	25.0	75.0	--	--	--	--
We will continue to offer GenYES classes at our school in the future.	25.0	50.0	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.	--	50.0	25.0	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	55.6
Female	44.4

(percentage of approximately 117 reporting)

Table 6 - Participating GenYES Students by Ethnicity

Ethnicity	Percentage of Students
Caucasian	49.1
African American	4.3
Hispanic	19.0
Asian	5.2
Pacific Islander	1.7
Native American/Native Alaskan	9.5
Other	11.2

(percentage of approximately 116 reporting)

Table 7 - Computer Access at Home by GenYES Students

At home do you have access to:	Yes	No
A computer	91.5	8.5
The Internet	82.1	17.9
Send and receive email	65.8	34.2

(percentage of approximately 118 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	47.8	31.3	11.3	5.2	4.3
At school	40.4	43.0	13.2	2.6	0.9

(percentage of approximately 115 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	11.0	13.6	35.6	39.8
Search the Internet	0.9	5.1	12.0	82.1
Send and receive email	11.3	20.0	27.8	40.9
Use PowerPoint or other presentation software	15.3	30.5	36.4	17.8
Troubleshoot basic computer problems	29.7	38.1	21.2	11.0

Use a scanner to digitize a picture	30.8	28.2	23.1	17.9
Use a digital camera	11.0	17.8	25.4	45.8
Create a web page or web site	50.0	22.0	17.8	10.2
Touch-typing at least 15 words/minute	5.9	16.1	35.6	42.4

(percentage of approximately 118 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	55.9	13.6	14.4	5.9	10.2
Language Arts, Reading or English	24.6	14.4	35.6	10.2	15.3
Science	21.2	16.9	40.7	8.5	12.7
Social Studies, Geography or History	28.8	13.6	33.1	11.0	13.6

(percentage of approximately 118 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	9.0	38.5	25.6	11.5	15.4
Search the Internet	3.8	16.7	21.8	17.9	39.7
Send and receive email	34.6	28.2	14.1	3.8	19.2
Use PowerPoint or other presentation software	15.6	16.9	24.7	24.7	18.2
Troubleshoot basic computer problems	31.2	37.7	14.3	10.4	6.5
Use a scanner to digitize a picture	51.3	21.8	14.1	5.1	7.7
Use a digital camera	19.2	35.9	20.5	11.5	12.8
Create a web page or web site	51.9	15.6	7.8	7.8	16.9
Using a keyboard to touch-type at least 15 words/min	14.5	19.7	19.7	13.2	32.9

(percentage of approximately 78 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	42.3	13.2
GenYES student helped other students search the Web for information on a class topic	41.0	5.9
GenYES student developed an educational presentation using PowerPoint, HyperStudio, or other software	76.9	42.6
GenYES student taught technology skills to a teacher	71.8	23.5
GenYES student taught technology skills to other students	55.1	13.2
Other	14.1	1.5

(percentage of approximately 76 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?	28.2	17.9	53.8

(percentage of approximately 39 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.	68.4	15.8	6.6	1.3	7.9
I am proud of my project.	55.3	36.8	--	--	7.9
As a result of my project, other students learned about technology.	25.0	44.7	10.5	1.3	18.4
As a result of my project, other students learned about a subject (e.g. history, math, English, etc.)	46.7	30.7	6.7	1.3	14.7
The feedback about my project proposal I got online was helpful.	39.2	48.6	6.8	--	5.4
My partner-teacher's expectations of me were clear and realistic.	39.2	48.6	6.8	--	5.4
My partner-teacher was able to meet with me regularly.	32.4	37.8	20.3	--	9.5
My partner-teacher and I worked together well as a team.	39.2	44.6	8.1	--	8.1
Overall, GenYES was a good experience.	58.1	32.4	5.4	4.1	--

(percentage of approximately 76 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.	42.6	57.4	--
You use computers for personal business, learning, or fun.	34.0	66.0	--
You use e-mail.	22.7	77.3	--
You use the World Wide Web.	27.7	72.3	--
Your students use computers during your classes.	51.1	44.7	4.3
Your students use computers outside of class to complete assignments for your class.	25.5	70.2	4.3

(percentage of approximately 47 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	55.3	44.7	--
Integrating computers into the curriculum	59.6	40.4	--
Helping students use computers	38.3	61.7	--
Using e-mail	21.3	78.7	--
Using the World Wide Web	21.3	78.7	--

(percentage of approximately 47 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?	34.0	42.6	19.1	4.3

(percentage of approximately 47 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.	66.0	31.9	--	2.1
My student-partner's project was of high quality.	55.3	42.6	--	2.1
I will use the lesson/Web page/presentation with which my student-partner helped in the future.	63.8	34.0	2.1	--
I would like to continue developing or refining this project in the future.	51.1	42.6	6.4	--
Choosing a project was relatively easy.	66.0	31.9	2.1	--

My role as a partner-teacher was clear to me.	59.6	31.9	8.5	--
As a consequence of GenYES, I learned more about technology.	55.3	38.3	4.3	2.1
As a consequence of GenYES, my students learned about technology.	51.1	46.8	2.1	--
As a consequence of GenYES, my students learned about some content area.	57.4	36.2	4.3	2.1
GenYES is a good method for providing support and assistance to teachers as they integrate technology into their classes.	78.7	21.3	--	--
My experience in GenYES this semester will change the way I teach some lessons in the future.	59.6	38.3	2.1	--
I would like to work with another GenYES student in the coming year.	66.0	34.0	--	--
I will continue rebuilding my lesson plans to make more use of educational technology.	57.4	42.6	--	--

(percentage of approximately 47 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.	82.2	17.8	--	--	76.0	--	24.0
Technology facilitates positive changes in classroom teaching and learning practices.	73.9	26.1	--	--	65.2	--	34.8
I want to learn more about using new technologies.	85.1	14.9	--	--	68.0	--	32.0

(percentage of approximately 45 reporting)

Project Category

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

Project Category	Number	Percentage
~Other	31	26.3
Science	30	25.4
Technology	17	14.4
English/Language Arts	16	13.6
Social Studies	12	10.2
Visual Arts	6	5.1
Foreign Language	2	1.7
Music	2	1.7
Math	2	1.7

Project List

Table 21 - Archived Collaborative Projects

School	Partner-Teacher	Project Name
Anderson Middle School	Mr. Ramsey	Jeopardy: The Science of Energy and Elements
Anderson Middle School	Mr. Ramsey	The Expanding American West: A PowerPoint Presentation
Anderson Middle School	Mrs. Evans	Fifth Grade Review of the Revolutionary War With A PowerPoint Jeopardy Game
Anderson Middle School	Mrs. Evans	Jeopardy Game: How Things Work- A Powerpoint Presentation
Anderson Middle School	Mrs. Evans	Jeopardy Game: A Powerpoint Presentation
Anderson Middle School	Mrs. Evans	Jeopardy Project: The Energy of Waves
Anderson Middle School	Robert Ramsey	Jeopardy: The Age of Andrew Jackson
Castle Rock Elementary School	Mr. John Meredith	Jeopardy Game Show Using Microsoft PowerPoint
Castle Rock Elementary School	Mrs. Trish Power-Bearden	Wild Wild Animals: A Slide Show using Microsoft Photo Story 3
Dunsmuir Elementary School		
Dunsmuir Elementary School	Janet Hall	New Books in the Library: School Web Page
Dunsmuir Elementary School	Kale Riccomini	Changes: From Third to Fourth Grade - An iMovie
Dunsmuir Elementary School	Kale Riccomini	School R.U.L.E.S. I-Movie For 4th-8th
Dunsmuir Elementary School	Mr. Belzer	A Presentation and Web Page of our Solar System
Dunsmuir Elementary School	Mrs Davis	Easy learning for Civil War: SMART Board Presentation
Dunsmuir Elementary School	Mrs. Hutchinson	'Seven Continents' - A PowerPoint Project
Dunsmuir Elementary School	Mrs. Ulbrich	Bats: A Microsoft PowerPoint Presentation
Dunsmuir Elementary School	Mrs. Ulbrich	"Whales Learning Activities on the SMART Board."
Dunsmuir Elementary School	Ms. Ulbrich	Whales Learning Activities on the Smart Board
Dunsmuir Elementary School	Pat O'Connor	The Sounds of Sign Language - iMovie
Dunsmuir Elementary School	Patricia O'Connor	Internet video project for Mrs. O'Connor
Dunsmuir Elementary School	Rebeca Franco	Database of Wildlife-database
Sisson Elementary School	Cheryl Hansen-Pigoni	Mrs. HP's 5th Grade Class Web Page
Sisson Elementary School	David Schmidt	Mr. Schmidt's Language Arts Video
Sisson Elementary School	Debbie Depree	Debbie DePree Webpage
Sisson Elementary School	Fred Wichman	Mr. Wichman's Webpage
Sisson Elementary School	Kathleen Sellman	Mrs. Sellman's Webpage
Sisson Elementary School	Mr. Fleishman	Mrs. White's Webpage

Sisson Elementary School	Mr. Fleishman	Sisson Commercial Webpage
Sisson Elementary School	Mr. Savarese	Mr. Savarese's Webpage
Sisson Elementary School	Mr. Causey	Mr. Causey's Home Page
Sisson Elementary School	Mrs. Briody	Mrs. Briody's Web Page
Sisson Elementary School	Mrs. Reinig	Mrs. Reinig's Webpage
Sisson Elementary School	Mrs. Reinig	U.S. History PowerPoint Jeopardy
Sisson Elementary School	Mrs. Snell	School Rules Movie
Sisson Elementary School	Mrs. Tinsman	Mrs. Tinsman Website
Sisson Elementary School	Mrs. Huhtala	Jeopardy PowerPoint Presentation
Sisson Elementary School	Sisson School Instructors	Helping Students and Teachers Make Web Pages
Sisson Elementary School	wilde	Mrs. wilde webpage
Weed Union Elementary School	Kathy Emerson	'Introducing Weed Elementary School-An iMovie Project'
Weed Union Elementary School	Miss Kelso	Ancient Chinese SMART Board Lessons
Weed Union Elementary School	Mr. Alvarado	Egypt The Great-PowerPoint Presentation
Weed Union Elementary School	Mr. Alvarado	Van Gogh SMARTBoard Lesson
Weed Union Elementary School	Mr. Miller	Rhyming Words for Kindergarteners: A SMART Board lesson.
Weed Union Elementary School	Mrs. Blanchard	Halloween Microsoft PowerPoint Art
Weed Union Elementary School	Mrs. Coots	Central Mexico: A Microsoft PowerPoint Presentation
Weed Union Elementary School	Mrs. Cummings	Hinduism SMART Board Lesson
Weed Union Elementary School	Mrs. Frisbie	Bugz on PowerPoint
Weed Union Elementary School	Mrs. Frisbie	SMARTBoard Lesson Fossils
Weed Union Elementary School	Mrs. Jensen/Mrs. Williams	SMARTBoard Project
Weed Union Elementary School	Mrs. Mazzei	Eighth Grade Web Page
Weed Union Elementary School	Mrs. Moyer/Mrs. Dillon	PowerPoint Presentation
Weed Union Elementary School	Mrs. Siegel	Latino Culture SMART Board Lesson
Weed Union Elementary School	Mrs. Siegel/Mrs. Rizzo	Student Biographies: A Slide Show Presentation
Weed Union Elementary School	Mrs. West	Poetry - A PowerPoint Presentation
Weed Union Elementary School	Mrs. Coots	SMARTBoard Project on the Periodic Table, Atoms, and Molecules.
Weed Union Elementary School	Mrs. Williams/Mrs. Jensen	Geographical Plant Comparison-A Microsoft PowerPoint Slideshow
Weed Union Elementary School	Mrs. preston	Behavior Management Class with Mrs. Preston-A Microsoft PowerPoint Slide Show

Weed Union Elementary
School

Ms. Dillon-Mrs. Moyer

Our SMART Board Water Cycle Project