

1999

## Computer Use in K-12 Classrooms

Terry J. Shaw  
*University of Northern Iowa*

*Let us know how access to this document benefits you*

Copyright ©1999 Terry J. Shaw

Follow this and additional works at: <https://scholarworks.uni.edu/grp>



Part of the [Curriculum and Instruction Commons](#), and the [Educational Technology Commons](#)

---

### Recommended Citation

Shaw, Terry J., "Computer Use in K-12 Classrooms" (1999). *Graduate Research Papers*. 1528.  
<https://scholarworks.uni.edu/grp/1528>

This Open Access Graduate Research Paper is brought to you for free and open access by the Student Work at UNI ScholarWorks. It has been accepted for inclusion in Graduate Research Papers by an authorized administrator of UNI ScholarWorks. For more information, please contact [scholarworks@uni.edu](mailto:scholarworks@uni.edu).

**Offensive Materials Statement:** Materials located in UNI ScholarWorks come from a broad range of sources and time periods. Some of these materials may contain offensive stereotypes, ideas, visuals, or language.

---

## Computer Use in K-12 Classrooms

### Abstract

This project has two components: a survey of educators to determine how technology is being used in K-12 classrooms and a web site of software, Internet sites, and contact person in each grade level and subject area. To discover the use of technology in the K-12 classroom, a survey was sent to 3,500 educators within the Area Education Agency 7 boundaries. The results of the survey have been published on a website and will serve as a place for teachers seeking guidance on what software and Internet sites are considered "best practice." The website is divided by academic disciplines and many pages contain a mentor or contact person in the use of technology in the novice's area.

Computer Use in the K-12 Classroom

A Graduate Project  
Submitted to the  
Division of Educational Technology  
Department of Curriculum and Instruction  
in Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts  
UNIVERSITY OF NORTHERN IOWA

by  
Terry J. Shay  
April, 1999

This research project by: Terry J. Shay

Titled: Computer Use in K-12 Classrooms

has been approved as meeting the research requirements for the Degree of Master of Arts.

**Sharon E. Smaldino**

July 28, 1999  
Date Approved

Graduate Faculty Reader

7/28/99  
Date Approved

**Leigh E. Zeitz**

Graduate Faculty Reader

8-5-99  
Date Approved

**W. P. Callahan**

Head, Department of Curriculum and Instruction

## Table of Contents

Introduction	1
Methodology	4
Project	7
Conclusions	10
References	12
Appendix A	14
Appendix B	20

## **Abstract**

This project has two components: a survey of educators to determine how technology is being used in K-12 classrooms and a web site of software, Internet sites, and contact person in each grade level and subject area. To discover the use of technology in the K-12 classroom, a survey was sent to 3,500 educators within the Area Education Agency 7 boundaries. The results of the survey have been published on a website and will serve as a place for teachers seeking guidance on what software and Internet sites are considered "best practice." The website is divided by academic disciplines and many pages contain a mentor or contact person in the use of technology in the novice's area.

## Introduction

This project had a two-fold purpose: 1) to establish the availability, usage, and implementation of technology in the classroom; and 2) to develop a web site to facilitate the usage of technology. The survey and the subsequent web site project were developed because of a need perceived by the author to provide a resource for educators to enhance the use of computer technology in the classroom. The web site consisted of a database of technology information for educators based on the data collected from 750 respondents to the survey sent out to 3,500 educators. The web site was created to facilitate teachers' implementation of technology into their classrooms.

Many education specialists have the perception that teachers do not know where to start their exploration of computer technology resources. "Because teachers tend to adapt technology to their regular ways of teaching and beliefs about student learning, time and effort must be spent to help them gain skills necessary to use technology in new ways" (Mergendoller, 1997). Today, many teachers are using computers to enhance learning in their classrooms. Educators who have advanced knowledge of computers could and should mentor teachers who are lacking the necessary guidance. As Bulkeley (1997) stated:

The trouble is, most teachers are woefully unprepared. McKinsey & Co., a New York Management-consulting firm, estimates that nearly half the teachers in America have little computer training or experience. Nationally, only 13% of school systems mandate computer training for teachers, and more than half don't provide stipends or other incentives to encourage them, according to the Education Department. So it's little surprise that only 20% of teachers use computers regularly to teach classes, according to the agency. (p. R4)

In an attempt to test Bulkeley's concepts locally, this researcher created a survey for K-12 teachers within the Area Education Agency 7 district. The survey contained a multiple choice section that asked questions regarding the frequency of use, the availability of laboratories and computers, and the actual use of computer technology in the classroom and in the preparation of classes (Appendix A). A short answer section was used to determine appropriate software and Internet web sites as defined by the teachers surveyed. The survey was sent via the Area Education Agency Van Mail to 3,500 teachers in the agency and distributed by building principals. The

results of the survey were used to develop a web site which listed appropriate web sites and software by grade level and then by curricular area. This type of resource is necessary if technology is ever to become an integral part of education. Lists of appropriate materials accessible to every educator are important to provide a place to start.

The survey was created for four reasons: 1) to acquire data regarding software and hardware use; 2) to compile a list of software and Internet web sites by subject area; 3) to locate one or more educators who could serve as experts and contact persons in each content area; 4) to identify the types of support that educators receive.

One of the reasons the survey was created was to establish a baseline regarding the use and accessibility of both software and hardware in the educational process. Before asking questions regarding the use of software or the Internet, it was necessary to determine whether or not the educators had access to any hardware. If educators have no access to hardware, the software accessibility is a moot point. It is known that all schools have computers. It is just a question as to where they are located and who has access to them. In 1997, the state average was 5.9 pupils per computer (Iowa Department of Education, 1997). Although the present survey did not question the number of pupils per computer, it was necessary to determine each educator's basic access to computers.

Another main reason for the necessity of this survey was to locate appropriate software and websites. Catalogues are filled with software titles. That does not mean, however, that each is a quality product. If practicing educators feel compelled to recommend software titles and websites, one must generally believe that these would be better than average recommendations. One would assume that if an educator was to recommend a title or site, that it would have been tried and researched by the said educator. In the case of websites, educator recommendations would vastly decrease the amount of frustration encountered because they had already been tested.

Professional staff development must involve teachers learning from their peers (Cwiklik, 1997). This project is a process in which an educator seeking information can find a person in his/her content field with whom to work in order to foster greater use of technology. Hoffman (1997) suggests:

One of the many lessons learned from the past two decades of school technology planning is that dropping computers into classrooms and dipping staff members into technology



training workshops is not an effective way to get teachers and their students using technology for teaching and learning( p. 51).

A section of the survey provided the respondents an opportunity to offer their services as experts in their subject area to mentor other educators.

What type of support is available for educators in the survey group? Much of the technology in schools goes unused because support and training are not available. "To innovate, faculty members need some combination of money, released time, technical assistance, equipment. The lack of these was the reason cited most often by those who did not adopt." Kozma & Johnston (1991) For computers and related technologies to be truly useful in classrooms, the schools must make thorough and thoughtful plans that are used as a guide for decision making and goal setting. Leonard (cited in Cwiklik, 1997), a technology consultant at the US Education Department, said, "Training is very good at the mechanical, low end. But where teachers are still struggling is at the applications level: how to integrate it into the classroom" (R8). Training can not happen without qualified leaders and a unified direction. This can be best accomplished in a school district by having one or more technology coordinators. Time for staff development must be created on the district level with expert guidance.

## Methodology

The survey was developed with the following components: 1) a multiple choice questions regarding the of usage frequency for computer software and the Internet, access to the Internet, available technology support, and impact of technology on teaching; 2) Short answer section regarding frequently used software and Internet sites; 3) An optional section asking for volunteers for the mentoring program.

The survey begins with several questions regarding the use of computer software and the Internet in the classroom to determine the number of computers available and the frequency of use. Through personal experiences as an educator, this author determined that teachers are often required to seek their own answers about how to integrate technology. Mergendoller (1997) suggests:

Teachers who succeed in integrating educational technology into their instruction generally do so by spending a great deal of their own time before and after school. A recent survey of fifth-grade teachers in Utah revealed that they spend an average of thirty-six hours a year learning how to use technology in their teaching and sixty percent of that time was spent working by themselves. Another seventeen percent was spent in consultation with their colleagues, while less than thirteen percent was spent in inservice sessions or technology courses (p. 14).

A premise which determined some of the questions in the survey was the belief that many computers are not being used effectively because they are housed in a laboratory setting in schools instead of being in individual classrooms. Forty-eight percent of the state of Iowa's computers are in laboratories (Schwaner, 1998, p. S1) Are these labs being used effectively? It is hypothesized that the amount of computer use in laboratory situations is insufficient and that the laboratory format does not allow enough contact to make a change in education. "What we've learned is that 30 minutes a week doesn't have any impact" (Roberts as cited in Bulkeley, 1997, p. R2). One or more computers in a classroom can be used more frequently than an occasional class in the computer laboratory.

The final question on the multiple choice portion of the survey asked if the respondent's school had a technology coordinator. Speaking of a Utah Technology Initiative, the U.S. Congress Office of Technology Assessment (1995) suggests:

Data from the evaluation indicated that inservice training, though limited, has an important effect--teachers who received training were more likely to use computer technology than teachers who did not receive training. Furthermore, teachers receiving training were more likely to use computers to stimulate higher-order thinking and creativity. (pg. 136)

It therefore is apparant that leadership will have an impact on the use of technology in education.

After a draft of the survey was completed, it was pilot tested by giving it to a University of Northern Iowa professor, the educational technology consultant and the director of media services from Area Education Agency 7, and two educators in the author's district. Responses were returned and some grammatical modifications were made.

At the completion of the pilot test, the survey was sent in it's own mailing to school principals via Area Education Agency Seven Van Mail. The principals received a packet of surveys and were asked to distribute the survey to the educators in their school. The packets were sent on January 4, 1999. The survey was distributed to 3,500 teachers in the Area Education Agency. Respondents were given an envelope to return their responses. The responses began to arrive in one week and continued for more than a month. The researcher tracked responses to ensure that the all of the schools received surveys. The analysis began after four weeks. of the 3,500 surveys distributed, 767 surveys were returned. No follow-up work was done because of the immensity of the number of surveys distributed and the researcher felt that twenty percent response rate was sufficient.

After the surveys were returned, the answers on the multiple choice section were recorded on a spreadsheet. The responses to recommended software and websites were then sorted by content area and grade level. The web site was created based upon these results.

The web site was developed as a catalyst for educators and administrators to begin the search for what software and Internet sites that are working effectively in classroom curricula. The need for better staff development could not be addressed completely with a web site, but it did provide a starting point for educators to connect with technology implementation experts in their field. To establish a list of contact people was the first step toward the creation of a better system of teacher training. In the absence of a technology director, it would be advantageous for educators to learn how other educators use the available technology and begin to foster mentoring relationships.

The web site was designed to reflect the three educational levels: elementary, middle school/junior high, and secondary schools as well as the multiple level subjects. Each web page included a common navigational system allowing the user to travel from one section to another. Each grade level page had software lists with corresponding Area Education Agency 7 identification numbers to make ordering easy, hot links to each Internet site, and contact people in the subject area. The effectiveness of this design was pilot tested with a group of educators and changes were made accordingly.

### III. The Project

A survey was given to Kindergarten through twelfth grade teachers within the boundaries of Area Education Agency Seven to determine descriptive data regarding software and hardware use, to compile a list of software and Internet web sites by subject area, and to locate one or more educators who could serve as an expert and contact person in each content area. The survey was based on several ideas gleaned from a literature review and from personal experience.

The web site was developed using a simple and clear format that would be accessible to the novice and experienced computer user (Appendix B). The author chose to place the grade levels chronologically and by subject area. This design became apparent during the process of sorting. A special category had to be added to accommodate teachers who taught at multiple levels. Of the 767 teachers that responded to the survey, 156 asked for a letter or e-mail indicating when the site was completed. This indicated that there are many teachers who are seeking information on the use of the computer and appropriate software and Internet sites. Teachers may access the site and locate their grade level and subject area along with a contact person in their content area. It is hoped this project will be useful to educators.

The web site (<http://edtech2.coe.uni.edu/shay>) contains 43 different pages of information. The web site includes 486 software titles, 236 links to Web sites, and 46 different contact people (Appendix B). This presents an excellent place where novice and skilled teachers alike may start looking for appropriate materials to use in the classroom. With forty-six contact people listed, an educator can contact a teacher in his/her subject area and seek out information on the "best practice" with technology.

The descriptive portion of the survey revealed some interesting data. As stated earlier, it was the hypothesis that computer technologies are under-used in classrooms. When asked how often teachers used computer software in the classroom with students, 43 percent of respondents chose "less than once per week." While the daily use of software was at 22 percent (Figure 1). The information on the use of the Internet in the classroom was even more surprising. While the number of connected classrooms stands at 57 percent (Figure 2), the use of the Internet listed as once a week or more is 17.45% (Figure 3).

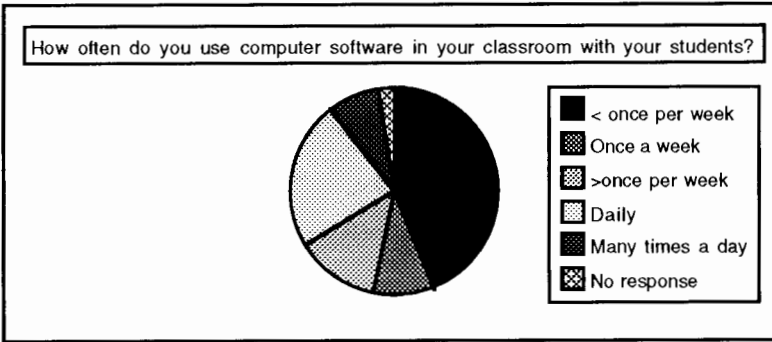


Figure 1

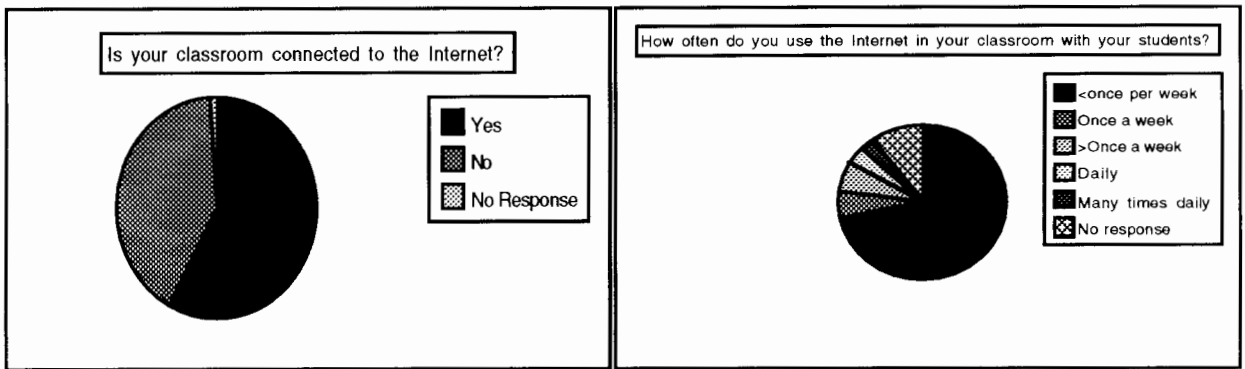


Figure 2

Figure 3

How many schools have technology coordinators? The response to this question was the most surprising to this author. Seventeen percent do not have a coordinator, 27 percent have a part-time position, 41 percent possess a full-time district level coordinator, and only eight percent of the respondents had a full-time technology coordinator at the building level (Figure 4). The most surprising part of this question is not found in the data. What was more surprising was that many respondents did not know if they had a technology coordinator in their school. Surprising twenty-three of the 747 educators, mostly from larger districts, responded with a question mark or the words, “don’t know.” How can people ever hope to impact student learning if the educators in the system do not know their district has a coordinator and support services?

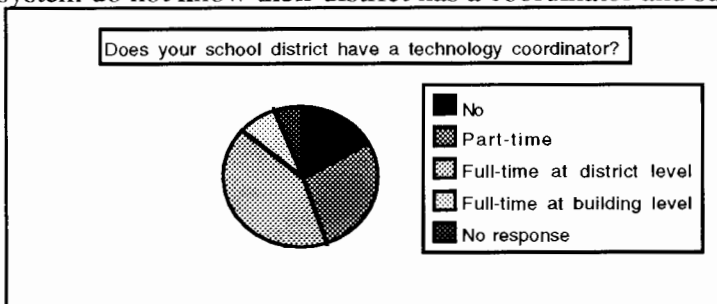


Figure 4

The next point that corresponds to the initial hypothesis and the literature review is the positioning of the computers in a lab setting. While 65.46% of the respondents indicated they had access to the lab, only 28.84% used the lab once per week or more than once per week. It seems that the use of the computers in the lab setting does not justify their absence from the classroom.

How do educators rate the impact of technology on their teaching? The majority, 56.86%, responded “some impact.” Major impact was the answer 30.39% of the time. Only eight point twenty-six percent of educators answered “no impact” and 3.36% of the respondents chose the “changed the entire focus” option (Figure 5). This statistic is very interesting considering the early proponents of technology use believed that it would completely revolutionize education. “What have we learned? After a decade of computers in the school, after billions of dollars spent on the promise of reinventing education, the glib answer these days is: very little” (Bulkeley, 1997, p. R1).

One goal of this research was to aid teachers in finding the “best practice” software and Internet sites so that the impact of technology could be felt in every classroom. The impact of technology will always vary from subject area to subject area, but it is hoped that each teacher will discover new methods to reinvent and enliven their approach.

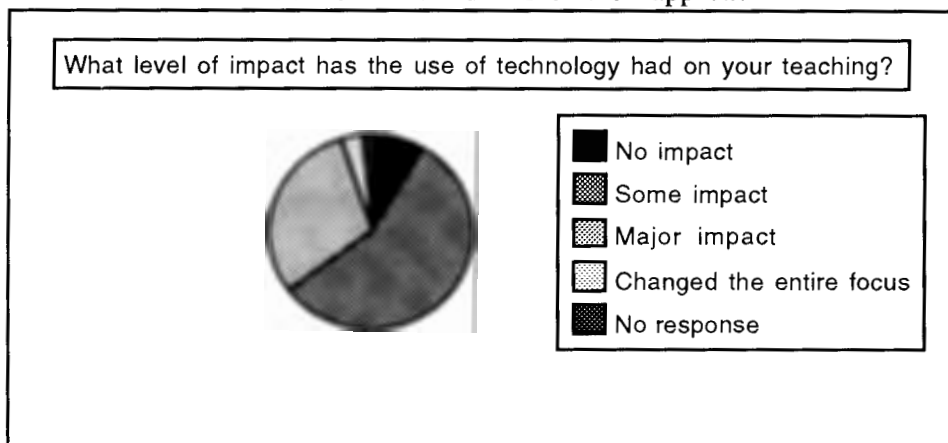


Figure 5

Having a system in place for educators to have access to 486 software titles, 236 links to web sites and 46 contact people is an important link to “best practice” in regard to technology implementation. The field of technology is vast and ever-changing. Providing a place for teachers to begin or renew their search for the best of what is available is the driving force behind the web site and the research.

## Conclusion and Recommendations

In conclusion, the results of the survey were as expected. Technology is not being used to its fullest potential in schools. It is time to take a hard look at the startling data that 57.73% of classrooms surveyed are connected to the Internet and yet 35.4% of the teachers with Internet connections reported the use of the Internet in the classroom at one time per week or less. In some classes, it is not completely appropriate to use the Internet. If the Internet is not being used in the classrooms, why did the district go to the expense of wiring and providing the hardware?

This author believes that the main concern with the educational system in regard to computer use is the lack of leadership in individual schools. Teacher training and curriculum integration are two issues that are commonly associated with meager computer use. Both issues can be attributed to a lack of sound educational leadership. Schools must have at least one person who is responsible for the development of training programs for teachers. Through in-service and peer tutoring experiences that are applicable to the teachers content area, the leader can aid the teacher in the development of adequate computer skills. Each school district should have a designated person who can facilitate the integration of technology into the curriculum. While pre-service teacher training has begun to better prepare teachers for the integration of technology, the vast majority of practicing teachers need to learn skills for creating technologically educational experiences in their classrooms.

It is important that before our school culture continues to invest in computers and other technologies, the investment is justified by demonstrating solid results. Schools need to be held accountable for producing results; not only in standardized test scores, but in products and presentations that demonstrate student growth and learning. A set of authentic assessment tools, like rubrics, will need to be developed to assess the products and the subsequent learning. More financial resources need to be allocated to train staff in the integration of technology into the curriculum as well as the basic operation. The Area Education Agency system could better be utilized for the dissemination of information on the current trends in technology and in teacher training. The Area Education Agencies have been charged with collecting technology plans for each district; they should also be charged with making sure the plan is viable and being implemented.

A follow-up study should attempt to discover why teachers are not using the equipment they have available to them. What systems of training staff have been successful? How could the



system of education be restructured to enable all educators and students to benefit from the advancements in the field of technology? These questions would help dig beneath the statistical information and get at the root of the lack of technology use and possibly find a solution. Student learning must always remain the foundation for why we seek these solutions.

## References

- Bailey, G., Lumley, D., Dunbar, D. (1995). Leadership & technology: What school board members need to know. Alexandria, VA: National School Boards Association.
- Bulkeley, W. (1997, November 17). Hard lessons. The Wall Street Journal Reports. R1-R4.
- Cwiklik, R. (1997, November 17). Those who can't...If technology is going to transform our schools, the place to start is with the teachers. Wall Street Journal, R8.
- Hoffman, B. (1997, January). Integrating technology into schools. The Education Digest. 51-55.
- Iowa Department of Education (1997, October). Technology report Des Moines, IA.
- Kozma, R & Johnston, J. (1991, January/February). The technological revolution comes to the classroom. Change. 10-23.
- Mehlinger, H. (1996, February). School reform in the information age. Phi Delta Kappan. 400-407.
- Mergendoller, J. (1997, January). Sifting the hype: What research says about technology and learning. Principal. 12-13.
- Schwaner, B. (1998, February 15) Cyber Iowa: High tech highlights. Des Moines Register. S1.
- US Congress, Office of Technology Assessment. (1995, April). Teachers and technology: Making the connection (OTA-EHR-616). Washington, DC: U.S. Government Printing Office.

## Appendix A

Terry Shay  
North Tama County Community School  
605 Walnut  
Traer, IA 50702

AEA 7 Educators  
AEA 7 Van Mail

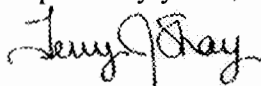
Dear Sir or Madam:

I am a graduate student at the University of Northern Iowa in Educational Technology. For my Masters project, I am compiling a comprehensive list of uses for computer technology in the classroom. I would like your help in completing this project. Enclosed you will find a short survey; please take a moment to complete it and return it via AEA7 Van Mail. Feel free to write your answers on an additional sheet of paper if necessary.

In addition to a list of websites and instructional software, I would like to find at least one educator in each content area to act as a reference contact for other teachers. If you are interested in being a content area reference, please fill out the bottom of the survey. It is not necessary that this person is an "expert"; the person need only be willing to convey their uses of the computer in the classroom.

After the information on the surveys is compiled, I will create a website database by content area. If you would like to receive notification when the material is posted, check the box on the bottom of the form. If you have any questions about the survey or the project, please phone: 319-478-2265 or e-mail: [tjshay@yahoo.com](mailto:tjshay@yahoo.com).

Respectfully yours,

A handwritten signature in black ink that reads "Terry Shay". The signature is written in a cursive style with a large initial "T" and "S".

Terry Shay  
Graduate Student

Enclosure (1)

## Technology Survey

Please answer the following items as completely as possible. Use additional paper if necessary.

Subject/s you teach \_\_\_\_\_ Grade level/s \_\_\_\_\_

1. How often do you use computer software in your classroom with your students?
  - a. Less than once per week
  - b. Once a week
  - c. More than once a week
  - d. Daily
  - e. Several times a day
2. How often do you use the Internet in your classroom with your students?
  - a. Less than once per week
  - b. Once a week
  - c. More than once a week
  - d. Daily
  - e. Several times a day
3. How often do you use software or the Internet for planning or researching a lesson?
  - a. Less than once per week
  - b. Once a week
  - c. More than once a week
  - d. Daily
  - e. Several times a day
4. Is your classroom connected to the Internet?
  - a. Yes
  - b. No
5. Do you have access to a laboratory with Internet access?
  - a. Yes
  - b. No
6. How often do you have access to a laboratory setting?
  - a. Less than once per week
  - b. Once per week
  - c. More than once per week
  - d. Daily
  - e. Several times a day
7. How many computers are located in your classroom?
  - a. 1
  - b. 2-4
  - c. 5-10
  - d. More than 10
8. Does your school district have a technology coordinator?
  - a. No
  - b. Part-time
  - c. Full-time at district level
  - d. Full-time at building level
9. What level of impact has the use of technology had on your teaching?
  - a. No impact
  - b. Some impact
  - c. Major impact
  - d. Changed the entire focus
- 10a. Please list any computer software/hardware/CD-ROMs that you use in your classroom with your students and describe how you use them.

- 10b. Please list any computer software/hardware/CD-ROMs that you use for preparation for a lesson and describe how you use them.
- 10c. Please list any computer software/hardware/CD-ROMs that you use to do research for a lesson and describe how you use them.
- 11a. Please list any Internet sites that you use in your classroom with your students and describe how you use them. (URL addresses would be helpful)
- 11b. Please list any Internet sites that you use to do research for a lesson and describe how you use them (URL addresses would be helpful)
12. Please list any Internet sites that you believe would be of interest to other educators. (URL addresses would be helpful if you have them)

As a part of my project I would like to find several people in each content area who would be willing to discuss use of technology in their teaching with other educators in their content area. If you would be willing to be a resource, please fill out the following information.

Name \_\_\_\_\_

School \_\_\_\_\_

School Phone \_\_\_\_\_

E-mail Address \_\_\_\_\_

Please initial here if you agree to allow this information to be posted on the Internet for other teachers to use you as a resource.

Please check here if you would like to be notified when this project is available for viewing. Be sure to include a method in which to be contacted.

Name \_\_\_\_\_ School \_\_\_\_\_

## Technology Survey Results

1. How often do you use computer software in your classroom with your students?
  - a. Less than once per week 43.22%
  - b. Once a week 8.94%
  - c. More than once a week 13.01%
  - d. Daily 22.49%
  - e. Several times a day 7.46%
  - No Response 2.85%
2. How often do you use the Internet in your classroom with your students?
  - a. Less than once per week 71.88%
  - b. Once a week 5.68%
  - c. More than once a week 5.82%
  - d. Daily 3.60%
  - e. Several times a day 2.35%
  - No response 10.66%
3. How often do you use software or the Internet for planning or researching a lesson?
  - a. Less than once per week 67.20%
  - b. Once a week 11.11%
  - c. More than once a week 10.04%
  - d. Daily 5.35%
  - e. Several times a day 2.01%
  - No response 4.28%
4. Is your classroom connected to the Internet?
  - a. Yes 57.73%
  - b. No 41.04%
  - No response 1.23%
5. Do you have access to a laboratory with Internet access?
  - a. Yes 65.46%
  - b. No 31.75%
  - No response 2.79%
6. How often do you have access to a laboratory setting?
  - a. Less than once per week 35.51%
  - b. Once per week 14.69%
  - c. More than once per week 14.15%
  - d. Daily 15.10%
  - e. Several times a day 7.76%
  - No response 12.79%
7. How many computers are located in your classroom?
  - a. 1 51.28%
  - b. 2-4 33.87%
  - c. 5-10 4.72%
  - d. More than 10 5.26%
  - None 3.51%
  - No response 1.35%
8. Does your school district have a technology coordinator?
  - a. No 17.34%
  - b. Part-time 27.32%
  - c. Full-time at district level 41.05%
  - d. Full-time building level 8.60%
  - No Response 5.69%

9. What level of impact has the use of technology had on your teaching?

a.	No impact	8.26%
b.	Some impact	56.86%
c.	Major impact	30.39%
d.	Changed the entire focus	3.36%
	No response	1.54%



## Appendix B

# Technology in K-12 Schools

Select one of the following areas to find software, websites and/or a contact person in your area:

[Elementary](#)

[Middle School/  
Junior High](#)

[High School](#)

[Multiple  
Levels](#)

This website was developed by [Terry Shay](#) as a Master's Project at the University of Northern Iowa. These pages are a result of the survey results from 750 educators in the [Area Education Agency 7](#).

Each page contains a list of software that is used in each area. For ease of use, AEA7 catalog numbers are provided. All materials may be ordered [online](#).

To see the results of the multiple choice section of the survey dealing with usage and impact of technology, [click here](#).

## Elementary

- [Pre-Kindergarten/Kindergarten](#)
- [First Grade](#)
- [Second Grade](#)
- [Third Grade](#)
- [Fourth Grade](#)
- [Fifth Grade](#)
- [Sixth Grade](#)
- [Media](#)
- [Art](#)
- [Music](#)
- [Physical Education](#)
- [Special Education](#)
- [Talented and Gifted](#)

## Middle School/Junior High

- [Family Consumer Science](#)
- [Math](#)
- [Multiple Areas](#)
- [Language Arts](#)
- [Science](#)
- [Social Studies](#)
- [Special Education](#)

## High School

- [Agriculture](#)
- [Business](#)
- [Computer Applications](#)
- [English](#)
- [Family and Consumer Science](#)
- [Math](#)
- [Science](#)
- [Social Studies](#)
- [Special Education](#)
- [World Languages](#)

## Multiple Levels

- [Art](#)
- [Band](#)
- [English as Second Language](#)
- [Guidance](#)
- [Industrial Technology](#)
- [Media](#)
- [Talented and Gifted](#)

## Technology Survey Results

How often do you use computer software in your classroom with your students?

Less than once per week 43.22%

Once a week 8.94%

More than once a week 13.01%

Daily 22.49%

Several times a day 7.46%

No Response 2.85%

How often do you use the Internet in your classroom with your students?

Less than once per week 71.88%

Once a week 5.68%

More than once a week 5.82%

Daily 3.60%

Several times a day 2.35%

No response 10.66%

How often do you use software or the Internet for planning or researching a lesson?

Less than once per week 67.20%

Once a week 11.11%

More than once a week 10.04%

Daily 5.35%

Several times a day 2.01%

No response 4.28%

Is your classroom connected to the Internet?

Yes 57.73%

No 41.04%

No response 1.23%

Do you have access to a laboratory with Internet access?

Yes 65.46%

No 31.75%

No response 2.79%

How often do you have access to a laboratory setting?

Less than once per week 35.51%

Once per week 14.69%

More than once per week 14.15%

Daily 15.10%

Several times a day 7.76%

No response 12.79%

How many computers are located in your classroom?

One 51.28%

Two - Four 33.87%

Five to Ten 4.72%

More than Ten 5.26%

None 3.51%

No response 1.35%

Does your school district have a technology coordinator?

No 17.34%

Part-time 27.32%

Full-time at district level 41.05%

Full-time building level 8.60%

No Response 5.69%

What level of impact has the use of technology had on your teaching?

No impact 8.26%

Some impact 56.86%

Major impact 30.39%

Changed the entire focus 3.36%

No response 1.54%

[Home](#)

# First Grade

[Software](#)[Websites](#)[Contact Person](#)[Home](#)

## Software

*Berenstein Bears--Get in a Fight*(AEA7 ID# 102481)

*Arthur's Teacher Trouble*(AEA7 ID# 101858)

*Bailey's Book House*(AEA7 ID# 102301)

*Reading Who? Reading You!--Phonics program reinforcement*(AEA7 ID# 102746)

*The First "R"*

*Kids Phonics I & II*

*Franklin's Reading World*(AEA7 ID# 102562)

*Sammy's Science House*(AEA7 ID# 102229)

*Animals 2.0*

*Reader Rabbit I*(AEA7 ID# 101847)

*Reading Journey*

*Let's Start Learning*(AEA7 ID# 103072)

*Math Games*

*Beginning to Read* (AEA7 ID# 102879)

*Jumpstart First Grade* (AEA7 ID#102636)

*Living Books* ((AEA7 ID# See Catalog for titles)

*Money Town*(AEA7 ID# 102712)

*Thinking Things* (AEA7 ID# 102180)

*Coin Critters*(AEA7 ID# 102176)

*Treasure Math Storm* (AEA7 ID# 102933)

*Math Rabbit*--Used individually in the classroom for counting, adding, memory games.(AEA7 ID# 102197)

*Electronic Math Chalkboard*--Used by all in the computer lab to practice addition.

*Arthur's Reading Race*(AEA7 ID# 102898)

*Arthur's Teacher Trouble*(AEA7 ID# 101858)

*Millies Mathhouse*(AEA7 ID# 102326)

*I Spy*

*Wiggle Works*(AEA7 ID# 102581)

*Kid Pix*--For writing student/class stories to enrich language arts, reading, science, math, etc.

*Writing to Read*--IBM program

*Primary Editor*

*Chicka Chicka! Boom Boom!* (AEA7 ID# 102726)

*Zoo Millions*

*Dino Dancing*

*Simon Sounds it Out* (AEA7 ID# 102823)

## Websites

[Jan Brett](#)

## Contact Person

Sorry, no contact person has been designated for this area. If you would like to volunteer, please contact the [Webmaster](#).

[Software](#)

[Websites](#)

[Contact Person](#)

[Home](#)



## *Second Grade*

[Software](#)[Websites](#)[Contact Person](#)[Home](#)

## Software

*Coin Critters*(AEA7 ID# 102176)

*Math Blasters* (AEA7 ID# 102806 \*\*Other versions available)

*Clockworks*

*Word Munchers* (AEA7 ID# 102775)

*Number Munchers*

*Clock Shop*(AEA7 ID# 102607)

*Reader Rabbit* (AEA7 ID# 101847)

*Math Rabbit* (AEA7 ID# 102197)

*Magic School Bus--Land of Dinosaurs*

*Encarta Encyclopedia* (AEA7 ID# 102786)

*Living Books* (AEA7 ID# Various titles, see catalog)

*Treasure Mathstorm--Support math concepts*(AEA7 ID# 102255)

*Money Works*

*Peg Board*

*Writing and Publishing Center*

*Dinosaur Adventure--Teach dinosaur unit*

*Goldenbook Encyclopedia--During animal unit, each 2nd grader is assigned an animal to find and write a fact from the encyclopedia. Students access encyclopedia with a partner and do self-directed searching and reading.*

*Jumpstart Second Grade* (AEA7 ID# 102676)

*Hyperstudio* (AEA7 ID# 102629)

*Mammals* (AEA7 ID# 102132)

*Number Maze* (AEA7 ID# 101993)

*Electronic Math Chalkboard*

*Money Town* (AEA7 ID# 102712)

*Berenstein Bears--Get in a Fight* (AEA7 ID# 102481)

*Arthur's Teacher Trouble* (AEA7 ID# 101858)

*Bailey's Book House* (AEA7 ID# 102172)

*Reading Who? Reading You!--Phonics program reinforcement* (AEA7 ID# 102746)

*The First "R"*

*Kids Phonics I & II*

*Franklin's Reading World* (AEA7 ID# 102562)

## Websites

Scholastic

[www.reading.org](http://www.reading.org)--Author study

[www.billybear4kids.com/](http://www.billybear4kids.com/)

[www.proteacher.com](http://www.proteacher.com)

[www.janbrett.com](http://www.janbrett.com)

Berit's Best Sites for Children

Arthur

## Contact Person

Tamela J. Johnson, Dunkerton Schools, Dunkerton, [tjj123@dunkerton.k12.ia.us](mailto:tjj123@dunkerton.k12.ia.us)

Karen K. Henriksen, Janesville Elementary, Janesville, [HenriksenK@aol.com](mailto:HenriksenK@aol.com)

Ken Murphy, Edison Elementary, Waterloo, [pogue317@excite.com](mailto:pogue317@excite.com)

[Software](#)

[Websites](#)

[Contact Person](#)

[Home](#)

# Third Grade

[Software](#)[Websites](#)[Contact Person](#)[Home](#)

## Software

*Word Munchers*--Spelling enhancement (AEA7 ID# 102775)

*Oregon Trail*--Social Studies (AEA7 ID# 102144)

*Number Munchers*

*Jump Start 3rd Grade* (AEA7 ID# 102761)

*Spellbound*--Challenge spellers

*Life on the Desert*--Use with novel about desert (AEA7 ID# 102456)

*Turbo Math* (AEA7 ID# 102614)

*Treasure Math Storm*(AEA7 ID# 102255)

*Gizmos & Gadgets*

*Type to Learn* (AEA7 ID# 102298)

*Primary Editor Plus*

*BodyWork 3.0* (AEA7 ID# 102855)

*How Your Body Works* (AEA7 ID# 102703)

*Math Blaster* (AEA7 ID# 102806 \*\*Other versions available)

*Troggle Trouble* (AEA7 ID# 102412)

*Number Maze*(AEA7 ID# 101993)

*Hyper Studio* (AEA7 ID# 102629)

*Micro-type* (AEA7 ID# 102275)

*Mighty Math* (AEA7 ID# 102758)

*Tessellmania* (AEA7 ID# 102673)

*Inspiration* (AEA7 ID# 103001)

## Websites

[Teachers Helping Teachers](#)

[Scholastic](#)

[www.readin.org](http://www.readin.org)--Author study

[www.billybear4kids.com/](http://www.billybear4kids.com/)

[www.proteacher.com](http://www.proteacher.com)

## Contact Person

Michelle Wolfensperger, Elk Run, Evansdale, [mrsw@prodigy.net](mailto:mrsw@prodigy.net)

Donita Schmitz, St. John/ St. Nicholas, Waterloo, [Schmitzfarms@juno.com](mailto:Schmitzfarms@juno.com)

Tamela J. Johnson, Dunkerton Schools, Dunkerton, [tjj123@dunkerton.k12.ia.us](mailto:tjj123@dunkerton.k12.ia.us)

[Software](#)

[Websites](#)

[Contact Person](#)

[Home](#)

# Fourth Grade

[Software](#)[Websites](#)[Contact Person](#)[Home](#)

## Software

*Yukon Trail* (AEA7 ID# 102493)

*Homestead Simulations*

*Ellis Island*

*Spellbound*--Practice spelling words

*Science Court*--Interactive instruction of science topics (AEA7 ID# \*\*Multiple titles, consult catalog)

*Learn to Type*--For keyboarding(AEA7 ID# 102745)

*Number Munchers*--Math

*Miners' Cave*--Science/simple machines

*Zip Zap Map*(AEA7 ID# 102519)

*Word Munchers*(AEA7 ID# 102775)

*ClarisWorks 4.0*--Students create Writer's Workshop stories, they create slideshows, they make charts of their reading and writing progress, the learn to insert pictures from the Internet. (AEA7 ID# 102530)

*Fine Artist*

*Accelerated Reader*--Tests over books read

*Hyperstudio* (AEA7 ID# 102394)

*Electronic Bookshelf*

*Kid Pix*

*GeoSafari* (AEA7 ID# 102708)

*All the Right Type* (AEA7 ID# 102921)

*Great States Race*

## Websites

[Kathy Shrock's Educator's Guide](#)

[Weather unit ideas](#)

[Doris Guthrie-Lovell Fifth Grade Sites](#)

[Sites Alive](#)

[Eduplace](#)--Brain teasers, writing contests, etc.

[Puzzlemaker](#)

[Bill Nye Labs](#)

[Midlink](#)

[Views of the Solar System](#)

[Northeast Fisheries Science Center](#)

[Whales of the Net](#)

[Nine Planets](#)

[Kid's Space](#)

[Kid's Publishing](#)

[Science Whatzit](#)

## Contact Person

Doris Guthrie-Lovell, Southdale Elementary, Cedar Falls, [dguthrie-lovell@cedar-falls.k12.ia.us](mailto:dguthrie-lovell@cedar-falls.k12.ia.us)

Michelle Wolfensperger, Elk Run, Evansdale, [mrsw@prodigy.net](mailto:mrsw@prodigy.net)

Donita Schmitz, St. John/ St. Nicholas, Waterloo, [Schmitzfarms@juno.com](mailto:Schmitzfarms@juno.com)

[Software](#)

[Websites](#)

[Contact Person](#)

[Home](#)

# *Doris Guthrie-Lovell Websites*

[Home](#)[Contact](#)

Social Studies and Geography

<http://www.vtourist.com/>

<http://www.npac.syr.edu/textbook/kidsweb/geography.html>

<http://www.gsn.org/project/gg/index.html>

<http://www.eduplace.com/geo/indexlo.html>

<http://www.infoseek.com/Topic/Travel/Places to visit/U S States>

<http://www.50states.com>

<http://www.teachers.net/lessons/posts/100.html>

<http://www.nps.gov/parklists/pickstates.html>

<http://www.kennedyspacecenter.com/gallery/gallery.html>

[http://www.bergen.org/AAST/Projects/Immigration/ellis\\_island.html](http://www.bergen.org/AAST/Projects/Immigration/ellis_island.html)

Rocks and Minerals

<http://www.fi.edu:80/tfi/units/rocks/rocks.html>

<http://www-sci.lib.uci.edu/SEP/earth.html#6>

<http://www.rtd.com/~bkeller/rockshop/rockshop.html>

<http://www.yahooligans.com/Science and Oddities/Geography/>

# Fifth Grade

[Software](#)[Websites](#)[Contact Person](#)[Home](#)

## Software

*National Inspirer*

*Hot Dog Stand* (AEA7 ID# 102788)

*NFL Math*

*Operation Neptune*

*Infopedia* (AEA7 ID# 102952)

*Microtype* (AEA7 ID# 102275)

*Pilgrim Quest--Social Studies enrichment* (AEA7 ID# 102816)

*PAWS--Keyboarding* (AEA7 ID# 102727)

*Explorers of the New World* (AEA7 ID# 102720)

*Sim Ant*

*My Own Stories* (AEA7 ID# 102186)

*Decisions, Decisions*(AEA7 ID# 102480)

*Carmen SanDiego*

*Oregon Trail* (AEA7 ID# 101984)

*Zoombinis--Logical thinking game*

*RedShift*

*GeoLogo--For planning and making polygons*

*Ultra Key* (AEA7 ID# 102770)

*Hyper Studio* (AEA7 ID# 102629)

*Spellbound--Practice spelling words*

*Science Court--Interactive instruction of science topics* (AEA7 ID# \*\*Various Titles, see catalog)

*Ellis Island*

## Websites



[Weather Forecasting](#)

[KGAN Weather](#)

[Author Letters for Language Arts](#)

[Lunch Box Derby](#)

[Kathy Schrock Guide for Educators](#)

[www.sunsite.unc.edu/cisco/schoolhouse](http://www.sunsite.unc.edu/cisco/schoolhouse)

[www.wordsmith.org](http://www.wordsmith.org)

[Scholastic News](#)

## Contact Person

Tom Wilson, Dike Elementary, Dike, [wilsont@dike-newhartford.k12.ia.us](mailto:wilsont@dike-newhartford.k12.ia.us)

Sandra Annenbring, Parkersburg Elementary, Parkersburg, [sdannenbring@apl-park.k12.ia.us](mailto:sdannenbring@apl-park.k12.ia.us)

[Software](#)

[Websites](#)

[Contact Person](#)

[Home](#)

## Sixth Grade

[Software](#)[Websites](#)[Contact Person](#)[Home](#)

### Software

*Map 'N Facts* (AEA7 ID# 102576)

*Math Blaster* (AEA7 ID# 103119)

*EZ Language*

*How Your Body Works* (AEA7 ID# 102703)

### Websites

[encarta.msn.com/schoolhouse/lessons](http://encarta.msn.com/schoolhouse/lessons)

<http://www.webelements.com>

<http://www.miningco.com>

### Contact Person

Sorry, no contact person has been designated for this area. If you are willing to serve as a contact, e-mail the [Webmaster](#).

[Software](#)[Websites](#)[Contact Person](#)[Home](#)

# Elementary Pre-K and Kindergarten

[Software](#)[Websites](#)[Contact Person](#)[Home](#)

## Software

*Arthur's Teacher Trouble*--(AEA7 ID# 101858)

*Reader Rabbit*(AEA7 ID# 101847)

*Jumpstart* (AEA7 ID# 102675)

*Paint, Write & Play*(AEA7 ID# 102721)

*Arthur's Reading Race*(AEA7 ID# 102898)

*Sammy's Science House*(AEA7 ID# 102229)

*Dr. Suess's ABC*

*Millies Math House*(AEA7 ID# 101875)

*Ready to Read Pooh*(AEA7 ID# 103124)

*World Book-Safety Scavenger Hunt*

*Kid Phonics*

*Bailey's Bookhouse*(AEA7 ID# 102172)

Robot Challenge

*Chicka, Chicka! Boom Boom!*(AEA7 ID# 102726)

*Let's Start Learning*(AEA7 ID# 102598)

*James Discovers Math*(AEA7 ID# 102625)

*First Phonics*(AEA7 ID# 102984)

*My Silly CD*

*Preschool Parade*(AEA7 ID# 102608)

*Reading Magic Library*

*Muppetville and Muppet Slate*(AEA7 ID# 102339)

*Franklin Learns Math*(AEA7 ID# 103140)

*Ready for Letters*

*Pink Pete's ABC's*(AEA7 ID# 102366)

*KidPix*

*Stanley's Sticker Stories*(AEA7 ID# 102723)

*The Backyard*(AEA7 ID# 102143)

*Toni DePola's Art Lesson*

*Harry and the Haunted House*(AEA7 ID# 102321)

## Websites

[Jan Brett](#)

[Kathy Schrock Guide for Educators](#)

[Weekly Reader](#)

[Teachernet](#)

[Scholastic](#)

## Contact Person

Hyla Boelman, Aplington Parkersburg, Aplington, [hboelman@apl-park.k12.ia.us](mailto:hboelman@apl-park.k12.ia.us)

Carol Menefee, Hudson Elementary, Hudson, [cmenefee@hudson.k12.ia.us](mailto:cmenefee@hudson.k12.ia.us)

[Software](#)

[Websites](#)

[Contact Person](#)

[Home](#)

# *Elementary Physical Education*

[Software](#)[Websites](#)[Contact Person](#)[Home](#)

## Software

*Computer Bowling*--Teaches scoring

## Websites

[PE Central](#)

[www.education-world.com/db/phys-genshutml](http://www.education-world.com/db/phys-genshutml)

[www.corpcomm.net/~gnieboer/tag.htm](http://www.corpcomm.net/~gnieboer/tag.htm)

[www.corpcomm.net/~gnieboer/gamehome.htm](http://www.corpcomm.net/~gnieboer/gamehome.htm)

<http://www.lycos.com/sports>

## Contact Person

Larry Rater, Jewett Elementary, Waterloo, [LRater@aol.com](mailto:LRater@aol.com)

[Software](#)[Websites](#)[Contact Person](#)[Home](#)

# Elementary Special Education

[Software](#)[Websites](#)[Contact Person](#)[Home](#)

## Software

*Freddi Fish*--Problem solving, memory, and fun (AEA7 ID# 103211 or 102890)

*Word Munchers*

*Storybook Weaver*--Creative writing (AEA7 ID# 102423)

*Math Blasters* (AEA7 ID# 102806)

*Number Munchers*

*Speedway Math*

*Galaxy MathFacts*

*Mighty Math Number Hero* (AEA7 ID# 102725)

*Gammar Gremlins*

*Reader Rabbit* (AEA7 ID# 103074/103073/103071)

*Co-Writer*--Very helpful for children who have writing difficulties

*Oregon Trail* (AEA7 ID# 102144)

*Math Treasure Storm*

*Living Books*--Interactive reading (AEA7 ID# \*\*Various titles, check catalog))

*Jumpstart*--Programs for reading and math (Various titles, check catalog)

*Logical Journey* (AEA7 ID# 102742)

*Reading Galaxy* (AEA7 ID# 102867)

*KidsWorks Deluxe*--Story writing (AEA7 ID# 101855)

*New Kid on the Block*--Poetry read aloud (AEA7 ID# 102126)

*Wiggle Works*--Literacy based activities (AEA7 ID# 102581)

*Coin Critters* (AEA7 ID# 102176)

*Clock Shop* (AEA7 ID# 102194)

*Mouse Practice*

*Ato Zap* (AEA7 ID# 102381)

*AB Key*

*Bailey's Book House* (AEA7 ID# 102301)

*Dot-to-Dot*

*Kid Pix*

*Phonics Alive*

*Sticky Bear Math* (AEA7 ID# 102744)

*Edmark Reading Program*--Teaching program with slower readers

*Hypercard* (AEA7 ID# 102393)

*CCC-Computer Curriculum Corporation*--Reading, writing, and math programs that can be individualized to student needs.

*Word Rescue*

*Word Attack 3* (AEA7 ID# 102450)

*Success Maker* (AEA7 ID# 090252)

*Midnight Rescue*

*Thinkin' Things* (AEA7 ID# 102180)

*Interactive Math Journey* (AEA7 ID# 102710)

*Sammy's Science House*--To reinforce science concepts (AEA7 ID# 102332)

*The Incredible Machine* (AEA7 ID# 102733)

*Dr. Suess' ABC*

*Chicka Chicka Boom Boom!* (AEA7 ID# 102726)

*Backyard, The Tree House* (AEA7 ID# 102143)

## Websites

[Kathy Schrock Guide for Educators](#)

[www.puzzledepot.com](http://www.puzzledepot.com)

[www.harperchildrens.com/holiday](http://www.harperchildrens.com/holiday)

[Scholastic](#)

[Search Engine Directory](#)

[Encyclopedia.com](#)

[Pitsco Innovatice Education--Ask and expert online](#)

[Bartlett's Quotations](#)

[Mirriam Webster Dictionary](#)

[Diversity Resource](#)

## Contact Person

Sorry, no contact person designated for this area. If you would like to volunteer, contact the [Webmaster](#).

<a href="#">Software</a>	<a href="#">Websites</a>	<a href="#">Contact Person</a>	<a href="#">Home</a>
--------------------------	--------------------------	--------------------------------	----------------------



# *Elementary Talented and Gifted*

[Software](#)[Websites](#)[Contact Person](#)[Home](#)

## Software

*The Lost Mind of Dr. Brain*--Cause/effect, critical thinking (AEA7 ID# 102907)

*Thinkin' Things* (AEA7 ID# 102180)

*Strategy Challenges*--Critical thinking skills and problem solving (AEA7 ID# 102755)

*Hyperstudio*--Students create programs based on units of study (AEA7 ID# 102394)

## Websites

[Kids Click](#)--Easy reading level, easy for students to use in a variety of ways.

[Reviews of Educational Sites](#)

[Kathy Schrock Guide for Educators](#)

[Teachnet](#)

## Contact Person

Sorry, there are no contact person volunteers for this area. If you would like to serve as a contact, please contact the [Webmaster](#).

[Software](#)[Websites](#)[Contact Person](#)[Home](#)

# Elementary Music

[Software](#)[Websites](#)[Contact Person](#)[Home](#)

## Software

*Music Ace*--Teaches theory to students. Since I have 1computer, we gather around it and share the lesson. (AEA7 ID# 102841)

*Julliard Music Adventure* (AEA7 ID# 102798)

*Music Time* (AEA7 ID# 102054)

*Microsoft Musical Instruments*--Explore new and old instruments (AEA7 ID# 102225)

*Morton Subotniks Making Music*

*Songworks*

*Yamaha Music in Education*--Technology assisted music curriculum. Students use musical keyboards that are networked to a Mac in grades 2-5

*Hyperstudio* (AEA7 ID# 102394)

*Encyclopedia Brittanica Black History CD-ROM*--For research on student Hyperstudio Stacks

*Dr. T's Sing-A-Long*

*Kidsongs Musical Mystery*

*Menlo the Frog*

*Sing Alongs/Barnyard Rhythms & moos*

## Websites

[Music History](#)

## Contact Person

Kelly Duhrkopf, Sumer Community Schools, Sumner [kellyd@powersurge.net](mailto:kellyd@powersurge.net)

[Software](#)[Websites](#)[Contact Person](#)[Home](#)

# Elementary Media

[Software](#)[Websites](#)[Contact Person](#)[Home](#)

## Software

*GeoSafari series* (AEA7 ID# 102708)

*Zip Zap Map* (AEA7 ID# 102520)

*Oregon Trail* (AEA7 ID# 102144)

*Yukon Trail* (AEA7 ID# 102493)

*Africa Trail* (AEA7 ID# 102484)

*SimCity* (AEA7 ID# 101741)

*SimTown*

*SimIsle* (AEA7 ID# 102639)

*Classword Companion*--Used to create crossword puzzles for monthly elementary newsletter

*World Book*

*US Atlas on CD-ROM*

## Websites

[Children's Literature Web Guide](#)

[Kathy Schrock's Guide for Educators](#)

[History Net](#)

[History Channel](#)

[Weather](#)

[Biographies](#)

[Classroom Net](#)

[www.ipl.org](#)

# Contact Person

Jeanne Anderson, Nashua-Plainfield School, [janderson@mac/.nashua-plainfield.k12.ia.us](mailto:janderson@mac/.nashua-plainfield.k12.ia.us)

Barb Feuerhak, Orchard Hill Elementary, Cedar Falls, [bfeuerhak@cedar-falls.k12.ia.us](mailto:bfeuerhak@cedar-falls.k12.ia.us)

[Software](#)

[Websites](#)

[Contact Person](#)

[Home](#)

# *Elementary Art*

[Software](#)[Websites](#)[Contact Person](#)[Home](#)

## Software

*Encarta* (AEA7 ID# 103147)

*Groliers Encyclopedia*-- Artist biographies for art history reports

*Great Artists: In Association with the National Gallery*

*With Open Eyes* (AEA7 ID# 102978)

*KAI's Power Goo* (AEA7 ID# 103006)

*Tesselmania* (AEA7 ID# 102357)

*Origami* (AEA7 ID# 102870)

## Websites

[www.biography.com](http://www.biography.com)-- Art history and geography

[www.lonelyplanet.com](http://www.lonelyplanet.com)

[Iowa Arts Alliance](#)-- Support for the arts-- Visual art, music, dance, drama. Arts advocacy, lesson plans, etc.

## Contact Person

Laura Beery, Irving Elementary, Waverly, [beeryl@waverly-shellrock.k12.ia.us](mailto:beeryl@waverly-shellrock.k12.ia.us)

[Software](#)[Websites](#)[Contact Person](#)[Home](#)

# Middle School

[Software](#)[Websites](#)[Contact Person](#)[Home](#)

## Software

*PowerPoint* (AEA7 ID# 102527)

*Clarisworks* (AEA7 ID# 102530)

*Tesselmania* (AEA7 ID# 102537)

*Creative Writer*--Students use this for many writing projects. They create magazines, newspapers, write poems, etc.

*Adobe Pagemaker*--Desktop publishing.(AEA7 ID# 102888)

*VersaCad386*--Drafting--basic

*Microsoft Works*--Computer Applications

*Animation Works*

*Weather*

*Co-Writer*

*Write: Outloud* (AEA7 ID# 102247)

*Choices--Career Curriculum* (AEA7 ID#101829 *Choices Junior* )

*Groiler's--Research*

*Time Almanac--Research*

*M.A.C. Course 3--Supplemental Math 8 lessons aligned with Math 8 text.*

*Algebra* (AEA7 ID# 102160)

*Map Quest*

*Crosscountry Canada* (AEA7 ID# 102646)

*GeoBee*

*MAC-mini keyboard*

*Boones Meadow*

*Decimals & Fractions Maze*

*Handyman*

*Fraction Munchers* (AEA7 ID# 102513)

*Kid Pix*

*Word Search* (AEA7 ID# 101914)

*Gradebuster* (AEA7 ID# )

*Animals-research*

*Trivia Munchers* (AEA7 ID# 103075)

*KQ Math*

*Logic Blocks*

*Write* (AEA7 ID# 10689 \*IBM)

*Camera*

*Geosafari* (AEA7 ID# 102708)

*IMSIEasy language*

'97 *Encarta Encyclopedia* (AEA7 ID# 102786)

'98 *World Book Encyclopedia*

*JMC*

*Crossword Wizard* (AEA7 ID# 102364)

## Websites

<http://www.state.gov>

<http://www.cdc.org>

<http://www.who.org>

<http://www.lonelyplanet.com>

<http://www.geocities.com/rainforest/6243/diversity2.html#Bacteria>

<http://www.kn.pacbell.com/wired/fil/pages/huntfoodweb.html>

<http://commtechlab.msu.edu/sites/dlc-me/zoo/zahmain.html>

<http://www.usgs.gov/education/>

[www.li.net/~ndonohue/ssus.html](http://www.li.net/~ndonohue/ssus.html)

## Contact Person

Vicki Oleson, Price Lab School, [oleson@uni.edu](mailto:oleson@uni.edu)

[Software](#)

[Websites](#)

[Contact Person](#)

[Home](#)



# Middle School Family and Consumer Sciences

[Software](#)[Websites](#)[Contact Person](#)[Home](#)

## Software

*Career Futures 99*--Career Interest Inventory of Occupations--All 7th graders do as Benchmark

*On Your Own in Central City*--Financial Simulation

*Executive Diet Helper*

*Food Pyramid* (AEA7# 102388)

*Measureright*--FCS use when studying recipe abbreviations and measurements (AEA7# 102391)

*Quiz Show Designer*--Make up games (like Jeopardy) for each chapter review for tests

*Friday Afternoon*--Use to make worksheets and crossword puzzles for classroom use

## Websites

Sorry, not websites were offered for this category.

## Contact Person

Sorry, no contact person has been identified. If you would be willing to act as a contact, please contact the [Webmaster](#).

[Software](#)[Websites](#)[Contact Person](#)[Home](#)

# Middle School Math

[Software](#)[Websites](#)[Contact Person](#)[Home](#)

## Software

*Microtype* (AEA7# 102275)

*Geometric Golfer*---Put in lab so students can practice transformational geometry

*Tesselmania* (AEA7# 102357)

*HotDog Stand* (AEA7# 102788)

*MathType*--Preparing test, 5-minute checks

*Alge-blaster Plus* (AEA7# 101966)

*GraphPower*

*Number Munchers*

*Fraction Munchers*

## Websites

Sorry, no websites are available in this area. If you have suggestions, contact the [Webmaster](#).

## Contact Person

Sorry, no contact person exists for this page. If you are interested in being a contact person, please contact the [webmaster](#).

[Software](#)[Websites](#)[Contact Person](#)[Home](#)

# Middle School Language Arts

[Software](#)

[Websites](#)

[Contact Person](#)

[Home](#)

## Software

*Art Dabbler*

*Clarisworks*--Word processing, database of books read (AEA7 ID# 102530)

*Ace Reporter*

*Oregon Trail* (AEA7# 101984)

*Wordmeister*

*Word Munchers* (AEA7# 102775)

*Hangman*

## Websites

[Ellen McKeown's Favorite Educational Sites](#)

[odinscastle.org](#)

Ebsco Site available at [AEA7](#)

## Contact Person

M.J. McCollum, Hoover Middle School, Waterloo [iowateach@cfu-cybernet.net](mailto:iowateach@cfu-cybernet.net)

Ellen McKeown, Logan Middle School, Waterloo [mckeown@forbin.com](mailto:mckeown@forbin.com)

[Software](#)

[Websites](#)

[Contact Person](#)

[Home](#)

# *Ellen McKeown's Favorite Sites*

[Home](#)

[Contact](#)

[East High Home Page](#)

[Education World](#)

[Books@Random](#)

[Vandergrift's Young Adult Literature Page](#)

[Wishbone](#)

[BOOK IT!](#)

[Reading-Language Arts Center](#)

[Teachers First](#)

[Reading Online](#)

[S.C.O.R.E. Cyberguides for Literature](#)

[Doucette Index Literature Lessons](#)

[Cable in the Classroom](#)

[AEA7 Home Page](#)

[Channel One](#)

[Waterloo Public Library](#)

[Teachers at Random](#)

[Sports Illustrated for Kids](#)

[Little House on the Prairie Homepage](#)

[Middle School Partnership](#)

# Middle School Science

[Software](#)[Websites](#)[Contact Person](#)[Home](#)

## Software

ADAM, *The Inside Story* (AEA7# 102380--ADAM Essentials)

*Sensor Net*

*Dyna Pulse*

*Plate Tectonics*--Learning about weather and climate.

## Websites

<http://lists.pls.uni.edu>

[Amanda Sanderman's Favorite Science Sites](#)

## Contact Person

Harold Asmus, Hoover Middle School, Waterloo [howard@cfu-cybernet.net](mailto:howard@cfu-cybernet.net)

Mike Stafford, East Buchanan, Winthrop [mstafford@hotmail.com](mailto:mstafford@hotmail.com)

Amanda Sanderman, Waverly-Shellrock JH, Waverly [sandermana@waverly-shellrock.k12.ia.us](mailto:sandermana@waverly-shellrock.k12.ia.us)

[Software](#)[Websites](#)[Contact Person](#)[Home](#)

# *Amanda Sanderson's Science Sites*

[Home](#)

[Contact](#)

[KWWL Weather Center](#)

[The WHY files](#)

[Fun Science Gallery](#)

[Science Friday Connection](#)

[Bill Nye Homepage](#)

[Virtual Human Dissection](#)

[Discovery Channel](#)

[Explore Science](#)

[Extreme Science](#)

# Middle School Social Studies

[Software](#)

[Websites](#)

[Contact Person](#)

[Home](#)

## Software

*Yukon Trail* (AEA7# 102493)

*Encarta*(AEA7# 102786)

*National Geographic*

*Infotrack*

*Decisions, Decisions* (Tom Snyder)--Immigration and group decision making (AEA7# 102479)

*National Inspirer*

*International Inspirer* (AEA7# 103135)

## Websites

[Mrs. Byl's Seventh Grade Social Studies Websites](#)

## Contact Person

Sorry, no contact person in this area. If you are interested in being a contact person, please contact the [Webmaster](#).

[Software](#)

[Websites](#)

[Contact Person](#)

[Home](#)

zj

# *Mrs. Byl's Websites for 7th Grade Social Studies*

Home

<http://www.learner.org/exhibits/russia>

<http://www.stolaf.edu/network/iecc>

<http://www.pathfinder.com/TFK>

<http://www.landmark-project.com/LFS2.html>

<http://www2.ncsu.edu/ncsu/cep/ligon/socialstudies.html>

<http://www.interknowledge.com/russia/rushis01.htm>

<http://www.un.org/Pubs/CyberSchoolBus/menureso.htm>

<http://www.wsu.edu/~dee/WORLD.HTM>

<http://www.wtgonline.com/navigate/default.asp>

<http://www.emulateme>

<http://library.advanced.org/10157/geoglobe.html>

<http://www.phgsc.org/geograph.htm>

<http://www.indo.com/cgi-bin/dist>

<http://www.itn.com>

<http://www.travelocity.com/>

[http://www.abnews.com/sections/world/balkans\\_content/](http://www.abnews.com/sections/world/balkans_content/)

<http://www.travelweb.com>

<http://www.wtgonline.com/country/us/add.html>

<http://www.previewtravel.com>

<http://local.yahoo.com/local>

<http://www.usps.gov/ncsc>



# Middle School Special Education

[Software](#)[Websites](#)[Contact Person](#)[Home](#)

## Software

*Dictionary*--To look up vocabulary words

*Typing Tutor*--Keyboarding (AEA7# 103130)

*Science Court* (AEA7# \*\*Various titles, see catalog)

*Mavis Beacon Teaches Typing*--Keyboard remediation (AEA7# 103003)

*Spellbound*--Drill and practice

*Choices*--Career and post-secondary training research

*Co-writer*--Works with word processor, guesses words as you type, saves keystrokes, helps students with disabilities (AEA7# 101845)

*Filemaker Pro*--Write and update IEP's (AEA7# 103188)

*Living Books-Arthur's Birthday*--Free time activity (AEA7# 102263)

*HOTS reading program*

*SuperMunchers*--Vocabulary

*Math Munchers* (AEA7# 102515)

*Hollywood High* (AEA7# 102794)

*Operation Neptune*--Math (AEA7# 102545)

*Real World Math* (AEA7# 102417)

*Attainment's Dollars and Cents*--Money recognition of dollars, buying items, getting change, etc.

*ADAM -The Inside Story*--Discover secrets of the Human Body (AEA7# 102380)

*Middle School Language Arts*--(Pro-One Software/Division of [Sofsource](#))

*The Clue Finders* (Learning Company)

*Storybook Weaver by MECC* (AEA7# 102403 )

## Websites

[Stock Market lessons activity](#)

[Sky and Telescope](#)

[Envirofacts](#) Use zip code to get local information on hazardous waste.

[Pets](#)

## Contact Person

[Software](#)

[Websites](#)

[Contact Person](#)

[Home](#)

# High School Agriculture

[Software](#)

[Websites](#)

[Contact Person](#)

[Home](#)

## Software

*PowerPoint* (AEA7# 102527)

*Clarisworks* (AEA7# 102530)

*Microsoft Word*

## Websites

[www.cme.com](http://www.cme.com)--Ag Marketing class used to introduce lessons

[www.cbot.com](http://www.cbot.com)

## Contact Person

Ellen Doese, Wapsie Valley/Denver, [wvdoese@netins.net](mailto:wvdoese@netins.net)

[Software](#)

[Websites](#)

[Contact Person](#)

[Home](#)

# High School Business

[Software](#)

[Websites](#)

[Contact Person](#)

[Home](#)

## Software

*Pagemaker 6.5*--Yearbook and newspaper publication (AEA7# 102888)

*Microsoft Word*

*Microsoft Excel*

*Microsoft Access*

*Microsoft PowerPoint*

*College View/Career View* (AEA7# 102405)

*Resume Maker*

*MicroType Pro* (AEA7# 102275)

## Websites

[Internet Search Tutorial](#)

[Community Learning Network](#)

## Contact Person

Sorry, no contact person has been identified in this area. If you are interested, please contact the [Webmaster](#).

[Software](#)

[Websites](#)

[Contact Person](#)

[Home](#)

# HS Computer Applications

[Software](#)

[Websites](#)

[Contact Person](#)

[Home](#)

## Software

*Microsoft Word*--Teach word processing

*Microsoft Excel*--Teach spreadsheet

*FileMaker Pro*--Teaching database (AEA7# 103188)

*Claris Emailer Lite*--Teaching e-mail

*Learning Styles Inventory*

*Choices*

*Clarisworks* (AEA7# 102530)

*Hyperstudio* (AEA7# 102629)

*Digital Chisel* (AEA7# 102440)

*True-Basic*--Programming language (AEA7#)

*Microtype Pro* (AEA7# 102275)

*Adobe Publishing Suite*--*Pagemaker, Illustrator, Photoshop, Painter*

## Websites

[The Mental Edge](#)

## Contact Person

Buffy Campbell, Independence High School, Independence (319)334-7405

[Software](#)

[Websites](#)

[Contact Person](#)

[Home](#)

# High School School English

[Software](#)[Websites](#)[Contact Person](#)[Home](#)

## Software

*PowerPoint*--Visual Presentations

*Adobe PageMaker with Josten's Yeartech software*--Yearbook (AEA7# 102888)

*Clarisworks*--For student newspaper (AEA7# 103017)

*Adobe PhotoShop*--Yearbook (AEA7# 102488)

*Hyperstudio*--Presentations or compilations of information (AEA7# 102629)

*Microsoft Office* --Microsoft Word and PowerPoint

## Websites

Book called "Web Guide: Language Arts" available from AEA7 (30110646) has many good websites.

[Occupational Outlook Handbook](#)

[Monster Board site](#)

[The Riley Guide](#)

[Infotrac \(Magazine Source\)](#)

[Electric Library](#)

[World Book Online](#)

## Contact Person

Jolitta Yoder, Hudson High School, Hudson [jyoder@hudson.k12.ia.us](mailto:jyoder@hudson.k12.ia.us)

[Software](#)[Websites](#)[Contact Person](#)[Home](#)

# *H. S. Family and Consumer Science*

[Software](#)[Websites](#)[Contact Person](#)[Home](#)

## Software

*A.D.A.M. Prenatal Development*

*Dine Healthy* (AEA7# 102297)

*Quilt Pro* (AEA7# 103043)

*Better Homes and Gardens Cookbook* (AEA7# 102623)

*Label-ology*

*Credit Games*

*Pyramid Power* (AEA7# 102511)

*9 month Miracles*

## Websites

[Life Insurance Resources](#)

[Accu-Quote](#)

[Budget Life](#)

[Insurance Quote Services](#)

[Life Net](#)

[Life Quote](#)

[Quotesmith](#)

[Food Dietary](#)

[www.sequentialhealing.com/special-diets.html](http://www.sequentialhealing.com/special-diets.html)

[www.amhrt.org](http://www.amhrt.org)

[www.healthy.net](http://www.healthy.net)

[www.ama-assn.org](http://www.ama-assn.org)

[www.mayo.iv.com/mayo/recipe/htm/maintoc.htm](http://www.mayo.iv.com/mayo/recipe/htm/maintoc.htm)

[www.fatfree.com](http://www.fatfree.com)

Fashion and Sewing-Related

[Althea's Needles and Threads Online](#)

[Austin Sewing Machines](#)

[Bishop Method of Clothing and Constructions Council](#)

[Embroidery Mall](#)

[Wearables Adaptive Clothing](#)

## Contact Person

Teresa Nennig, Independence High School, Independence, [jnennig@sbttek.net](mailto:jnennig@sbttek.net)

[Software](#)

[Websites](#)

[Contact Person](#)

[Home](#)



# High School School Math

[Software](#)[Websites](#)[Contact Person](#)[Home](#)

## Software

*Number Munchers*--Review Basics

*3D Atlas*--Source of data for data analysis

*Mathematic Toolbox* (AEA7# 102411)

*Green Glob*s

*Zap-a-Graph*

*Geometer's Sketchpad* (AEA7# 102538)

*Cabri Geometry*

*What's My Angle*--Program for teaching geometry proofs

MacNumerics--We use it to graph conic sections

*Excel* (AEA7# 101284)

## Websites

Career Math: Use when working with  $d=rt$

Jokes

Mathtype

## Contact Person

Sorry, no contact person has been identified for this area. If you are interested in serving as the contact, please contact the [Webmaster](#).

[Software](#)[Websites](#)[Contact Person](#)[Home](#)

# High School Science

[Software](#)[Websites](#)[Contact Person](#)[Home](#)

## Software

*Mac Motion*--Interactive Lab

*Graphica Analysis*

*Oh, Deer*--Deer Hern management simulation.

*Osmosis*--Simulation

*Interactive Physics*--Modeling of physics concepts (AEA7# 102318)

*Science Workshop*--Microcomputer Laboratory System

*Physics Cinema Classics (with Laser Disc)*

*Logger Pro*--Used to interface sensors to the computer

*Clarisworks*--To organize different components into single documents (AEA7# 102530)

*CalcWorks*--Calculator

*Hyperstudio*--Self-paced instruction (AEA7# 102629)

*MicroTest*--Self paced/instant feedback evaluation

*Vernier Software-Precision Timer*

*Vernier Software-Graphical Analysis*

*A.D.A.M.* (AEA7# 103165 ADAM Essentials)

*The Way Things Work* (AEA7# 102360)

*Motion Detector*--Measure distance/Speed of a moving object

## Websites

[K-12 World.com](http://www.k12world.com)

[Hubble Space Telescope](http://hubble.nasa.gov)

[www.tc.cornell.edu/Edu/MathSciGateway/index.html](http://www.tc.cornell.edu/Edu/MathSciGateway/index.html)

<http://library.advanced.org/10796/index.html>

# Contact Person

Les Burns, Hudson Community School, Hudson, [lburns@hudson.k12.ia.us](mailto:lburns@hudson.k12.ia.us)

Chuck Harderson, Sumner High School, Sumner, [charderson@aea14.k12.ia.us](mailto:charderson@aea14.k12.ia.us)

Dan Kuchera, Columbus High School, Waterloo, [Dkuchwloo@aol.com](mailto:Dkuchwloo@aol.com)

<a href="#">Software</a>	<a href="#">Websites</a>	<a href="#">Contact Person</a>	<a href="#">Home</a>
--------------------------	--------------------------	--------------------------------	----------------------

# High School Social Studies

[Software](#)[Websites](#)[Contact Person](#)[Home](#)

## Software

*Virtual Economics*--Use for students who miss class and need additional information.

*SIRS*

*Exegy*

*Decisions, Decisions* (AEA7# \*\*Various titles, see catalog)

*Microsoft Word*--Word Processing

*The Cold War*

## Websites

[National Issues and Government Stances](#)

[State Government Materials](#)

[Lesson Plans](#)

[Classroom Connect Online](#)

[Connecting the Curriculum](#)

[Teacher Tips](#)

[Law Research](#)

[Regional Laboratory](#)

## Contact Person

Mary Cooksley, Independence High School, Independence, [marybwc@trxinc.com](mailto:marybwc@trxinc.com)

Joseph Bohr, Hudson Community Schools, Hudson, [jbohr@hudson.k12.ia.us](mailto:jbohr@hudson.k12.ia.us)

Fred Johnson, Janesville School, Janesville, [johnso01@janesville.k12.ia.us](mailto:johnso01@janesville.k12.ia.us)

Tony Dehl, East High School, Waterloo, [Precepter9@aol.com](mailto:Precepter9@aol.com)

[Software](#)[Websites](#)[Contact Person](#)[Home](#)

# High School Special Education

[Software](#)[Websites](#)[Contact Person](#)[Home](#)

## Software

*Choices*--Vocational Education Classes. Use it for assessing students skills, preferences for a career and career research

*Alladin Activity Center* (AEA7# 102490)

*Attainments Dollars and Cents*--Money skills, counting and making change

*Maps n Facts*--Geography/World Studies (AEA7# 102576)

*Crossword Studio*--Develop crossword puzzles for vocabulary development in any course.

*Keyboard Klass*--Keyboard practice

*Critical Concepts*--Language skills practice/teacher can track skills students have mastered

*Microsoft Office*

*Microsoft Bookshelf*

*Living Books--Arthur* (AEA7# Various titles, see catalog)

*Microsoft Encarta*--To do background research or to answer a question based on student needs for a class assignment

*Virtual Globe*

*Word Munchers*--Daily practice (AEA7# 102775)

## Websites

<http://www.mapquest.com>--Trip planning, map skills

<http://www.closingthegap.com>

[Ask Jeeves](#)--Very easy to use for research

<http://www.schoolwork.org>

<http://www.researchpaper.com>

<http://www.studyweb.com>

[Channel One](#)

[Iowa Public Television](#)

# Contact Person

Jim Seeley, Cedar Falls High, Cedar Falls [seeleyj@cedar-falls.k12.ia.us](mailto:seeleyj@cedar-falls.k12.ia.us)

Jane Leiker, Columbus High School, Waterloo [jleiker@forbin.com](mailto:jleiker@forbin.com)

Marisa Dolan, East High School, Waterloo [md12811@cedarnet.org](mailto:md12811@cedarnet.org)

Marie Kelch, West High School, Waterloo [kelchwhs@hotmail.com](mailto:kelchwhs@hotmail.com)

[Software](#)

[Websites](#)

[Contact Person](#)

[Home](#)

# World Languages

[Software](#)[Websites](#)[Contact Person](#)[Home](#)

## Software

*Zingo Lingo* (AEA7# 102517--French) or (AEA7# 102518 Spanish)

*Holt, Rinehart, and Winston CD-ROM*--Used for review and practice

*The Little Prince*--Level IV Interactive story, drills, etc.

*Corrida de Toros* (Bullfight)--Hangman style vocabulary game

*All in One*--27 different games that quiz students by speaking to them in Spanish and have them click on a certain place as response

*ClarisWorks 4.0*--is used daily for typing worksheets, quizzes, etc. It has foreign language capabilities that simplify any typing and printing to be done. (AEA7# 102530)

*Spanish Grammar I & II*

*Dasher*--for translation, answering questions, spelling

*Rosetta Stone*--enrichment/supplemental

*Juntos uno*--Interactive CD with textbook

*Smart Start*--Advanced classes practice conversation

*Essential French*--Basic travel expressions

## Websites

[Jim Becker's World Language Site](#)

<http://www.dogpile.com>--Search Engine

<http://www.schoolnotes.com>

<http://www.frenchcooking.com>

<http://www.cortland.edu/flteach/flteach.html>

## Contact Person

Jim Becker, Price Lab School, Cedar Falls [becker@uni.edu](mailto:becker@uni.edu)

Michele Lash, North Tama School, Traer [lash@redhawk.n-tama.k12.ia.us](mailto:lash@redhawk.n-tama.k12.ia.us) or [cmlash@hotmail.com](mailto:cmlash@hotmail.com)

[Software](#)

[Websites](#)

[Contact Person](#)

[Home](#)



# Art

[Software](#)[Websites](#)[Contact Person](#)[Home](#)

## Software

*Dabbler II*

*Masterpice Mansion*

*Adobe Photo Deluxe (AEA7# 102641)*

*Corel Draw-Photo manipulations*

*Video Toaster*

*Deluxe Paint IV*

*PhotoPaint*

## Websites

[Dick Blick](#)

[www.kn.pacbell.com/wired/capades](http://www.kn.pacbell.com/wired/capades)

[www.uiowa.edu/~africart](http://www.uiowa.edu/~africart)

[www.prang.com](http://www.prang.com)

[www.crayola.com](http://www.crayola.com)

## Contact Person

Sorry, there are no contact people identified in this area. If you are interested in becoming a contact, please contact the [Webmaster](#).

[Software](#)[Websites](#)[Contact Person](#)[Home](#)

# Multiple Level Band

[Software](#)[Websites](#)[Contact Person](#)[Home](#)

## Software

*Finale* (AEA7# 103191)

*MiBac Music Theory*

*MiBac Jazz*

*Smart Music* (AEA7# 103191\*\*Bundled with Finale)

*Nightingale*

*Pyware 3D--Marching Band Charting*

*Music Ace--Ear training and note identification* (AEA7# 102841)

*Encore*

*MasterTracks Pro*

*Band-in-a-Box*

## Websites

[IBA](#)

[Fluteworld](#)

[Michael Moors Clarinet Page](#)

[Walking Frog Records](#)

[Musicals Net](#)

[www.kn.pacbell.com/wired/bluewebn](http://www.kn.pacbell.com/wired/bluewebn)

[www.ensemble.org](http://www.ensemble.org)

[www.talentz.com](http://www.talentz.com)

[www.whc.net/rjones/brassrsc.html](http://www.whc.net/rjones/brassrsc.html)

## Contact Person

Allan Jacobsen, Logan Middle, Waterloo, [jacobsona@wartburg.com](mailto:jacobsona@wartburg.com)

Brad Jensen, Hudson Jr. & Sr., Hudson, [bjensen@hudson.k12.ia.us](mailto:bjensen@hudson.k12.ia.us)

<a href="#">Software</a>	<a href="#">Websites</a>	<a href="#">Contact Person</a>	<a href="#">Home</a>
--------------------------	--------------------------	--------------------------------	----------------------

# English as Second Language

[Software](#)[Websites](#)[Contact Person](#)[Home](#)

## Software

*Rosetta Stone*--Language exercises--reading and listening (AEA7# 102439 demo)

*Wiggle Works* (AEA7# 102581)

*First 1000 Words*

*Spellbound*

*Word Munchers* (AEA7# 102775)

*Reading Blaster 2000* (AEA7# 102842)

*Undersea Reading for Meaning*

*Me and My World*

## Websites

[www.kidlink.org](http://www.kidlink.org)

## Contact Person

Sarah Wait, Cedar Falls High School, Cedar Falls, [waits@cedar-falls.k12.ia.us](mailto:waits@cedar-falls.k12.ia.us)

[Software](#)[Websites](#)[Contact Person](#)[Home](#)

# Multiple Level Guidance

[Software](#)[Websites](#)[Contact Person](#)[Home](#)

## Software

*Choices*--Career Exploration

*PowerPoint*--Prepare presentations (AEA7# 102527)

*College View* (AEA7# 102405)

*No Smoke*

## Websites

[www.finaid.org](http://www.finaid.org)--Financial aid and Scholarship information

[fastweb.com](http://fastweb.com)

## Contact Person

Sorry, there is no contact person identified in this area. If you are interested please e-mail the [Webmaster](#).

[Software](#)[Websites](#)[Contact Person](#)[Home](#)

# Multiple Level Industrial Technology

[Software](#)[Websites](#)[Contact Person](#)[Home](#)

## Software

*CADDRAW*--Used for design work

*Versacadd*--Student designs

*MacDraw*--Student designs

*CAD*--Used to teach fundamentals of drafting in 7th and to do design projects in 8th.

*EasyCad*

*Street Atlas*--Used to demonstrate mapping technology (AEA7# 102789)

*T-CAD*--Program used for Communication Technology and for developing instructional materials

*CADKEY*--Used with drafting students

*AutoCAD R13*

*MasterCam*

*3D Architect*

*D&M Cam Software*

*ACAD 12*--Drafting/Arch. Drafting

*Bridge Builder*--Energy/Power

*AutoShade*

*VersaCad*

*Design Post*

*Design Wave*

## Websites

Sorry, no websites have been identified in this subject area.

## Contact Person

Glen Unwin, East Buchanan, [G\\_UNWIN@hotmail.com](mailto:G_UNWIN@hotmail.com)

[Software](#)

[Websites](#)

[Contact Person](#)

[Home](#)

# Multiple Level Media

[Software](#)[Websites](#)[Contact Person](#)[Home](#)

## Software

*Inspiration* (AEA7# 103000)

*Maps n' Facts*

*Groliers Electronic Encyclopedia*

*Mavis Beacon*--Elementary Keyboarding (AEA7# 103003)

*Winnebago Circulation*--Card Catalog

*SIRS database*

*Encarta* (AEA7# 102786)

*Eyewitness Encyclopedia of Science* (AEA7# 102501)

*Corel Gallery Clip Art*

*Readers Guide CD*

## Websites

[Online Schoolyard](#)

[Kathy Schrock's Guides for Educators](#)

[Blue Web'n](#)

[Internet Public Library](#)

[Library Spot](#)

## Contact Person

Jean Byl, Waverly-Shellrock Junior High, Waverly [bylj@waverly-shellrock.k12.ia.us](mailto:bylj@waverly-shellrock.k12.ia.us)

[Software](#)[Websites](#)[Contact Person](#)[Home](#)



# *Talented and Gifted*

[Software](#)[Websites](#)[Contact Person](#)[Home](#)

## Software

*PrintShop*--Business cards to use with a unit (AEA7# 102458)

*Decisions, Decisions* (AEA7# \*\*Various titles, see catalog)

## Websites

[Odyssey of the Mind](#)

[National History Day](#)

[Stock Market Quotes](#)

## Contact Person

Sorry, there is no contact person for this area. If you are willing to serve as a contact person, contact the [Webmaster](#).

[Software](#)[Websites](#)[Contact Person](#)[Home](#)