

**GENERATION**



# Generation Y

## 2003-2004 Evaluation Data

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

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This report includes data from the following schools:

### **Area IV - Illinois Regional Service Center - Area IV**

Chiddix Junior High School, Normal  
Edison Middle School, Champaign  
Fisher Grade School, Fisher  
Garfield Elementary, Danville  
Heritage High School, Broadlands  
Herrick Grade School, Herrick  
Iroquois West Middle School, Onarga  
JW Eater Jr. High School, Rantoul  
LeRoy Jr/Sr High School, LeRoy  
Milford Grade School, Milford  
Ridgeview Jr/Sr High School, Colfax  
St. Joe-Ogden High School, St. Joseph  
Sullivan Middle School, Sullivan  
Thomasboro Grade School, Thomasboro  
Urbana Middle School, Urbana  
Westville High School, Westville

## **Generation Y Evaluation Results**

The following report contains data generated from the Generation Y class or classes recently delivered in your school, district, or region. Depending on how your Generation Y programs were funded, the data may represent a single school, multiple schools within a district, or some other grouping of schools on a regional or statewide basis. This report has been prepared by the Evaluation Program of the Northwest Regional Educational Laboratory as part of the suite of services provided to your school(s) by Generation YES.

All of the information contained in this report is collected through a variety of online surveys and forms provided by the Generation Y website, including the following:

- Pre- and post-surveys completed by participating Gen Y students,
- Titles of collaborative projects undertaken by Gen Y students and their partner-teachers,
- Surveys completed by Gen Y partner-teachers at the end of the each class, and
- Surveys completed by Gen Y teachers at the end of each class.

It should be noted that this report makes no attempt to evaluate the quality or significance of specific projects completed by teams of Gen Y students and their partner-teachers. A meaningful assessment of the overall impact of your Gen Y program should consider the contents of this report in combination with a local evaluation of how the Gen Y program has been used to support teaching and learning in your particular context.

We hope you find this information to be of interest and value. Generation Y's intended purpose is to assist with the effective integration of technology in teaching and learning, while engaging students in constructive, meaningful activities that support teachers and other members of the school community. The information presented here will hopefully provide you with a snapshot of those activities, as well as an appreciation for how those activities support technology integration and student engagement in your schools. In addition to this 'localized' report, a national report summarizing program data from across the nation is also available on the [Generation YES website](#). Interesting similarities and differences may be discerned by comparing data and information from individual schools or regions with national data.

### **Overview of Generation Y**

The core of Generation Y is the establishment of collaborative partnerships between students and teachers, with the express purpose of facilitating the integration of modern digital technologies in the practice of teaching. Gen Y promotes the effective use of educational technology in schools, provides opportunities for meaningful student engagement and leadership, and fosters the establishment of a true learning community by blurring the distinctions between teachers and learners. Rather than teaching technology skills to teachers in the hope that they will use those skills to improve their teaching, Generation Y trains students to form working partnerships with their teachers in order to positively impact teaching, learning, and school culture. Students become agents of change, assuming responsibility for helping to improve the availability and use of customized educational resources.

Generation Y students learn technology skills with an emphasis on applying those skills to a real-world problem: helping teachers use technology to deliver more engaging and effective lessons. Students and their partner-teachers learn how telecommunications tools, the World Wide Web, digital media, presentation tools, global positioning systems, and other emerging technologies can enhance lessons and curriculum units. Gen Y students have the additional opportunity, through working with their partner-teachers, to develop an appreciation of sound pedagogical practice, including: (a) the identification of learning objectives; (b) the consideration of assessment strategies; and (c) the alignment of projects with state or local curriculum standards.

Gen Y students are paired, either individually or in teams, with a partner-teacher or other school staff member. Initial team meetings are held to decide upon a lesson, curriculum unit, or other school need that might be addressed through a technology enriched, collaborative project. The Gen Y student then takes primary responsibility for the “nuts & bolts” technology components of the project, while the teacher ensures content accuracy and pedagogical appropriateness. The resulting projects are then used in the partner-teacher’s regular classroom, or in the library, administrative offices, etc. Through this model, educators receive targeted, individualized support as they improve their skills in using and integrating new instructional technologies. Students learn technology, communication, collaboration, and project management skills in an authentic, personally meaningful context. Many then go on further extend their skills through more advanced school or community service projects.

The Generation Y program was originally developed, beginning in 1996, in the Olympia (Washington) School District, funded by a five-year award from the U.S. Department of Education’s Technology Innovation Challenge Grant program. In addition, numerous state and local grants, as well as corporate sponsorships, have supported the development of the instructional model and materials, enabling the dissemination of the model to schools beyond Olympia. Currently, Gen Y classes are provided through the Generation YES organization to schools nationwide. The program provides a model that can be tailored to fit a wide range of grade levels, technology infrastructures, scheduling requirements, interests, and skill levels of participating students. In the summer of 2000, the program was awarded a rare “Exemplary” rating by the department’s Expert Panel on Educational Technology, a distinction limited to only two of 134 evaluated programs.

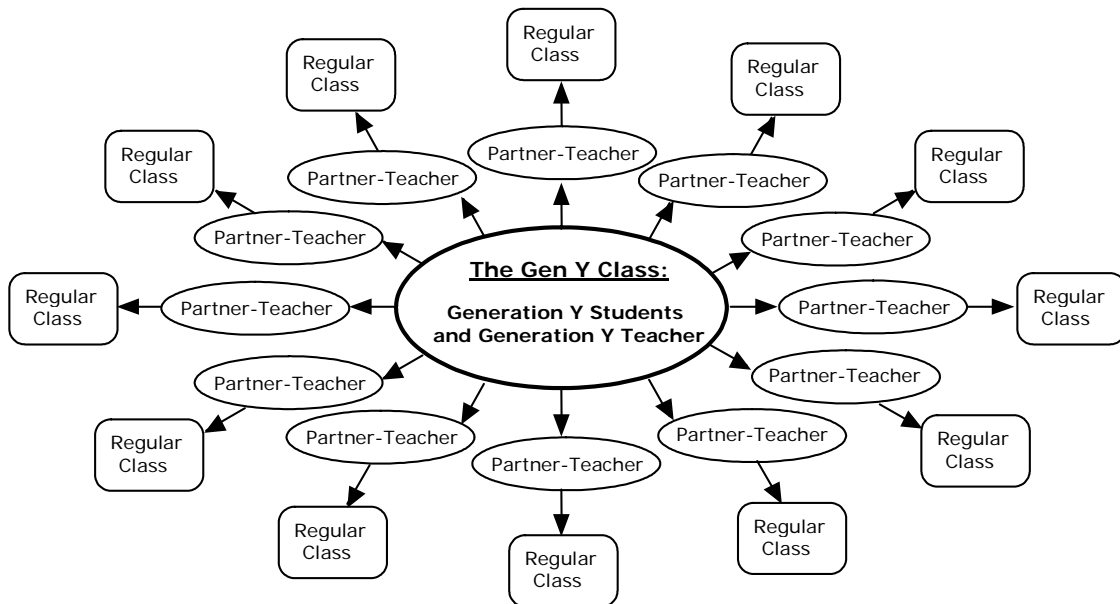
Data from the nationwide project indicate that Generation Y can be an effective alternative for schools wishing to further integrate technology into their regular curriculum offerings while increasing their use of project-based, student-centered learning practices. The model provides individualized support for educators seeking to increase their integration of instructional technologies without becoming sidetracked from their primary professional responsibilities—building and delivering effective curriculum lessons and units. Gen Y achieves this by providing students with the skills and opportunity to act as responsible partners with their teachers in creating new curriculum materials and developing new teaching and learning practices.

Participating teachers and students have consistently reported that their involvement in Generation Y afforded them an excellent opportunity to improve their basic technology skills while developing more advanced abilities to integrate technology into standards-based lessons, projects, and curriculum units. Both teachers and students report that they have gained valuable experience developing their skills in technology use, collaboration, project management, and information literacy, while contributing to the improvement of their schools. Most have found the Gen Y approach to be an effective professional

development strategy for teachers, as well as an effective means to increased student engagement, learning, and leadership.

For those unfamiliar with Generation Y, the term “partner-teacher” refers to classroom teachers who are paired with a Gen Y student. These teams then collaborate in the development and delivery of a lesson or unit, incorporating modern digital technology, to the partner-teacher’s class(es). The term “Generation Y teacher” refers to the individual who delivers and manages the Gen Y class, working with *all* Gen Y students in a school. The Gen Y teacher guides student acquisition of new skills and knowledge through the course activities, and provides supportive assistance as students develop their collaborative projects. The Gen Y teacher also helps facilitate and support the relationships between Gen Y students and their partner-teachers. The core of the model is the Gen Y class and the collaborative projects developed by Gen Y students and their partner-teachers for delivery to students in the partner-teacher’s class, as depicted in Figure 1.

**Figure 1. The Generation Y Class**



Generation YES provides fully participating schools with the following:

- A training workshop for the Generation Y teacher(s) and selected students
- Course materials, including curriculum guides, student workbooks, videos, CDs, etc.
- Access to online resources and consultants for the development of student projects
- Access to the searchable database of previous student projects
- Data collection and reporting services to monitor program outcomes

The program includes a series of online surveys and online project documentation facilities for Generation Y teachers, Generation Y students, and the Partner Teachers who work with the Generation Y students. Data from these sources, collected during the 2003-2004 school year, are presented in the tables on the following pages.

## Generation Y Teacher Reports

At the close of each Generation Y class, teachers are asked to complete an online report that includes questions about the collaborative projects involving their students and partner teachers from their school, the technical and administrative infrastructure in their school, and their ratings of the usefulness of the GenY model, curriculum components, online services, etc. The tables in this section provide a summary of their responses.

**Table 1**  
**Average Numbers of Generation Y Students and Collaborative Projects**

Generation Y Teacher Survey Question	Average in classes
How many students completed your GenY class?	9.6
How many collaborative projects were begun by your students?	8.6
How many projects were completed?	8.6
How many projects were delivered to a partner teacher's class?	5.4

**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?	0.0	14.3	50.0	21.4	14.3
How difficult was it to make good matches between those teachers and your Generation Y students?	7.1	0.0	57.1	28.6	7.1
How difficult was it to nurture and manage the working partnerships between your GenY students and their partner teachers?	0.0	42.9	42.9	14.3	0.0
How difficult was it to adjust the class for students and partner teachers with varying levels of expertise with computers?	7.1	14.3	57.1	14.3	7.1

(percentages of approximately 14 reporting)

**Table 3**  
**Infrastructure and Administrative Context**

	<b>Strongly Agree</b>	<b>Mostly Agree</b>	<b>Mixed</b>	<b>Mostly Disagree</b>	<b>Strongly Disagree</b>
The computer and network infrastructure at our school is adequate.	42.9	42.9	7.1	0.0	7.1
Students have adequate permissions and privileges to use our computer and network resources, e-mail, and the Internet.	35.7	28.6	14.3	21.4	0.0
Our teachers are enthusiastic about the Generation Y model, in which they work in partnership with students to create curriculum and instruction materials and projects for other students to use.	14.3	42.9	42.9	0.0	0.0
The schedule and administrative structure and processes at our school are flexible enough to allow creative and varied collaboration between students and teachers.	7.1	35.7	35.7	14.3	7.1
Generation Y is viewed in our school as a serious professional development and technical support model for teachers who want to integrate technology in their classrooms.	0.0	42.9	28.6	21.4	7.1
Generation Y projects are used to support other special initiatives in our school aimed at technology integration, professional development or curriculum development.	7.1	21.4	50.0	14.3	7.1

(percentages of approximately 14 reporting)

**Table 4**  
**Generation Y Teacher Ratings of Success and Impact**

	<b>Strongly Agree</b>	<b>Mostly Agree</b>	<b>Mixed</b>	<b>Mostly Disagree</b>	<b>Strongly Disagree</b>	<b>No Opinion</b>
The GenY model is a good way to help teachers integrate technology in their classrooms.	57.1	42.9	0.0	0.0	0.0	0.0
The GenY model is a good way to make school more engaging and meaningful to students.	57.1	42.9	0.0	0.0	0.0	0.0
The GenY model is a good way for students to learn technology skills.	57.1	28.6	14.3	0.0	0.0	0.0
The GenY model is a good way for students to practice solving real-world problems.	42.9	50.0	7.1	0.0	0.0	0.0
The GenY training I received was adequate to prepare me to teach this course.	7.1	42.9	28.6	14.3	0.0	7.1
The GenY central office staff has been responsive and helpful when I have requested assistance.	57.1	35.7	7.1	0.0	0.0	0.0
The GenY Curriculum Guide has been very useful to me in delivering the course.	28.6	42.9	21.4	0.0	0.0	7.1
The GenY Student Workbook has been very useful to me in delivering the course.	35.7	21.4	28.6	7.1	0.0	7.1
The GenY CD has been very useful to me in delivering the course.	7.1	42.9	35.7	7.1	0.0	7.1
The GenY Video has been very useful to me in delivering the course.	14.3	28.6	28.6	21.4	0.0	7.1
The GenY Website has been very useful to me in delivering the course.	42.9	42.9	14.3	0.0	0.0	0.0
The GenY online system for registering schools, teachers, classes and students has been easy to use.	57.1	42.9	0.0	0.0	0.0	0.0
The GenY online Classroom Management tools have been easy to use and helpful to me in delivering the course.	42.9	50.0	0.0	7.1	0.0	0.0
The GenY online Project Proposal, Feedback and Final Report system for students has been easy to use and helpful to me in delivering the course.	28.6	50.0	14.3	7.1	0.0	0.0
The online Archive of GenY collaborative projects has been easy to use and helpful to me in delivering the course.	23.1	38.5	30.8	7.7	0.0	0.0
We will continue to offer Generation Y classes at our school in the future.	28.6	7.1	35.7	14.3	7.1	7.1
I would be willing to serve as a trainer for teachers in my region who want to begin Generation Y programs in their schools.	7.1	35.7	14.3	7.1	14.3	21.4

(percentages of approximately 14 reporting)

## Student Preliminary Survey Results

Students complete a preliminary survey when they register for the the Generation Y class. The survey includes demographics as well as questions about access to computers and the internet, current skill levels and prior use of digital tools. This information is summarized in the next set of tables.

**Table 5**  
**Participating Generation Y Students by Gender**

Gender	Percentage of Students (of 193 reporting)
Male	45.1
Female	54.9

**Table 6**  
**Participating Generation Y Students by Ethnicity**

Ethnicity	Percentage of Students (of 194 reporting)
Caucasian	79.9
African American	9.8
Hispanic	4.1
Asian	0.5
Pacific Islander	0.0
Native American/Native Alaskan	1.0
Other	4.6

**Table 7**  
**Computer Access at Home by Generation Y Students**

At home do you have access to:	Yes	No
A computer	92.8	7.2
The Internet	88.7	11.3
Send and receive email	80.9	19.1

(percentages of approximately 197 reporting)



**Table 8**  
**Frequency of Computer Use by Generation Y Students at Home and School**

<b>How often do you use a computer?</b>	<b>Almost every day</b>	<b>At least once a week</b>	<b>Once or twice a month</b>	<b>Once or twice a semester</b>	<b>Never or don't have access</b>
At home	66.1	22.8	4.8	1.6	4.8
At school	46.8	42.6	5.3	3.7	1.6

(percentages of approximately 195 reporting)

**Table 9**  
**Student Experience With Computer and Technology Prior to Participating in Generation Y**

<b>How much experience have you had with the following:</b>	<b>None</b>	<b>Just a little</b>	<b>Some</b>	<b>A lot</b>
Use word processing software	8.8	19.1	28.9	43.3
Search the Internet	1.5	4.1	17.9	76.4
Send and receive email	10.8	12.3	24.1	52.8
Use PowerPoint or other presentation software	17.9	20.0	28.7	33.3
Troubleshoot basic computer problems	43.1	26.2	19.0	11.8
Use a scanner to digitize a picture	37.8	21.2	23.8	17.1
Use a digital camera	26.3	13.9	32.0	27.8
Create a web page or web site	41.5	23.3	24.4	10.9
Touch-typing at least 15 words/minute	14.1	15.7	20.9	49.2

(percentages of approximately 194 reporting)

**Table 10**  
**Frequency of Computer Use in Classes**

<b>In the classes you took last semester/quarter, how often were computers used by you or your teachers?</b>	<b>Computers were never used</b>	<b>Computers were used once</b>	<b>Computers were used a few times</b>	<b>Computers were used about once per week</b>	<b>Computers were used several times per week</b>
Math	66.1	12.0	11.5	2.1	8.3
Language Arts, Reading or English	28.0	5.7	35.8	15.5	15.0
Science	37.8	10.9	28.5	13.5	9.3
Social Studies, Geography or History	35.6	16.0	26.3	10.8	11.3

(percentages of approximately 192 reporting)

## Student Outcomes

Just before the class is over, students are prompted to complete a second online survey. Questions include how much practice students gained in various skill areas, what kind of collaborative projects were built, and how students rated their projects on several dimensions. The tables below summarize the outcomes reported by students.

**Table 11**  
**Practice Gained in Computing Skills by Generation Y Students**

<b>During your work this semester as a Generation Y student, how much practice and experience did you get:</b>	<b>None, I didn't do this at all</b>	<b>Just a little; 2 hours or less</b>	<b>Some; 2 to 10 hours</b>	<b>Quite a bit; 10 to 20 hours total</b>	<b>A lot; more than 20 hours total</b>
Using a keyboard to touch-type at least 15 words/min	20.6	20.6	9.3	18.7	30.8
Using word processing software	9.3	35.2	4.6	13.0	13.9
Searching the Internet	0.9	12.0	17.6	25.0	44.4
Sending and receiving e-mail	13.0	25.9	23.1	16.7	21.3
Using PowerPoint or other presentation software	22.2	17.6	19.4	22.2	18.5
Troubleshooting basic computer problems	37.4	34.6	12.1	7.5	8.4
Using a scanner to digitize a picture	45.4	24.1	14.8	9.3	6.5
Using a digital camera	33.3	23.1	18.5	8.3	16.7
Creating a Web page or Web site	25.9	16.7	21.3	11.1	25.0

(percentages of approximately 111 reporting)

**Table 12**  
**Types of Collaborative Projects Built By Students and Partner Teachers**

<b>Project Type</b>	<b>Percentage of projects that included this component:</b>	<b>Percentage of projects that were mainly focused on this component:</b>
GenY student created or updated a Web page that was used by my partner teacher's class	44.0	28.0
GenY student helped other students search the Web for information on a class topic	46.0	7.0
GenY student developed an educational presentation using PowerPoint, HyperStudio, or other software	71.0	40.0
GenY student taught technology skills to a teacher	76.0	11.0
GenY student taught technology skills to other students	54.0	7.0
Other	14.0	7.0

(percentages of approximately 100 reporting)

**Table 13**  
**Delivery of Collaborative Projects**

	<b>Only Me</b>	<b>Only my Partner Teacher</b>	<b>Both of Us Together</b>
When the lesson was delivered to your partner-teacher's class, who taught the class that day?	15.4	37.2	47.4

(percentages of approximately 78 reporting)

**Table 14**  
**Student Self-Assessments of Their Collaborative Projects**

<b>Mark the answer that best describes your experience in Generation Y:</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Not sure, N/A</b>
I completed my project.	67.6	21.3	2.8	0.9	7.4
I am proud of my project.	55.6	35.2	0.9	2.8	5.6
As a result of my project, other students learned about technology.	22.2	35.2	10.2	2.8	29.6
As a result of my project, other students learned about a subject (e.g. history, math, English, etc.)	38.9	28.7	9.3	3.7	19.4
The feedback about my project proposal I got online was helpful.	29.0	31.8	9.3	2.8	27.1
My partner-teacher's expectations of me were clear and realistic.	39.8	43.5	1.9	1.9	13.0
My partner-teacher was able to meet with me regularly.	34.6	44.9	12.1	3.7	4.7
My partner-teacher and I worked together well as a team.	43.0	43.0	4.7	0.9	8.4
Overall, Generation Y was a good experience.	54.6	34.3	1.9	4.6	4.6

(percentages of approximately 108 reporting)

## Partner-Teacher Outcomes

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

**Table 15**  
**Self-Assessed Change In Computer Use by GenY Partner Teachers**

<b>How has the frequency of the following changed as a result of your involvement with Generation Y?</b>	<b>More Frequently</b>	<b>Same Frequency</b>	<b>Less Frequently</b>
You use computers to prepare for class, maintain class records, or do other school-related work.	36.1	63.9	0.0
You use computers for personal business, learning, or fun.	23.3	76.7	0.0
You use e-mail.	18.0	80.3	1.6
You use the World Wide Web.	32.8	67.2	0.0
Your students use computers during your classes.	30.0	66.7	3.3
Your students use computers outside of class to complete assignments for your class.	27.1	64.4	8.5

(percentages of approximately 73 reporting)

**Table 16**  
**Self-Assessed Change In Partner Teachers' Comfort Using Technology**

<b>How has your comfort level with the following changed as a result of your involvement with Generation Y?</b>	<b>More comfortable</b>	<b>Same level of comfort</b>	<b>Less comfortable</b>
Using computers	26.2	73.8	0.0
Integrating computers into the curriculum	41.7	58.3	0.0
Helping students use computers	31.0	69.0	0.0
Using e-mail	11.5	88.5	0.0
Using the World Wide Web	21.7	78.3	0.0

(percentages of approximately 73 reporting)

**Table 17**  
**Time Spent by Partner Teachers on Collaborative Projects**

	<b>2 hrs or less</b>	<b>3-5 hours</b>	<b>5-8 hours</b>	<b>&gt; 8 hours</b>
<i>Partner Teachers:</i> How much time, in total, did you spend working with your GenY student this semester?	32.8	44.3	11.5	11.5

(percentages of approximately 73 reporting)

**Table 18**  
**Partner Teacher Evaluations of the Generation Y Experience**

<b>Please indicate your level of agreement with each of the following:</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
My student-partner completed his or her project.	68.9	31.1	0.0	0.0
My student-partner's project was of high quality.	61.7	31.7	6.7	0.0
I will use the lesson/Web page/presentation with which my student-partner helped in the future.	49.2	39.0	11.9	0.0
I would like to continue developing or refining this project in the future.	36.7	60.0	3.3	0.0
Choosing a project was relatively easy.	50.0	43.3	6.7	0.0
My role as a partner-teacher was clear to me.	43.3	51.7	5.0	0.0
As a consequence of Generation Y, I learned more about technology.	37.7	47.5	13.1	1.6
As a consequence of Generation Y, my students learned about technology.	45.0	50.0	3.3	1.7
As a consequence of Generation Y, my students learned about some content area.	41.7	55.0	3.3	0.0
Generation Y is a good method for providing support and assistance to teachers as they integrate technology into their classes.	59.0	41.0	0.0	0.0
My experience in Generation Y this semester will change the way I teach some lessons in the future.	59.0	41.0	0.0	0.0
I would like to work with another Generation Y student in the coming year.	32.2	59.3	6.8	1.7
I will continue rebuilding my lesson plans to make more use of educational technology.	48.3	46.7	5.0	0.0

(percentages of approximately 73 reporting)

**Table 19**  
**Partner Teacher Attitudes Toward Educational Computing**

Please rate your opinions regarding the use of technology in education:	Strongly Agree	Agree	Disagree	Strongly Disagree	Due to my experience with Generation Y, I:		
					Agree more than before	Agree less than before	Haven't changed my opinion
I see definite benefits to students from integrating technology into education.	67.2	32.8	0.0	0.0	63.6	0.0	36.4
Technology facilitates positive changes in classroom teaching and learning practices.	63.9	36.1	0.0	0.0	54.5	0.0	45.5
I want to learn more about using new technologies.	60.7	39.3	0.0	0.0	50.0	2.5	47.5

(percentages of approximately 73 reporting)

# Project List

**Table 20**  
**Archived Collaborative Projects**

School	Partner-Teacher	Project Name
Chiddix Junior High School	Mr. Anderson	History Of Hendrix
Chiddix Junior High School	Mr. Anderson	Operation Overlord
Chiddix Junior High School	Mr. Anderson	Pop Culture of the 1950's
Chiddix Junior High School	Mr. Anderson	Social Studies Homepage
Chiddix Junior High School	Mr. Anderson	Social Studies Webpage
Chiddix Junior High School	Mr. Anderson	Social Studies Webpage
Chiddix Junior High School	Mr. Anderson	The Assassination of J.F.K
Chiddix Junior High School	Mr. Anderson	World War I Web Page
Chiddix Junior High School	Mr. Burnett	All About Volcanoes
Chiddix Junior High School	Mr. Burnett	Computerized Bio-Dome
Chiddix Junior High School	Mr. Burnett	Science PowerPoint and Experiment
Chiddix Junior High School	Mr. Burnette	How to Make Homemade Ice Cream
Chiddix Junior High School	Mr. Cory Burnett	Ocean Sea Floor
Chiddix Junior High School	Mrs. Rachel Hinshaw	Convection Current
Chiddix Junior High School	Mrs. Yaklich	PowerPoint Presentation for Spanish
Chiddix Junior High School	Ms. Feek	P.E. Project - Stretching Video
Chiddix Junior High School	Perzee	P.E. Project
Edison Middle School	Dr. Lucas	Auditorium Slide show
Edison Middle School	Larry Becker	Billy-Bob-Joe-Slide-Show
Edison Middle School	Mrs. Changnon	Ancient Greek Government Inspiration Presentation
Edison Middle School	Ms. Parmer	Westview Slide Show
Edison Middle School	Peggy Christensen	Ms. Bowen's Scrap Book
Fisher Grade School		A Website About Popular Authors
Fisher Grade School		Kindergarten Slide Show
Fisher Grade School		Weather-Slide Show for First Graders
Garfield Elementary		Scientific Theory
Garfield Elementary		State Symbols of Freedom
Garfield Elementary	Mr. Cooper	The Prairie in Illinois
Garfield Elementary	Mr. Keck	Illinois History A PowerPoint Presentation
Garfield Elementary	Mrs. Andrew's	The Students of Mrs. Andrews Class
Garfield Elementary	Mrs. Deem	Animals in Illinois
Garfield Elementary	Mrs. Hatton	The Life Cycles Of A Frog
Garfield Elementary	Mrs. Moore	Animals and Plants of the Tallgrass Prairie
Garfield Elementary	Mrs.Callahan	The Three Branches of Government
Garfield Elementary	Mrs.Colwell	American Symbols Of Freedom: A PowerPoint Presentation
Garfield Elementary	Mrs.Techtow	The Solar System
Garfield Elementary	Ms. Bennett	Symbols of the United States PowerPoint Slide Show
Garfield Elementary	Ms. Bracewell	The Nine Planets
Garfield Elementary	Ms. Goodner	The Nine Planets
Garfield Elementary	Ms. Keck	Animal Habitats
Heritage High School	Diane Zell	Indian Tribes of East Central Illinois
Heritage High School	Maria Margarita Danner	History and the Making of Pinatas
Heritage High School	MIke Taylor	Team Handball
Heritage High School	Mr. Gerade	Careers in Drafting
Heritage High School	Mr. Scott Gerard	Careers in Construction
Heritage High School	Susan Kling	Block Style Letter
Herrick Grade School	Katy Langan	Dinosaur Website & PowerPoint Presentation

Herrick Grade School	Mrs. Young	Health Website
Herrick Grade School	Shantel Parks	Persuasive Writing PowerPoint Presentation
Iroquois West Middle Schoo	Duane Ehmen	5 Themes of Geography: Mr. Ehmen
JW Eater Jr. High School	Gena Tevebaugh	A Mythology Slide Show
JW Eater Jr. High School	Jessica Pitcher	History of Life on Earth
JW Eater Jr. High School	Mr. Jones	Preamble
JW Eater Jr. High School	Mrs. McMahon	Native Americans of North America
JW Eater Jr. High School	Pam Furrer	Frame By Frame with iMovie
LeRoy Jr/Sr High School		Spelling Word Project-PowerPoint
LeRoy Jr/Sr High School	Mr. Conn	Frog Dissection PowerPoint
LeRoy Jr/Sr High School	Mr. Don Becker	Studying The Vietnam War Through PowerPoint
LeRoy Jr/Sr High School	Mr. Greg Conn	LeRoy Wrestling Web Page
LeRoy Jr/Sr High School	Mr.Becker	Civil Rights Movment a PowerPoint Presentation
LeRoy Jr/Sr High School	Mrs. Angie Becker	History PowerPoint
LeRoy Jr/Sr High School	Mrs. Angie Becker	Revolutionary War PowerPoint
LeRoy Jr/Sr High School	Mrs.Wells	Graduation PowerPoint Presentation
Milford Grade School	Holly Rice	Learning Larson's Math
Milford Grade School	Mrs. Handy	Little House on the Prairie using Kidspiration
Milford Grade School	Ruth Shasteen	The World According to Me
Ridgeview Jr/Sr High Schoo		Gen Y Practice Title
Ridgeview Jr/Sr High Schoo		Monarch Butterflies
Ridgeview Jr/Sr High Schoo	Dan Snell	Internet Researching Skills
Ridgeview Jr/Sr High Schoo	Mrs. Brucker	Internet Searching Skills
Ridgeview Jr/Sr High Schoo	Mrs. Meiners	How to Write an Essay: A PowerPoint Presentation
Ridgeview Jr/Sr High Schoo	Robert Riggins	District Webpage
St. Joe-Ogden High School	Mr. Brad Allen	Mr. Allen's Science Website
St. Joe-Ogden High School	Mr. Brian Brooks	Basketball Website
St. Joe-Ogden High School	Mr. Larry Williams	Drama Club Website
St. Joe-Ogden High School	Mrs. Mary Benoit	A Class Web Page for Mrs. Benoit
St. Joe-Ogden High School	Mrs. Stacey Kietzman	Australian Web Quest
St. Joe-Ogden High School	Stacey Kietzman	Deer Check Website
Sullivan Middle School	Jon Bourque	Mr. Bourque's Homepage
Sullivan Middle School	Mrs. Frerichs	Mrs. Frerichs' Home Page
Sullivan Middle School	Mrs. Hale	Mrs. Hale's Homepage
Sullivan Middle School	Mrs. Lee	Mrs. Lee's Social Studies Home Page
Sullivan Middle School	Mrs. Schaljo	Principal's Home Page
Sullivan Middle School	Sherry Massey	A Guidance Counselor's Webpage
Thomasboro Grade School		The Original 13 Colonies
Thomasboro Grade School	A. Tilev	Video & Live Web Cams
Thomasboro Grade School	Bratcher	How To Write A Story
Thomasboro Grade School	Jamie Head	The Original 13 Colonies
Thomasboro Grade School	Jamie Head	Womens History
Thomasboro Grade School	Jan Coplend, Mandy W,	Jr.High Qtr.1 Review and Test
Thomasboro Grade School	Mrs. Cleary	History of Thomasboro
Thomasboro Grade School	Mrs. Comstock	Family Affair
Thomasboro Grade School	Mrs. Head	State Consitution
Thomasboro Grade School	Mrs. Head	The Bataan Death March
Thomasboro Grade School	Mrs. Leib and Mrs. Murra	Dewey Decimal System A PowerPoint Presentation
Thomasboro Grade School	Mrs.Head	US Constitution
Thomasboro Grade School	Ms.Billings	Christmas Around The World
Thomasboro Grade School	Nichole Harrison	Holocaust
Thomasboro Grade School	Rhonda Seibert	The Solar System PowerPoint
Thomasboro Grade School	Shelly Breymeyer	A Day of Greece/Greek
Urbana Middle School	Connie Minnes	UMS Butterfly Garden Project
Urbana Middle School	Katie Bridges	A Visit to China



Urbana Middle School	Meagan Roberts	Pompeii A Website
Urbana Middle School	Mrs. Miester	New Ending Round Robin
Urbana Middle School	Mrs. Susan Carty	Art Spiegelman: A PowerPoint Presentation
Urbana Middle School	Mrs. Kirkland	The Holocaust
Urbana Middle School	Ms. Brammeier	Art Museums and Galleries in Big Cities
Westville High School	Brian Russell	PowerPoint Over Atomic Structure and the Periodic Table
Westville High School	Chuck Grubber	The Cardiovascular System: A PowerPoint Presentation
Westville High School	Courtney Dudley	Mrs. Dudley's Chapter 5 Review Lesson
Westville High School	Debra Johnson	Jeopardy Final Review
Westville High School	Debra Johnson	Lesson Plans for Ms. Johnson on PowerPoint
Westville High School	Ed Lagacy	The Lagacy Prophecies: A PowerPoint Presentation on the Uses of the QuickSquare
Westville High School	Miss Miller	The Tragedy of Macbeth
Westville High School	Mr. Lugoski	Food Webs and Food Chains
Westville High School	Mrs. Johnnie Hull-Clayto	Interview from the Web and Dreams of Others
Westville High School	Mrs. Johnnie Hull-Clayto	A PowerPoint Presentation on Typhoid Fever
Westville High School	Ms. Neuman	Medieval Warfare PowerPoint Presentation
Westville High School	Shawn Skinner	Square Dancing: A PowerPoint Presentation
Westville High School	Shawn Skinner	The J and C project