

GENERATION



Generation Y

2004-2005 Evaluation Data

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



This report includes data from the following schools:

La Vernia Schools

Brentwood Middle School, Edgewood Independent School District
Coronado/Escobar Elementary School, Edgewood Independent School District
Gardendale Elementary School, Edgewood Independent School District
H.B. Gonzalez Elementary School, Edgewood Independent School District
Holy Cross School, LaVernia Independent School District
J.F. Kennedy High School, Edgewood Independent School District
LaVernia Elementary School, LaVernia Independent School District
LaVernia High School, LaVernia Independent School District
LaVernia Jr. High, LaVernia Independent School District
Winston Elementary, Edgewood Independent School District

Generation Y Evaluation Results

On the following pages you will find a report containing data from the Generation Y classes in your area. Depending on how your Generation Y classes are funded, the data may be from a single school, an entire district or state, or some other grouping of schools. These data have been prepared for you by the Evaluation Program of the Northwest Regional Educational Laboratory (www.nwrel.org/evaluation), as part of the service provided to your schools by Generation YES.

The information in this report comes from several sources, all collected online through the Generation Y web site. The report contains tabulations of results from the following online data collection forms:

- Surveys of participating students at the beginning and end of each class
- Project descriptions completed by participating students during each class
- Reports from Generation Y Coordinating Teachers at the end of each class
- Note: Surveys completed by Gen Y teachers at the end of each class are normally included in this report. These surveys were not available for 2004-2005 because of a problem with a new database system; they will be back next year.

We hope you find this information interesting and useful. Generation Y is aimed at helping you integrate technology in your classrooms, while engaging students in meaningful educational activities that support teachers, other students, administrators, and your community. The data presented here should give you a snapshot of what your students and teachers have been doing in their Generation Y classes and projects, and how well these activities are supporting technology integration and student engagement in your schools.

An additional report summarizing data on Generation Y classes across the nation is also available. By comparing national data to the information from your area, you may be able to notice differences, strengths, or weaknesses in your local schools that are of interest.

Overview of Generation Y

Generation Y is a program which uses partnerships between students and teachers to integrate modern computer technologies into the classroom. The program promotes the effective use of educational technology in schools, develops opportunities for student leadership, and fosters a collaborative, learning community atmosphere in schools. Rather than teaching technology skills to teachers and hoping they will use these skills to improve their students' learning, Generation Y trains students to form working partnerships with teachers in order to improve teaching and learning in their schools. Students become agents of change, assuming responsibility for helping to improve the educational resources available to themselves and their classmates.

GenY students learn technology skills with an emphasis on applying these skills to a real-world problem: helping teachers use technology to deliver more effective lessons. Students and partner teachers learn how telecommunications tools, the Internet, digital imaging and presentation tools, and other technologies can enhance lesson plans and curriculum units. Many Generation Y students

and partner teachers also learn about their state academic standards and learning goals, and the process of aligning classroom activities with these goals. Each GenY student is paired with a partner teacher (or an administrator, librarian, counselor or other educator), who decides what lesson plan, curriculum unit, or other school need will be addressed by a collaborative, technology-enriched curriculum project, which the partner teacher and the GenY student produce together. These projects are then used in the partner teacher's regular classroom, or in the library, administrative offices, etc. Through this model, participating educators receive individualized support as they strengthen their use and integration of new technologies. Students learn technology, communication, collaboration, and project management skills in an authentic, personally meaningful context, and many go on to further extend their skills through advanced school or community service projects.

The program was developed in the Olympia, Washington School District, with a five-year award in 1996 from the U.S. Department of Education's Technology Innovation Challenge Grant program. Numerous state and local grants as well as corporate sponsorships have also supported the development of the instructional model and materials, as well as dissemination of the model to schools outside Olympia. Currently, Generation Y classes are provided through the Generation YES organization to schools nationwide. The program provides a model which can be customized to fit a wide range of grade levels, technology infrastructures, scheduling requirements, interests, and skill levels of participants. In the summer of 2000, the program was awarded "Exemplary" status by the department's Expert Panel on Educational Technology, a distinction given to only two of 134 programs.

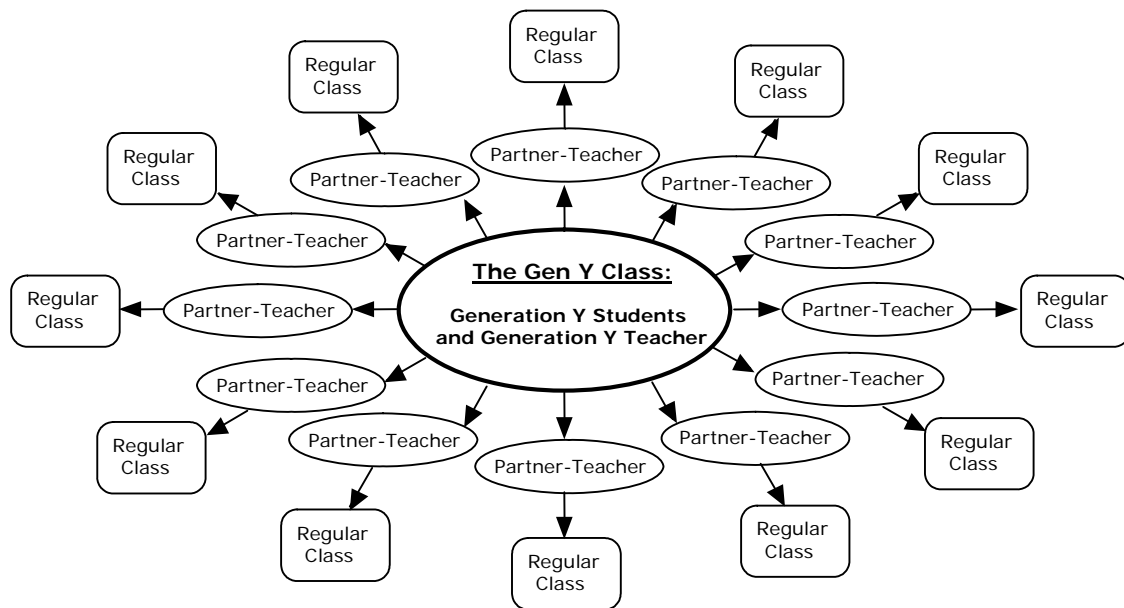
Data from the nationwide project indicate that the program can be an effective alternative for schools wishing to integrate technology into their regular curriculum and increase their use of project-based, student-centered learning practices. The model provides individualized support for educators who wish to increase their use of technology without becoming distracted from the essence of their jobs --building and delivering effective curriculum units and lesson plans. Generation Y achieves this by giving students experience with educational technology, communication skills, and information literacy, then allowing students to act as responsible partners with their teachers in building new curriculum materials and new teaching and learning practices.

Participating teachers and students have consistently reported that their involvement in Generation Y afforded them an excellent opportunity to improve their basic technology skills, and to develop more advanced abilities to integrate technology in standards-based lessons, projects and curriculum units. Both teachers and students have reported that they gained meaningful, authentic experience developing skills in technology use, collaboration, project management, and information literacy, while contributing to the improvement of their schools. Most have found the Generation Y model to be an effective professional development strategy for teachers, as well as an effective approach to increasing student engagement, student learning, and student leadership.

For those unfamiliar with the program, the term "partner-teacher" is used to refer to the classroom teachers who are each paired with a Generation Y student. These teams collaborate in the production and delivery of a lesson plan or unit, using modern telecommunications technology, to the teacher's

class. The term “Generation Y teacher” or “Generation Y coordinating teacher” refers to the teacher who works with all Generation Y students in a school, as they learn skills and knowledge through the course activities and design their projects with partner teachers. The GenY teacher also helps coordinate the relationships between the Generation Y students and their partner teachers, and facilitates the process of developing the collaborative projects. The core of the model is the Generation Y class and the process of developing the collaborative projects. The core of the model is the Generation Y class and the collaborative projects which GenY students and their partner teachers produce for students in the partner teachers' 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 resources, videos, CDs, etc.
- Access to online resources and consultants for the development of student projects
- Access to the searchable database of previous student projects
- Data collection and reporting services to monitor program outcomes

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 2004-2005 school year, are presented in the tables on the following pages.

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 1
Participating Generation Y Students by Gender**

Gender	Percentage of Students (of 141 reporting)
Male	56.0
Female	44.0

**Table 2
Participating Generation Y Students by Ethnicity**

Ethnicity	Percentage of Students (of 140 reporting)
Caucasian	34.3
African American	0.7
Hispanic	58.6
Asian	1.4
Pacific Islander	0.0
Native American/Native Alaskan	2.1
Other	2.9

**Table 3
Computer Access at Home by Generation Y Students**

At home do you have access to:	Yes	No
A computer	80.3	19.7
The Internet	63.4	36.6
Send and receive email	56.6	43.4

(percentages of approximately 145 reporting)

Table 4
Frequency of Computer Use by Generation Y Students at Home and School

How often do you use a computer?	Almost every day	At least once a week	Once or twice a month	Once or twice a semester	Never or don't have access
At home	44.5	22.6	10.9	5.8	16.1
At school	70.0	20.0	2.9	4.3	2.9

(percentages of approximately 142 reporting)

Table 5
Student Experience With Computer and Technology Prior to Participating in Generation Y

How much experience have you had with the following:	None	Just a little	Some	A lot
Use word processing software	13.7	25.9	33.1	27.3
Search the Internet	4.2	6.3	16.9	72.5
Send and receive email	16.2	22.5	21.8	39.4
Use PowerPoint or other presentation software	14.1	18.3	29.6	38.0
Troubleshoot basic computer problems	45.1	29.6	14.1	11.3
Use a scanner to digitize a picture	43.0	25.4	15.5	16.2
Use a digital camera	19.7	19.7	26.1	34.5
Create a web page or web site	59.2	16.9	18.3	5.6
Touch-typing at least 15 words/minute	14.8	23.9	25.4	35.9

(percentages of approximately 139 reporting)

Table 6
Frequency of Computer Use in Classes

In the classes you took last semester/quarter, how often were computers used by you or your teachers?	Computers were never used	Computers were used once	Computers were used a few times	Computers were used about once per week	Computers were used several times per week
Math	40.8	12.0	23.2	5.6	18.3
Language Arts, Reading or English	28.7	13.3	28.7	11.2	18.2
Science	44.0	19.9	23.4	7.1	5.7
Social Studies, Geography or History	45.7	16.4	24.3	5.0	8.6

(percentages of approximately 142 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 7
Practice Gained in Computing Skills by Generation Y Students

During your work this semester as a Generation Y student, how much practice and experience did you get:	None, I didn't do this at all	Just a little; 2 hours or less	Some; 2 to 10 hours	Quite a bit; 10 to 20 hours total	A lot; more than 20 hours total
Using a keyboard to touch-type at least 15 words/min	12.7	24.1	11.4	25.3	26.6
Using word processing software	6.3	26.3	7.2	31.3	16.3
Searching the Internet	0.0	11.3	17.5	22.5	48.8
Sending and receiving e-mail	12.5	30.0	22.5	13.8	21.3
Using PowerPoint or other presentation software	5.0	27.5	18.8	30.0	18.8
Troubleshooting basic computer problems	32.5	20.0	22.5	15.0	10.0
Using a scanner to digitize a picture	46.3	20.0	12.5	15.0	6.3
Using a digital camera	24.1	27.8	17.7	20.3	10.1
Creating a Web page or Web site	44.3	10.1	16.5	19.0	10.1

(percentages of approximately 86 reporting)

Table 8
Types of Collaborative Projects Built By Students and Partner Teachers

Project Type	Percentage of projects that included this component:	Percentage of projects that were mainly focused on this component:
GenY student created or updated a Web page that was used by my partner teacher's class	55.2	35.8
GenY student helped other students search the Web for information on a class topic	64.2	4.5
GenY student developed an educational presentation using PowerPoint, HyperStudio, or other software	94.0	34.3
GenY student taught technology skills to a teacher	94.0	16.4
GenY student taught technology skills to other students	88.1	6.0
Other	10.4	3.0

(percentages of approximately 67 reporting)

Table 9
Delivery of Collaborative Projects

	Only Me	Only my Partner Teacher	Both of Us Together
When the lesson was delivered to your partner-teacher's class, who taught the class that day?	29.8	12.3	57.9

(percentages of approximately 57 reporting)

Table 10
Student Self-Assessments of Their Collaborative Projects

Mark the answer that best describes your experience in Generation Y:	Strongly Agree	Agree	Disagree	Strongly Disagree	Not sure, N/A
I completed my project.	53.9	34.2	5.3	0.0	6.6
I am proud of my project.	46.8	40.3	2.6	1.3	9.1
As a result of my project, other students learned about technology.	35.1	37.7	7.8	1.3	18.2
As a result of my project, other students learned about a subject (e.g. history, math, English, etc.)	42.9	33.8	7.8	1.3	14.3
The feedback about my project proposal I got online was helpful.	31.2	40.3	3.9	7.8	16.9
My partner-teacher's expectations of me were clear and realistic.	40.3	44.2	6.5	0.0	9.1
My partner-teacher was able to meet with me regularly.	29.9	46.8	11.7	6.5	5.2
My partner-teacher and I worked together well as a team.	42.9	40.3	7.8	1.3	7.8
Overall, Generation Y was a good experience.	48.7	32.9	6.6	1.3	10.5

(percentages of approximately 76 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 11
Self-Assessed Change In Computer Use by GenY Partner Teachers

How has the frequency of the following changed as a result of your involvement with Generation Y?	More Frequently	Same Frequency	Less Frequently
You use computers to prepare for class, maintain class records, or do other school-related work.	67.0	33.0	0.0
You use computers for personal business, learning, or fun.	63.7	34.3	2.0
You use e-mail.	66.0	34.0	0.0
You use the World Wide Web.	74.8	23.3	1.9
Your students use computers during your classes.	65.0	32.0	2.9
Your students use computers outside of class to complete assignments for your class.	47.6	44.7	7.8

(percentages of approximately 112 reporting)

Table 12
Self-Assessed Change In Partner Teachers' Comfort Using Technology

How has your comfort level with the following changed as a result of your involvement with Generation Y?	More comfortable	Same level of comfort	Less comfortable
Using computers	84.8	15.2	0.0
Integrating computers into the curriculum	80.0	18.1	1.9
Helping students use computers	75.5	22.5	2.0
Using e-mail	69.5	29.5	1.0
Using the World Wide Web	70.5	28.6	1.0

(percentages of approximately 112 reporting)

Table 13
Time Spent by Partner Teachers on Collaborative Projects

	2 hrs or less	3-5 hours	5-8 hours	> 8 hours
<i>Partner Teachers:</i> How much time, in total, did you spend working with your GenY student this semester?	16.2	19.0	38.1	26.7

(percentages of approximately 112 reporting)

Table 14
Partner Teacher Evaluations of the Generation Y Experience

Please indicate your level of agreement with each of the following:	Strongly Agree	Agree	Disagree	Strongly Disagree
My student-partner completed his or her project.	81.0	16.2	2.9	0.0
My student-partner's project was of high quality.	70.5	26.7	2.9	0.0
I will use the lesson/Web page/presentation with which my student-partner helped in the future.	74.3	21.9	2.9	1.0
I would like to continue developing or refining this project in the future.	62.9	31.4	4.8	1.0
Choosing a project was relatively easy.	54.3	44.8	0.0	1.0
My role as a partner-teacher was clear to me.	57.1	39.0	2.9	1.0
As a consequence of Generation Y, I learned more about technology.	56.2	36.2	6.7	1.0
As a consequence of Generation Y, my students learned about technology.	61.0	36.2	1.9	1.0
As a consequence of Generation Y, my students learned about some content area.	57.1	40.0	1.9	1.0
Generation Y is a good method for providing support and assistance to teachers as they integrate technology into their classes.	73.3	25.7	1.0	0.0
My experience in Generation Y this semester will change the way I teach some lessons in the future.	73.3	25.7	1.0	0.0
I would like to work with another Generation Y student in the coming year.	61.9	34.3	2.9	1.0
I will continue rebuilding my lesson plans to make more use of educational technology.	63.8	32.4	2.9	1.0

(percentages of approximately 112 reporting)

Table 15
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.	82.5	17.5	0.0	0.0	91.7	0.0	8.3
Technology facilitates positive changes in classroom teaching and learning practices.	80.0	20.0	0.0	0.0	93.9	0.0	6.1
I want to learn more about using new technologies.	75.5	24.5	0.0	0.0	88.9	1.6	9.5

(percentages of approximately 112 reporting)

Project Category List

Table 16
Classes/Audiences Served by Partner Teachers Who
Provided Evaluative Feedback on Generation Y Collaborative Projects

Project Category	Number	Percentage
Science	53	47.3
Social Studies	22	19.6
Technology	14	12.5
English/Language Arts	10	8.9
Math	8	7.1
Other	3	2.7
Foreign Language	1	0.9
Visual Arts	1	0.9

Project List

Table 17
Archived Collaborative Projects

School	Partner-Teacher	Project Name
Brentwood Middle School	Anilu Gonzalez	PowerPoint Presentation: Annexation of Texas into the Union
Brentwood Middle School	Edward Lozano	PowerPoint Presentation on 'Eating Disorders'
Brentwood Middle School	Kamara Benavides	How Water Waves and Sound Waves Travel
Brentwood Middle School	La Dena Spencer	The Writing Process' a Power Point Designed to Teach Students How to Write for 'T
Brentwood Middle School	Rosalinda Mata	History of Math A PowerPoint Presentation
Brentwood Middle School	Sheila Barrington	A Lecture on 'Civil Rights for the Disabled'
Brentwood Middle School	Valerie Menchaca	The Circulatory System
Coronado/Escobar Elementar	Cathy O'Neil	Holiday Customs and Traditions - A PowerPoint Presentation
Coronado/Escobar Elementar	Irma Casanova	PowerPoint Presentation on Matter (in spanish)
Coronado/Escobar Elementar	Leticia Castillo	The Sky-A Microsoft PowerPoint Presentation
Coronado/Escobar Elementar	Melissa Guzman	The Geography of the Lone Star State
Coronado/Escobar Elementar	Mr. Oscar T. Galdeano	NASA (Houston) Johnson Space Center
Coronado/Escobar Elementar	Rachel Sanchez	Dinosaurs
Coronado/Escobar Elementar	Randy Erickson	Texas A PowerPoint Presentation
Gardendale Elementary Scho	Deanna Blacconeri	Earth & Planets
H.B. Gonzalez Elementary S	Amparo Bocanegra	A Microsoft PowerPoint About Geometric Shapes
H.B. Gonzalez Elementary S	Amparo Bocanegra	Native American Tribes: A PowerPoint Review
H.B. Gonzalez Elementary S	Ana Monica Green	What is Kwanzaa?: A PowerPoint Presentation
H.B. Gonzalez Elementary S	Anna Monica Green	Harriet Tubman and the Underground Railroad: A PowerPoint Presentation
H.B. Gonzalez Elementary S	Beth Childress	Planets - a PowerPoint
H.B. Gonzalez Elementary S	Beth Childress	Verbs, Nouns, and Adjectives: A PowerPoint Presentation
H.B. Gonzalez Elementary S	Elsa Galindo	Constellations and Telescopes in Space: A Microsoft PowerPoint Presentation
H.B. Gonzalez Elementary S	Elsa Galindo	Fifth Grade Year Book Using Microsoft Word
H.B. Gonzalez Elementary S	Eser Banuelos	Earthquakes and Tsunami: PowerPoint Presentation
H.B. Gonzalez Elementary S	Jeannetta Zapata	Shapes: A PowerPoint Presentation
H.B. Gonzalez Elementary S	Maria Compton	Animal Groups: A PowerPoint Presentation
H.B. Gonzalez Elementary S	Maria Compton	Giants of the Past: A Microsoft PowerPoint Presentation
H.B. Gonzalez Elementary S	Melissa Aleman	Plants: A PowerPoint Presentation
H.B. Gonzalez Elementary S	Michelle Delgado	A PowerPoint Presentation on Plants
H.B. Gonzalez Elementary S	Michelle Delgado	PowerPoint Presentation on How Animals are Different
H.B. Gonzalez Elementary S	Michelle Delgado	Weather Events - A First Grade Microsoft PowerPoint Presentation
H.B. Gonzalez Elementary S	Mrs. Bocanegra	Impressionism and Famous Painters and Writers-A Newsletter Project
H.B. Gonzalez Elementary S	Ms. Brown	The Solar System: A PowerPoint Presentation
H.B. Gonzalez Elementary S	Norma Vargas	Force and Motion: A PowerPoint Presentation
H.B. Gonzalez Elementary S	Norma Vargas	Solar System: A PowerPoint Presentation
H.B. Gonzalez Elementary S	Norma Vargas	Vertebrates and Invertebrates
H.B. Gonzalez Elementary S	Patricia Brown	A PowerPoint Presentation on Manatees
H.B. Gonzalez Elementary S	Patricia Brown	Dinosaurs - A PowerPoint Presentation
H.B. Gonzalez Elementary S	Susan Warner	Dia de Los Muertos : PowerPoint Presentation
H.B. Gonzalez Elementary S	Veronica Tristan	Animals - A Second Grade Microsoft PowerPoint Presentation
H.B. Gonzalez Elementary S	Veronica Tristan	How Did We Discover Dinosaurs?: A PowerPoint Presentation
Holy Cross School		Mrs. Womack's Web Page
Holy Cross School		Sub-Totals
Holy Cross School		Web Page Design
Holy Cross School	Andy Flores	Math Scorecard
Holy Cross School	Leonard Villasenor	English Template
Holy Cross School	Lisa Greer	Fun Educational Websites for Home Use

Holy Cross School	Mr. Curiel	Scope and Sequence
Holy Cross School	Mr. Curiel	Test Averaging
Holy Cross School	Mr. Jesse Arguello	School Email Web Page
Holy Cross School	Mr. Villansenor	Scopes and Sequences
Holy Cross School	Ms. Greer	Word Puzzle
Holy Cross School	Rene Escobedo	Detention Notices
Holy Cross School	Rene Escobedo	Projector
Holy Cross School	Rev. George Wood	Scope & Sequence
Holy Cross School	Sam Womack	Ms. Kralik's Homepage
J.F. Kennedy High School	Ima Technogeek	How to Use a Mimeo Machine
J.F. Kennedy High School	Linda Garcia	Video on the Assasinations of the 1960s
J.F. Kennedy High School	Linda Simnacher	'Where I Live' Using Studio 8 by Linda Simnacher
J.F. Kennedy High School	Ms. Soto	Introducing Tecno Labs Using Studio 8 Video Editing Software
LaVernia Elementary School	Ann Mary Allen	Mrs. Allen's Webpage
LaVernia Elementary School	Cheryl Barron	Mrs. Barron's Webpage
LaVernia Elementary School	Donna Warner	Mrs. Warners Webpage
LaVernia Elementary School	Donna Warner & Kimi Kr	Math Who Wants To Be Millionaire
LaVernia Elementary School	Glenn Hendrickson	Mr. Hendrickson's Web Page
LaVernia Elementary School	Jackie Hill	Health and Nutrition Video
LaVernia Elementary School	Kathie Behrendt	Mrs. Behrendt's Web Page
LaVernia Elementary School	Lisa Seidel	Ms. Seidel's Webpage
LaVernia Elementary School	Marla Cockerham	Mrs. Cockerham's Webpage
LaVernia Elementary School	Miss Marsh	Miss Marsh's Web Page
LaVernia Elementary School	Miss Marsh	Parts of Speech - A PowerPoint Project
LaVernia Elementary School	Mr. Harrison	Mr. Harrison's Web Page
LaVernia Elementary School	Mrs. Behrendt	Rocks and Minerals Video
LaVernia Elementary School	Mrs. Downs	Mrs. Downs' Webpage
LaVernia Elementary School	Mrs. Jendrusch	Mrs. Jendrusch's Webpage
LaVernia Elementary School	Mrs. Johanson	Mrs. Johanson's Web Page
LaVernia High School		
LaVernia Jr. High	Carolyn Mangum	Peer Pressure PowerPoint
LaVernia Jr. High	Coach Sievers	Coach Siever's PowerPoint Presentation
LaVernia Jr. High	Dana Grubb	Using PowerPoint to Create Presentations in Science
LaVernia Jr. High	Karen Huff	Mrs. Huffs Texas Assessment of Knowledge and Skills Review on PowerPoint
LaVernia Jr. High	Kathy Trammell	Vincent Van Gogh Working with Line: A PowerPoint Presentation
LaVernia Jr. High	Margaret Martin	Cardiovascular Diseases: PowerPoint Presentation
LaVernia Jr. High	Mr. Andrew Traeger	American Revolution Question Using Qwizdom
LaVernia Jr. High	Mr. Andrew Treager	Review the Civil War Using Qwizdom
LaVernia Jr. High	Mr. David Brown	Using Correct Technique When Practiceing with Your Band Instrument
LaVernia Jr. High	Mr. Don Wildenstein	Pre-AP History Web Page
LaVernia Jr. High	Mr. Don Wildenstein	Video of La Vernia Historic Markers
LaVernia Jr. High	Mr. James Quinney	Using Lab Equipment: A Studio Presentation
LaVernia Jr. High	Mr. Pat Quinney	Mr. Quinney's Science Web Page
LaVernia Jr. High	Mr. Ross Moczygemba	Understanding How Waves and Tsunamis Form
LaVernia Jr. High	Mr. Ross Moczygemba	Radar Tracking
LaVernia Jr. High	Mrs. Bonnie Rice	Library Web Page
LaVernia Jr. High	Mrs. Bonnie Rice	Using Digital Curriculum Video to Explain Biographies and Autobiographies
LaVernia Jr. High	Mrs. Carolyn Mangum	Qwizdom Questions Over the Novel Hatchet
LaVernia Jr. High	Mrs. Charlette Goodwiler	Jeopardy Review Game
LaVernia Jr. High	Mrs. Charlette Goodwiler	Mrs. Goodwiler's Web Page
LaVernia Jr. High	Mrs. Dana Grubb	Mrs. Grubb's Web Page
LaVernia Jr. High	Mrs. Jennifer Spreen	Using a PowerPoint Presentation to Introduce the Holocaust
LaVernia Jr. High	Mrs. K. Campbell	A PowerPoint Presentation of Transitional Phrases
LaVernia Jr. High	Mrs. Karen Huff	Mrs. Huff's Mythology Project on Microsoft Publisher
LaVernia Jr. High	Mrs. Kathy Trammell	Web Page for Mrs. Trammell's Art Class

LaVernia Jr. High	Mrs. Lisa Miksch	A PowerPoint Presentation on Genocide
LaVernia Jr. High	Mrs. Rogers	Mrs. Roger's PowerPoint of Career Exploration
LaVernia Jr. High	Ms. Clara Duelm	A PowerPoint Presentation About Plate Tectonics
LaVernia Jr. High	Ms. Clara Duelm	Basketball Drills PowerPoint Presentation
LaVernia Jr. High	Ms. Kristi Lindeman	American Revolution PowerPoint Presentation
LaVernia Jr. High	Ms. Kristi Lindeman	The Civil War WebQuest
LaVernia Jr. High	Ms. Lisa Miksch	A PowerPoint Presentation Overview of an Alien Activity
LaVernia Jr. High	Ms. Margaret Martin	A Qwizdom Project on Non-Communicable Diseases
LaVernia Jr. High	Ms. Victoria Kalkwarf	Math Matician Magic
LaVernia Jr. High	Ms. Victoria Kalkwarf	Quizdom Space its Out of This World
LaVernia Jr. High	Sara Elley	Mrs. Elley's Math Web Page
Winston Elementary	Kathleen Cook	Living and Non-living Things PowerPoint Presentation
Winston Elementary	Ms. Cynthia Garza	Grouping for Addition & Subtraction PowerPoint
Winston Elementary	Ms. Escobar	Plant Needs-Web Page
Winston Elementary	Ms. Roolf	A Science Web Page for Ms. Roolf
Winston Elementary	Olivia Zapata	"Life Cycle of a Plant"-PowerPoint