

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:

Region 20

Brackett High School, Brackett ISD
Center Point Middle School, Center Point ISD
Dilley Elementary School, Dilley ISD
Frank Newman Middle School, Cotulla ISD
Hondo High School, Hondo ISD
Ingram Middle School, Ingram ISD
Jourdanton Elementary, Jourdanton ISD
Leakey School, Leakey ISD
Lytle Junior High, Lytle ISD
Natalia Junior High, Natalia ISD
Pleasanton Intermediate, Pleasanton ISD
Sabinal Elementary, Sabinal ISD
San Antonio Technology Academy, Texas Charter Schools
Somerset Elementary, Somerset ISD
Staff Sgt. Michael P. Barrera Elementary School, Somerset ISD
Stockdale Junior High, Stockdale ISD

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.

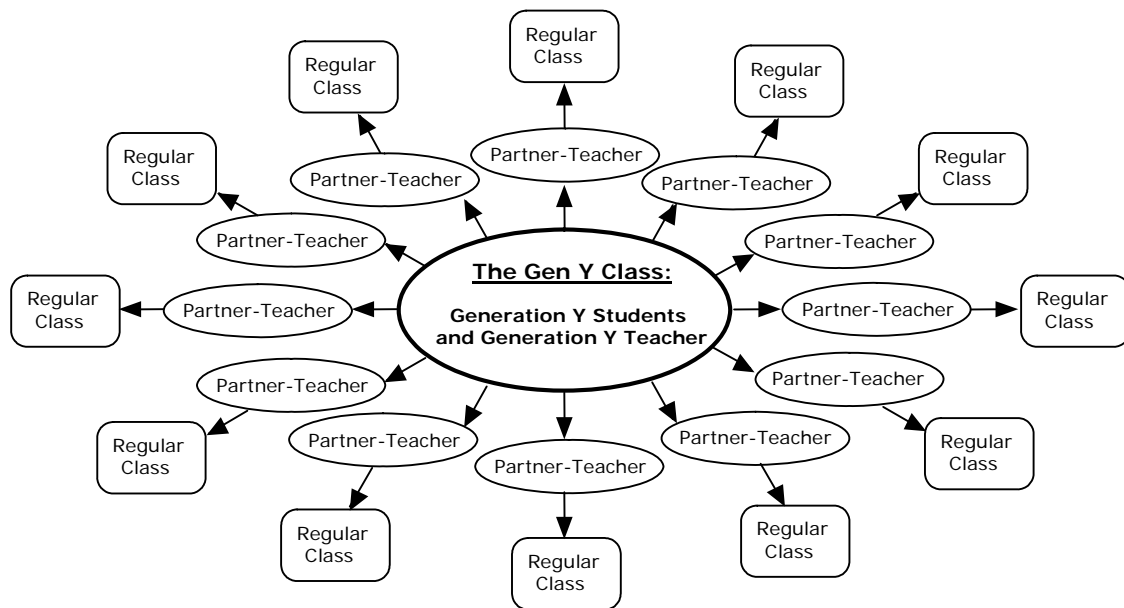
Data from the nationwide project indicate that the program can be an effective alternative for schools wishing to integrate technology into their regular curriculum and increase their use of project-based, student-centered learning practices. The model provides individualized support for educators who 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 199 reporting)
Male	43.2
Female	56.8

Table 2
Participating Generation Y Students by Ethnicity

Ethnicity	Percentage of Students (of 200 reporting)
Caucasian	35.0
African American	0.5
Hispanic	55.5
Asian	1.5
Pacific Islander	0.5
Native American/Native Alaskan	3.0
Other	4.0

Table 3
Computer Access at Home by Generation Y Students

At home do you have access to:	Yes	No
A computer	83.8	16.2
The Internet	70.1	29.9
Send and receive email	61.7	38.3

(percentages of approximately 208 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	39.0	32.3	10.8	5.1	12.8
At school	69.2	25.8	2.0	1.0	2.0

(percentages of approximately 197 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	8.5	15.1	34.7	41.7
Search the Internet	3.0	2.0	14.4	80.6
Send and receive email	15.9	14.9	21.4	47.8
Use PowerPoint or other presentation software	19.4	16.4	28.9	35.3
Troubleshoot basic computer problems	39.3	30.3	23.9	6.5
Use a scanner to digitize a picture	47.3	21.4	18.4	12.9
Use a digital camera	27.4	13.4	30.8	28.4
Create a web page or web site	64.7	12.4	16.9	6.0
Touch-typing at least 15 words/minute	11.9	23.4	23.9	40.8

(percentages of approximately 199 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	45.7	8.0	19.1	15.6	11.6
Language Arts, Reading or English	18.1	8.5	34.2	24.6	14.6
Science	27.5	9.5	36.0	14.5	12.5
Social Studies, Geography or History	35.7	12.1	26.1	10.1	16.1

(percentages of approximately 199 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	13.8	19.1	13.8	16.4	36.8
Using word processing software	7.2	26.8	5.3	19.6	15.0
Searching the Internet	0.7	17.6	19.6	23.5	38.6
Sending and receiving e-mail	7.2	27.0	22.4	18.4	25.0
Using PowerPoint or other presentation software	4.6	19.0	24.8	19.6	32.0
Troubleshooting basic computer problems	43.1	39.2	8.5	7.8	1.3
Using a scanner to digitize a picture	55.9	23.7	12.5	7.2	0.7
Using a digital camera	37.9	31.4	15.7	6.5	8.5
Creating a Web page or Web site	59.9	19.1	8.6	4.6	7.9

(percentages of approximately 160 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	25.5	11.3
GenY student helped other students search the Web for information on a class topic	34.8	2.8
GenY student developed an educational presentation using PowerPoint, HyperStudio, or other software	95.0	61.0
GenY student taught technology skills to a teacher	73.8	15.6
GenY student taught technology skills to other students	47.5	5.7
Other	8.5	3.5

(percentages of approximately 141 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?	29.5	20.2	50.4

(percentages of approximately 129 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.	59.3	29.3	3.3	1.3	6.7
I am proud of my project.	54.0	34.7	3.3	2.0	6.0
As a result of my project, other students learned about technology.	15.3	40.0	10.0	2.7	32.0
As a result of my project, other students learned about a subject (e.g. history, math, English, etc.)	43.6	34.9	5.4	2.7	13.4
The feedback about my project proposal I got online was helpful.	24.8	47.7	7.4	3.4	16.8
My partner-teacher's expectations of me were clear and realistic.	36.2	49.7	2.0	3.4	8.7
My partner-teacher was able to meet with me regularly.	22.1	45.0	22.1	2.7	8.1
My partner-teacher and I worked together well as a team.	37.8	46.6	5.4	0.7	9.5
Overall, Generation Y was a good experience.	56.1	33.1	2.7	3.4	4.7

(percentages of approximately 148 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.	38.6	60.2	1.1
You use computers for personal business, learning, or fun.	39.8	60.2	0.0
You use e-mail.	25.3	74.7	0.0
You use the World Wide Web.	38.6	60.2	1.1
Your students use computers during your classes.	45.5	54.5	0.0
Your students use computers outside of class to complete assignments for your class.	21.7	75.9	2.4

(percentages of approximately 88 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	43.2	56.8	0.0
Integrating computers into the curriculum	54.5	45.5	0.0
Helping students use computers	47.7	50.0	2.3
Using e-mail	28.2	71.8	0.0
Using the World Wide Web	31.8	68.2	0.0

(percentages of approximately 88 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?	29.5	44.3	17.0	9.1

(percentages of approximately 88 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.	72.7	27.3	0.0	0.0
My student-partner's project was of high quality.	64.8	34.1	1.1	0.0
I will use the lesson/Web page/presentation with which my student-partner helped in the future.	58.0	36.4	3.4	2.3
I would like to continue developing or refining this project in the future.	44.3	50.0	3.4	2.3
Choosing a project was relatively easy.	44.3	54.5	1.1	0.0
My role as a partner-teacher was clear to me.	39.8	54.5	3.4	2.3
As a consequence of Generation Y, I learned more about technology.	40.9	50.0	9.1	0.0
As a consequence of Generation Y, my students learned about technology.	45.5	44.3	10.2	0.0
As a consequence of Generation Y, my students learned about some content area.	58.6	40.2	1.1	0.0
Generation Y is a good method for providing support and assistance to teachers as they integrate technology into their classes.	65.9	30.7	1.1	2.3
My experience in Generation Y this semester will change the way I teach some lessons in the future.	65.9	30.7	1.1	2.3
I would like to work with another Generation Y student in the coming year.	39.1	50.6	8.0	2.3
I will continue rebuilding my lesson plans to make more use of educational technology.	51.7	46.0	0.0	2.3

(percentages of approximately 88 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.	65.5	32.2	2.3	0.0	82.5	0.0	17.5
Technology facilitates positive changes in classroom teaching and learning practices.	54.0	41.4	4.6	0.0	71.7	0.0	28.3
I want to learn more about using new technologies.	53.4	44.3	2.3	0.0	68.9	2.2	28.9

(percentages of approximately 88 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	32	36.4
Other	14	15.9
English/Language Arts	12	13.6
Social Studies	12	13.6
Math	9	10.2
Technology	6	6.8
Foreign Language	1	1.1
No Area Indicated	1	1.1
Visual Arts	1	1.1

Project List

Table 17
Archived Collaborative Projects

School	Partner-Teacher	Project Name
Brackett High School	Lisa Conoly	Foods and Nutrition on PowerPoint
Brackett High School	Lisa Conoly	Thanksgiving
Brackett High School	Mrs. Bonner	History of Thanksgiving
Brackett High School	Mrs. Bonner	Learning Money
Brackett High School	Mrs. Bonner	States of Matter PowerPoint
Brackett High School	Mrs. Conoly	Christmas Around The World
Brackett High School	Mrs. Gutierrez	Indians of Texas A PowerPoint Presentation
Brackett High School	Ms. Blore	Penguins
Center Point Middle School	Alene Brosh	The Five Senses - a PowerPoint
Center Point Middle School	Brenda Albrecht	The Weather on KidPix
Center Point Middle School	Connie Engel	A PowerPoint on Diabetes
Center Point Middle School	Don Diltz	Mediator Presentation on the Solar System
Center Point Middle School	Don Diltz	The Human Body Systems
Center Point Middle School	Greg Williams	Abraham Lincoln's Attempted Kidnapping Slide Show
Center Point Middle School	Jan Syphrett	English Class Web Page
Center Point Middle School	Janel Randow	Elementary and Middle School Counselor Web Page
Center Point Middle School	Kim Bolin	Antagonists and Protagonists PowerPoint Slideshow
Center Point Middle School	Paul Bloom	A Mediator 7 Project About Sound
Center Point Middle School	Paul Bloom	Radio Station Webpage
Center Point Middle School	Raydean Borchers	Mrs. Borchers' Art Web Page
Center Point Middle School	Sandra Joiner	Elementary Library Web Page
Center Point Middle School	Sandra Joiner	Middle and High School Library Web Page
Center Point Middle School	Sharon Sullivan	A PowerPoint Explaining Mean, Median, Mode, Range
Center Point Middle School	Sue Wood	Fighting For Black Rights PowerPoint Presentation
Dilley ElementarySchool	Kim Smith	PowerPoint on Animals
Dilley ElementarySchool	Lea Surlles	Life Science Vocabulary: A PowerPoint Presentation
Dilley ElementarySchool	Mrs. Amanda Pullin	A PowerPoint Presentation on Different Types of Animals
Dilley ElementarySchool	Mrs. Angela Gomez	Multiplication Tricks: A PowerPoint Presentation
Dilley ElementarySchool	Mrs. Cathy Markell	Famous Artists: A PowerPoint Presentation
Dilley ElementarySchool	Mrs. Eileen Urban	A PowerPoint Presentation of The Solar System
Dilley ElementarySchool	Mrs. Johnson	Amazing Forests: A PowerPoint Presentation
Dilley ElementarySchool	Mrs. Maria Ochoa	A PowerPoint Presentation About Animals and Their Habitats for First Grade
Dilley ElementarySchool	Mrs. Marilyn McMillian	Texas Wild Flowers: A PowerPoint Presentation
Dilley ElementarySchool	Mrs. Nora Salazar	Texas: A PowerPoint Presentation
Dilley ElementarySchool	Ms. Amber Arnold	A PowerPoint Presentation About Pronouns
Dilley ElementarySchool	Ms. Craft	A PowerPoint Presentation on Different Types of Forests
Dilley ElementarySchool	Ms. Margarita Moreno	Sharks: A PowerPoint Presentation
Frank Newman Middle Scho	Dolly Ayala	Edward Bloor a PowerPoint Presentation
Frank Newman Middle Scho	Jeffery Canales	Lab Safety PowerPoint
Frank Newman Middle Scho	Kathy Parks	PowerPoint Prensentation on the Battle of Bull Run
Frank Newman Middle Scho	Mrs. Dora Sanchez	Reading Brochure using Microsoft Publisher
Frank Newman Middle Scho	Mrs. Nelson	Quiz: UIL Art Paintings
Frank Newman Middle Scho	Rey Ramirez	History PowerPoint Presentation on the Apaches Indians
Frank Newman Middle Scho	Shiela Dudra	Math PowerPoint Presentation
Frank Newman Middle Scho	Tony Haufler	Hershey's Math Game
Hondo High School	Karen Moos	PowerPoint Review of Texas Assessment of Knowledge and Skills
Hondo High School	Kathy Bermea	Kindergarten Web Project

Hondo High School	Kathy Carlson	Library Webpage
Hondo High School	Laurie Caffey	Mrs. Caffey's Web Page and State Symbols Presentation
Hondo High School	Linda Bohlen	Project Challenge Webpage and Newsletter
Hondo High School	Michele Bippert	Website and Activities for First Grade Teacher
Hondo High School	Mr. Bergmann	Art Slides
Hondo High School	Mr. Hall	Journalism Review PowerPoint Review
Hondo High School	Mrs. Crowell	Hondo ESL
Hondo High School	Mrs. Freeman	Shakespeare Questions
Hondo High School	Mrs. Gracie Deleon	Second Grade Newsletter and Non-Linear PowerPoint Presentation
Hondo High School	Mrs. Keller	Second Grade Web Page
Hondo High School	Mrs. Wooten	Making a Non-Linear PowerPoint
Hondo High School	Mrs. Wright	Lesson Plans Website Update
Hondo High School	Mrs. Wright	Teacher Website Update
Hondo High School	Mrs. Young	Biology Jeopardy
Hondo High School	Terry Ramirez	Web Page and Open House PowerPoint Presentation
Ingram Middle School	Coach Junkin	Contents In Brief
Ingram Middle School	Jennifer Millican	Jeopardy
Ingram Middle School	Laura Holder	Pronouns and Nouns
Ingram Middle School	Michele Harris	Presidential Election - Internet Research
Ingram Middle School	Michelle Fairchild	Sink or Swim PowerPoint
Ingram Middle School	Mrs. Sprado	Art Web Page and Grid
Ingram Middle School	Phyllis Garey	Six Kingdoms - a PowerPoint
Ingram Middle School	Phyllis Garey	Unusual Animals - a PowerPoint Presentation
Jourdanton Elementary	Ada Watt	The Oceans: A PowerPoint Presentation
Jourdanton Elementary	Anna Vel Herrera	Parts Of A Plant - A PowerPoint Presentation
Jourdanton Elementary	Cassie Blackburn	The Amazing Water Cycle- A Microsoft PowerPoint presentation
Jourdanton Elementary	Cathy Bollinger	Hydro-Electric Power : A PowerPoint Presentation
Jourdanton Elementary	Jessica Moy	The Water Cycle - A PowerPoint Presentation
Jourdanton Elementary	Kay Longley	Meet the Author Patricia Polacco: A PowerPoint Presentation
Jourdanton Elementary	Kristal Burris	Forces Of Motion: A PowerPoint Presentation
Jourdanton Elementary	Lori Hunter	Environmental Cycles: A PowerPoint Presentation
Jourdanton Elementary	Rhonda Coleman	How to Write a Summary - A PowerPoint Project
Leakey School	Juanita Buchanan	Special Education Counseling (LEARN) Scanning and Printing
Leakey School	Shay Tindell	Digital Camera Lesson
Lytle Junior High	Carmen Vela	A PowerPoint Project - Mexico
Lytle Junior High	Linda Mask	Learning Microsoft Excel
Lytle Junior High	Linda Siller	PowerPoint Poetry
Lytle Junior High	Mr. Arguello	Animal Behavior
Lytle Junior High	Mr. Foster	Team Leadership
Lytle Junior High	Mrs. Foster	Tectonic Plates - a Microsoft PowerPoint
Lytle Junior High	Mrs. Gillard	Working With Mrs. Gillard
Lytle Junior High	Mrs. Sanders	PowerPoint Presentation on Ancient Greece
Lytle Junior High	Ms. Gonzalez	Bombings
Lytle Junior High	Susan Carter	Goliad Massacre- A PowerPoint Presentation
Natalia Junior High	Anita Mitchell	Sentence Structure PowerPoint
Natalia Junior High	Bonnie Rogan	Teaching Fractions with PowerPoint
Natalia Junior High	Brent Blackman	Solar System PowerPoint
Natalia Junior High	Darrell Ranne	Simple Machines PowerPoint Presentation
Natalia Junior High	Mr. Cooper	Math Jeopardy PowerPoint
Natalia Junior High	Mr. Head	Social Studies LearnStar
Natalia Junior High	Mr. House	Careers Quiz with LearnStar
Natalia Junior High	Mr. Ruiz	Spanish Word Match- A PowerPoint Presentation
Natalia Junior High	Ms. Brown	Animal and Plant Cells PowerPoint
Natalia Junior High	Stephen Rodriguez	'Who Wants To Be A Millionaire?' PowerPoint
Pleasanton Intermediate	Beth Ricci	Flashcards in Excel

Pleasanton Intermediate	Claire Hindes	'Harvesting Hope' Learning Links
Pleasanton Intermediate	Debbie Dickinson	Using Excel to Make Flashcards on Vocabulary
Pleasanton Intermediate	Debbie Mills	Using Excel Learning Links for the Story 'The Flood'
Pleasanton Intermediate	Del Ryan	The Constitution Vocabulary Cards Using Microsoft Excel
Pleasanton Intermediate	Diane Groesbeck	Lunar Eclipse Microsoft PowerPoint
Pleasanton Intermediate	Dorris Westfall	Literary Terms Powerpoint and Memory Game
Pleasanton Intermediate	Gail Dillard	Measurement Game Using Excel
Pleasanton Intermediate	Gerry Carter	Learning Links: Earth
Pleasanton Intermediate	Heather Baker	America Revolution' Memory Game Using Excel
Pleasanton Intermediate	Helen Herbst	Place Value Learning Link
Pleasanton Intermediate	Holly Snelgrove	Learning Links and Excel - Rocks and Minerals
Pleasanton Intermediate	Karen Rankin	Microsoft PowerPoints and Learning Links
Pleasanton Intermediate	Karla Woerner	PowerPoint on Solving Multi-Step Word Problems
Pleasanton Intermediate	Lee Brite	Creating Learning Links On Excel
Pleasanton Intermediate	Leslie Dowdy	PowerPoint 4 Ms. Dowdy
Pleasanton Intermediate	Lyndith Mills	Making a PowerPoint Presentation about Synonyms and Antonyms
Pleasanton Intermediate	Miles	Marine Life PowerPoint Presentation
Pleasanton Intermediate	Regina House	Flashcards In Excel
Pleasanton Intermediate	Regina House	Presentation in PowerPoint
Pleasanton Intermediate	Sandy Coward	PowerPoint - The American Revolution
Pleasanton Intermediate	Stacy Downs	Learning Links for Tutorials
Sabinal Elementary	April Mechler	Danas for a Day
Sabinal Elementary	Elisa Santos	Digital
Sabinal Elementary	Gloria Davis	Picture Perfect
Sabinal Elementary	Joseph Cordova	Healthy Habits
Sabinal Elementary	Mrs. Carter	Mega Math Quest
Sabinal Elementary	Mrs. Wheeler	Solar System
Sabinal Elementary	Sharon Mechler	Perfect Plants
Sabinal Elementary	Tim Reed	Techno Texans
San Antonio Technology Ac	David Flores	San Antonio Technology Academy Curriculum/Athletics Web Page Design
San Antonio Technology Ac	Ms. Galindo	San Antonio Technology Academy Home Webpage Design
San Antonio Technology Ac	Nancy Greathouse	San Antonio Technology Academy's Job Opportunities Web Page Design
San Antonio Technology Ac	Russell Allen	San Antonio Technology Academy Faculty and Administration Website
Somerset Elementary	Mr. West	The Amazing Planets Presentation
Somerset Elementary	Mrs. Costa	Expanding Numbers by Multiplication Presentation
Somerset Elementary	Mrs. Gonzales	Exciting And Interesting Zoo Animals - A PowerPoint Project
Somerset Elementary	Mrs. Grace	Shaking Earthquakes and Volcanoes - a 3rd Grade Microsoft PowerPoint
Somerset Elementary	Mrs. Graf	What Matters About Matter PowerPoint Presentation
Somerset Elementary	Mrs. O'Conner	5,4,3,2,1, Let's Count!
Somerset Elementary	Mrs. Reyes	Living on Landforms PowerPoint Presentation
Somerset Elementary	Mrs. Roper	Shaking Quakes Presentation
Somerset Elementary	Ms. Allen	Terrifying Tornados- a 3rd Grade Microsoft PowerPoint Presentation
Somerset Elementary	Ms. Saunders	Changes in the Earth -A 2nd Grade Microsoft PowerPoint
Staff Sgt. Michael P. Barrera	Garnebal Guevara	The World of Frogs
Staff Sgt. Michael P. Barrera	Gina Fernandez	The Evaporation of Water on PowerPoint
Staff Sgt. Michael P. Barrera	Jaqueline Castro	Frogs
Staff Sgt. Michael P. Barrera	Joanna Heim	ABC'S Around the Room PowerPoint Presentation
Staff Sgt. Michael P. Barrera	Juliette Rodriguez	Number Fun PowerPoint Presentation
Staff Sgt. Michael P. Barrera	Pearl Garza	The Wonders of the Solar System - a Microsoft PowerPoint
Staff Sgt. Michael P. Barrera	Raquel Guerrero	Ocean Animals
Staff Sgt. Michael P. Barrera	Tina Herrera	Math Magic - A PowerPoint Presentation
Stockdale Junior High		Mammals