

Generation Y Student Data Text Fields

Teacher Follow-Up Survey

Please describe any particular difficulties or problems you encountered in teaching this Generation Y class...?

District:

School: Georghe Wythe High School

Since our program got off to a rather late start it was rather difficult to have students constantly work on their projects while concentrating on passing the Standards of Learning test for the State of Virginia.

School: Warrensburg Central

Elementary Students demonstrated difficulty in matching their project to specific Learning Standards. This concept takes more time than we had for the program.

District: **Albany Diocese School District**

School: St. Clements Catholic

The most difficult part of running a GEN Y class is keeping the partner teachers actively involved in the projects. This has always been difficult.

School: St. Mary's Academy

Time is a major factor with the class. It can take much more time than a traditional period class.

District: **Ashland School District**

School: Ashland Middle School

We just had a few scheduling problems and problems dealing with sports and conflicts.

District: **Bayfield School District**

School: Bayfield School

We are a real small school and (two classrooms). One of our partner teachers was in other physical location. Setting up and arranging meeting times was difficult. The manual was very difficult to use. Directions to some of the web sites were vague and lots of time was spent trying to find information.

District: **Bering Strait School District**

School: Tri Valley School

District: Bering Strait School District

School: Tri Valley School

Some teachers weren't good at following through and working with thier students. They felt that it was all up to the Gen-Y teacher to do.

District: Bethel School District

School: Spanaway Junior High School

Getting teachers and students on the same page,; keeping reliable internet access and track of all the registrations through the gen y site and the epals site took a lot of time

The skill level of this group was lower than those in years past. I don;t really know why.

District: Bishop Kelly

School: Bishop Kelly High School

Getting responses from the partner teachers. Sometimes the students had to e-mail or go to a teacher's classroom several times to get an answer or a meeting time.

District: Calloway County School District

School: Calloway County Middle School

There was limited time to meet after school with everyone at the same time.

District: Cambridge Central School District

School: Cambridge Central School

Our calss was awesome!

District: Canev Valley USD 436

School: Lincoln Memorial Elementary School

Our elementary students are behind in computer skills. A lot of their "school" computer class has been game type programs and it was hard to get them to "want to work". On the other hand, we have a high percentage of teachers that are nearing retirement and "thought these kids would just come in and make a PowerPoint for them"! Some of the teachers just don't see technology as the tool it can be.

District: Cincinnati Public Schools

School: Crest Hills Elementary School

District: Cincinnati Public Schools

School: Crest Hills Elementary School

There were some difficulties in communication with partner teachers. They committed to work on the project, but became overwhelmed by job issues and packing up their rooms in preparation for a move to a new location, as well as searching for new teaching positions for next year.

School: Hughes Center High School

The biggest concern I had in the first semester class was getting teachers to follow through with time commitments. Many of the teachers in our program are rather over extended and bite off more than they can choose. One teacher went so far as to change a gen y student's whole project. Intervening in those situations always proves to be quite difficult.

Timing, getting teacher and students together on a regular bases.

District: Clover Park School District

School: Southgate Elementary School

Most of the partner-teachers this year were new to GenY. A great deal of time was spent on acquainting them with the program. Also, we chose a different presentation tool this year. This also took more time for teachers and students to learn.

District: Colville School District

School: Colville Junior High School

Some students did not do the contact with teacher, so project were weak.

District: Dearborn Heights Sch Dist 7

School: Annapolis Sr. High School

Students who were placed in the class that did not want to be there. They seemed reluctant to work with the teacher.

School: Oakley W. Best Middle School

Technological problems within our school was very frustrating.

School: Pardee Elementary School

The biggest difficulty this year was the brand new hardware in the labs and some of the technical problems with new equipment. The other issue was that some of the teachers had difficulty narrowing the idea down to one lesson. I was only in the building for one-half day a week so it did take quite a while to coordinate between the students and teachers.

School: Polk Elementary School

District: Dearborn Heights Sch Dist 7

School: Polk Elementary School

Since this is a pull out class in the school, some of the teachers did not want to send their students every week. The new technology and some of the problems related to installation caused difficulty getting the projects completed on time.

District: Denali Boro School Distirct

School: Dublin Elementary School

Felt rushed to get through the curriculum. Next time I will spend more time on projects and select curriculum to match the projects -- not worry about coverage but quality of coverage on selected units.

Our Gen Y project was a collaboration between two classes: the high school Gen Y class and the third grade class.

District: Drummond Area SD

School: Drummond Elementary School

modify curriculum for elementary students - improve access to the web site

District: Dublin Unified School District

School: Wells Middle School

1. It was a one semester class offered 4 days a week. It looked okay on paper, but required too much time. 2. Students dropped the class instead of completing the PORT.

District: Ell-Saline Unified School District 307

School: El Saline High School

None

District: Ferndale School District

School: Ferndale High School

I had to sacrifice one planning period every other day to teach this course with college students involved. This physically and mentally wiped me out.

I have had to fill this survey out twice.

District: Grandview School District

School: A.H. Smith Elementary School

The hardest part was keeping everyone coming all year to an after school or before school program. That's a lot of time! We also ran into roadblocks when we were ready to present to classes when the computer rooms were used exclusively for testing (MAP) for all 3 elementary schools for over 3 weeks. We really lost steam then. That shouldn't be a problem in the future however. We were the only school with an online computer room.

District: Hartford Central School District

School: Hartford Central

Being my third year, I really didn't have difficulty. In fact, this is my first year working with middle-school aged students, and I enjoyed it the most. I also took a full year to work with them rather than a semester, which helped a great deal.

District: Hayward Community School District

School: Hayward Intern. School

Hard to find time to meet with partner teachers or to have geny students and teachers meet. Curriculum was a little over their heads. They were 4th and 5th graders.

District: Herndon School USD 317

School: Herndon

None

District: Lake Washington Public Schools

School: Rose Hill Junior High School

I've been teaching Gen YES for a while, so it seems to run very smoothly. The new PORT feature is a TREMENDOUS enhancement.

District: Maple School District

School: Northwestern Middle School

It was difficult getting all the students at one time to stay after school. Many of the students participated in other activities during the school year.

District: Mellen School District

School: Mellen School

I had difficulty finding time to meet with partner teachers.

District: **Milken Community Schools**

School: **Milken Community High School**

I just need to get more kids into the class next time.

District: **Minerva Central**

School: **Minerva Central**

Their simply is not time for me to complete each unit. I am only able to meet with my class twice a week for 45 minutes. In order for them to have time to complete their projects we had to skip some units. Luckily my class is already familiar with many of the topics covered in the units.

District: **North Thurston School District**

School: **Meadows Elementary School**

The loss of students who started but then were unwilling to follow-through on the work.

District: **Northwood School District**

School: **Northwood School**

Not receiving the necessary cooperation from our district administrator.

District: **Olympia School District**

School: **Boston Harbor Elementary School**

When partner teachers are not compensated for their time with students I am very hesitant to ask them for much of their time.

School: **Jefferson Middle School**

School: **McKinnev Elementary School**

The Gen www.Y experience in an elementary school is not a clean, one-lesson occurrence. Typically, the Gen www.Y students are very involved with their partner-teachers as well as with their classroom teachers in troubleshooting, mentoring students and teachers, and helping integrate technology throughout each day and the entire year. Without a computer lab setting and with these very busy and involved students, it is always a challenge to pull together the final pieces of the Gen www.Y projects (those activities which we really do write up!) at the end

School: **Pioneer Elementary School**

District: Olympia School District

School: Pioneer Elementary School

the port is still very difficult for young students -- teachers almost spend more time helping match state standards than they spend learning new technology from the gen y students.

District: Park Falls School District

School: Lincoln Jr. High School (Park Falls)

Because this is an after-school program and the students don't receive credit for it, it was somewhat difficult recruiting students who are interested and not in sports or other extra-curriculars. The other problem is that our school district (especially the junior high) is lacking on the technology end of things. We didn't have enough computers in one room for my 4 students to use that all have internet access, powerpoint, publisher, and various other software that was needed by the students. We managed, but it was a challenge.

District: Pe Ell School District

School: Pe El High School

Lack of interest by partner teachers, lack of technology skills by students. This was a very limited knowledge class, probably not appropriate for a gen-y project.

District: Phillips School District

School: Phillins Middle School

Lack of students. It appeared that many of our students were busy with other after school activities.

District: Private Schools (St. Thomas/St. John)

School: Sts. Peter & Paul High School

Lack of ready access to internet. Frequent break-dowds of VI ACCESS.

District: Solon Springs School District

School: Solon Springs School

Getting kids to finish there projects.

District: South Brown County 430

School: Everest Middle School

As a first time teacher, it was frustrating having the curriculum guide two days before class started, and many of the other materials, mauch later. Also a few problems arose that I need to solve such as meeting times for teachers and staff and setting up deadlines to have things done. Never receives student workbooks

District: **Triplains USD 275**

School: **Triplains USD 275**

None. Teachers were agreeable and interested in making presentations more effective in classroom.

District: **USD 405 Lyons**

School: **Lyons Middle School**

We had difficulty maintaining communication with our Partner/Teachers. The students would email them questions and it might take days to get an answer. That was disappointing to me. Another situation was that we ran out of time.

Maybe we bit off more than we needed for this year. We had a problem running out of time finishing our projects. My students were extremely particular about their projects. They spent hours making them the best they could be. They came in extra time before and after school to finish them. We completed everything, but were very rushed at the end. Also, I didn't realize until late in the semester that since they were 8th graders, they got out of school a week earlier. experienced difficulty in using some of the on-line materials. I found many of

District: **Vallivue School District**

School: **Vallivue High School**

We had a very low response from cooperating teachers this year. I even made a presentation at a faculty meeting that introduced the staff to my students, but the interest wasn't there. Finally, I just told the students to ask the teachers they like if they could do a project for them, and eventually they all had something to do.

The teachers just weren't as into being involved as they have been in the past, so it was difficult to find partner teachers. I had to scramble to find people to participate.

School: **Vallivue Middle School**

It became difficult for teachers to meet more than 2 times with the students.

It was difficult with all the Thursdays of school cancelled or that we had holidays. We missed quite a few days so it was hard to make the deadline.

District: **West Linn - Wilsonville**

School: **Boones Ferry Elementary School**

Having one group for an entire year at the elementary level had some challenges. For most students, meeting three hours a week was fine, but for the less motivated who were paired with busy partner-teachers, it became a challenge in the spring to keep them active while others were hard at work on more intricate projects.

District: **Whitehall Central School District**

School: **Whitehall Jr/Sr. High School**

District: Whitehall Central School District

School: Whitehall Jr/Sr. High School

This was difficult as I scheduled the Gen Y class after school every Monday and Wednesday. Other activities, sports practices and faculty meeting were scheduled with little or no concern for my class. These conflicts created a situation where I needed to reteach some topics many times. This problem may be solved this year as I am teaching the Gen Y class on opposite days of my biology lab classes. The only problem that I foresee is one where few students may be available to attend class. Conversely, more students may attend Gen Y as it does not conflict

District: Wichita Public Schools 259

School: Allison Traditional

Some students felt they were finished after the first run through the projects. It was hard to convince this was the first draft.

School: Heights High School

One of the most challenging parts of the course was finding times for the students and their partner teachers to meet.

We worked with an elementary school this semester. We had some problems finding times that we could meet together.

District: Winter School District

School: Winter School

The handbook was boring to the students. Next year, I will get them started on their projects the very first day and incorporate the genyees handbook as needed. I will also incorporate mini-projects for the students to familiarize them with equipment and technology.
