

# GenYES

## 2005-2006 Evaluation Data

Online evaluation tools provided by the Research Unit of the  
Center for Research, Evaluation and Assessment at the  
Northwest Regional Educational Laboratory:  
[www.nwrel.org/research](http://www.nwrel.org/research)



This report includes data from the following schools:

### Region 20 Target

Alkek Elementary School, Bandera Independent School District  
Boerne Middle School North, Boerne Independent School District  
Brackett High School, Brackett ISD  
Castroville Elementary School, Medina Valley Independent School District  
Center Point Middle School, Center Point ISD  
D'Hanis Elementary School, D'Hanis Independent School District  
Dilley Elementary School, Dilley ISD  
Frank Newman Middle School, Cotulla ISD  
Hondo High School, Hondo ISD  
Indian Creek Elementary School, Southwest Independent School District  
Ingram Middle School, Ingram ISD  
Jourdanton Elementary, Jourdanton ISD  
Lytle Junior High, Lytle ISD  
Medina High School, Medina Independent School District  
Natalia Junior High, Natalia ISD  
Pleasanton Intermediate, Pleasanton ISD  
Potranco Elementary School, Medina Valley Independent School District  
San Luis Elementary School, Eagle Pass Independent School District  
Somerset Elementary, Somerset ISD  
Staff Sgt. Michael P. Barrera Veterans Elementary School, Somerset ISD  
Stockdale Junior High, Stockdale ISD  
Stonewall-Flanders Elementary, Harlandale Independent School District

## GenYES Custom Evaluation Results

On the following pages you will find a report containing data from the GenYES classes in your area. Depending on how your GenYES 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](http://www.nwrel.org/evaluation)), as part of the service provided to your schools by GenYES.

The information in this report comes from several sources, all collected online through the GenYES 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 GenYES Coordinating Teachers at the end of each class

We hope you find this information interesting and useful. GenYES 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 GenYES classes and projects, and how well these activities are supporting technology integration and student engagement in your schools.

An additional report summarizing data on GenYES 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.

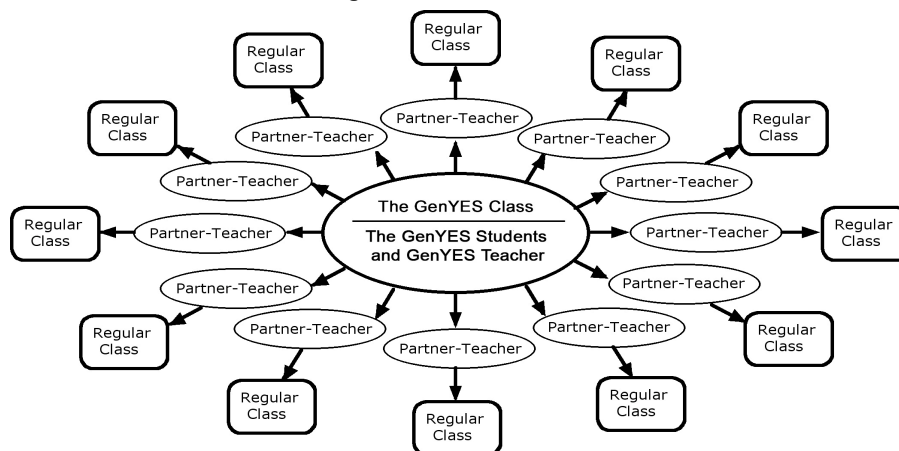
## GenYES Overview

GenYES is a program that 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, GenYES 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.

GenYES 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 GenYES students and partner teachers also learn about their state academic standards and learning goals, and the process of aligning classroom activities with these goals.

For those unfamiliar with the program, the term "partner-teacher" is used to refer to the classroom teacher who is paired with a GenYES 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 "GenYES teacher" or "GenYES coordinating teacher" refers to the teacher who works with all GenYES students in a school, as they learn skills and knowledge through the course activities and design their projects with partner teachers. The GenYES teacher also helps coordinate the relationships between the GenYES students and their partner teachers, and facilitates the process of developing the collaborative projects. The core of the model is the GenYES class and the collaborative projects which GenYES students and their partner teachers produce for students in the partner teachers' class, as depicted in Figure 1.

**Figure 1. The GenYES Class**



GenYES provides fully participating schools with the following:

- A training workshop for the GenYES 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

**Program Goals**

Each GenYES 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 GenYES 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, GenYES 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.

**Results**

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. GenYES 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 GenYES 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 GenYES 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.

The program includes a series of online surveys and online project documentation facilities for GenYES teachers, GenYES students, and the Partner Teachers who work with the GenYES students. Data from these sources, collected during the 2005-2006 school year, are presented in the following tables.

## GenYES Coordinating Teacher Reports

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

**Table 1 - Average Numbers of GenYES Students and Collaborative Projects**

GenYES Teacher Survey Question	Average in classes
How many students completed your GenYES class?	10.9
How many collaborative projects were begun by your students?	8.8
How many projects were completed?	8.0
How many projects were delivered to a partner teacher's class?	6.9

(percentage of approximately 14 reporting)

**Table 2 - Difficulty of Managing Collaborative Partnerships and Projects**

	Very Difficult	Difficult	OK	Easy	Very Easy
How difficult was it to find partner teachers interested in participating?	--	28.6	14.3	42.9	14.3
How difficult was it to make good matches between those teachers and your GenYES students?	--	7.1	28.6	57.1	7.1
How difficult was it to nurture and manage the working partnerships between your GenYES students and their partner teachers?	--	14.3	50.0	28.6	7.1
How difficult was it to adjust the class for students and partner teachers with varying levels of expertise with computers?	--	14.3	57.1	28.6	--

(percentage of approximately 14 reporting)

**Table 3 - Infrastructure and Administrative Context**

	Strongly Agree	Mostly Agree	Mixed	Mostly Disagree	Strongly Disagree
The computer and network infrastructure at our school is adequate.	50.0	42.9	--	7.1	--
Students have adequate permissions and privileges to use our computer and network resources, e-mail, and the Internet.	42.9	42.9	7.1	--	7.1
Our teachers are enthusiastic about the GenYES model, in which they work in partnership with students to create curriculum and instruction materials and projects for other students to use.	7.1	57.1	28.6	7.1	--
The schedule and administrative structure and processes at our school are flexible enough to allow creative and varied collaboration between students and teachers.	14.3	50.0	21.4	14.3	--
GenYES is viewed in our school as a serious professional development and technical support model for teachers who want to integrate technology in their classrooms.	35.7	21.4	28.6	14.3	--
GenYES projects are used to support other special initiatives in our school aimed at technology integration, professional development or curriculum development.	30.8	46.2	15.4	7.7	--

(percentage of approximately 14 reporting)

**Table 4 - GenYES Teacher Ratings of Success and Impact**

	Strongly Agree	Mostly Agree	Mixed	Mostly Disagree	Strongly Disagree	No Opinion
The GenYES model is a good way to help teachers integrate technology in their classrooms.	50.0	42.9	7.1	--	--	--
The GenYES model is a good way to make school more engaging and meaningful to students.	64.3	35.7	--	--	--	--
The GenYES model is a good way for students to learn technology skills.	78.6	21.4	--	--	--	--
The GenYES model is a good way for students to practice solving real-world problems.	71.4	28.6	--	--	--	--
The GenYES training I received was adequate to prepare me to teach this course.	28.6	57.1	14.3	--	--	--
The GenYES central office staff has been responsive and helpful when I have requested assistance.	50.0	50.0	--	--	--	--
The GenYES Curriculum Guide has been very useful to me in delivering the course.	46.2	46.2	7.7	--	--	--
The GenYES Student Workbook has been very useful to me in delivering the course.	7.1	64.3	14.3	7.1	7.1	--
The GenYES CD has been very useful to me in delivering the course.	21.4	35.7	21.4	21.4	--	--
The GenYES Video has been very useful to me in delivering the course.	21.4	28.6	28.6	21.4	--	--
The GenYES Website has been very useful to me in delivering the course.	50.0	28.6	14.3	7.1	--	--
The GenYES online system for registering schools, teachers, classes and students has been easy to use.	50.0	42.9	7.1	--	--	--
The GenYES online Classroom Management tools have been easy to use and helpful to me in delivering the course.	50.0	35.7	7.1	7.1	--	--
The GenYES online Project Proposal, Feedback and Final Report system for students has been easy to use and helpful to me in delivering the course.	35.7	50.0	14.3	--	--	--
The online Archive of GenYES collaborative projects has been easy to use and helpful to me in delivering the course.	28.6	42.9	21.4	7.1	--	--
We will continue to offer GenYES classes at our school in the future.	14.3	28.6	21.4	7.1	--	28.6
I would be willing to serve as a trainer for teachers in my region who want to begin GenYES programs in their schools.	14.3	14.3	28.6	21.4	7.1	14.3

(percentage of approximately 14 reporting)

## Student Preliminary Survey Results

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

**Table 5 - Participating GenYES Students by Gender**

Gender	Percentage of Students
Male	54.5
Female	45.5

(percentage of approximately 231 reporting)

**Table 6 - Participating GenYES Students by Ethnicity**

Ethnicity	Percentage of Students
Caucasian	42.5
African American	0.9
Hispanic	50.0
Asian	1.3
Pacific Islander	0.4
Native American/Native Alaskan	0.4
Other	4.4

(percentage of approximately 228 reporting)

**Table 7 - Computer Access at Home by GenYES Students**

At home do you have access to:	Yes	No
A computer	83.8	16.2
The Internet	67.5	32.5
Send and receive email	59.0	41.0

(percentage of approximately 229 reporting)

**Table 8 - Frequency of Computer Use by GenYES 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	44.4	31.8	6.3	2.7	14.8
At school	48.9	44.9	4.0	1.3	0.9

(percentage of approximately 223 reporting)

**Table 9 - Student Experience With Computer and Technology Prior to Participating in GenYES**

How much experience have you had with the following:	None	Just a little	Some	A lot
Use word processing software	20.7	19.4	21.6	38.3
Search the Internet	7.3	6.9	19.4	66.4
Send and receive email	25.0	19.4	18.1	37.5
Use PowerPoint or other presentation software	29.2	15.0	24.9	30.9
Troubleshoot basic computer problems	42.6	33.5	19.1	4.8
Use a scanner to digitize a picture	44.0	21.6	19.0	15.5
Use a digital camera	26.3	18.1	24.6	31.0
Create a web page or web site	67.1	14.7	12.1	6.1
Touch-typing at least 15 words/minute	12.2	30.9	21.7	35.2

(percentage of approximately 227 reporting)

**Table 10 - 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	31.3	11.7	20.9	17.8	18.3
Language Arts, Reading or English	17.2	13.8	32.8	14.2	22.0
Science	25.5	12.1	34.6	13.4	14.3
Social Studies, Geography or History	29.9	17.3	26.4	14.3	12.1

(percentage of approximately 230 reporting)

## Project Outcomes

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

**Table 11 - Practice Gained in Computing Skills by GenYES Students**

During your work this semester as a GenYES 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; mor than 20 hours total
Use word processing software	12.9	22.4	32.9	16.5	15.3
Search the Internet	4.1	14.5	19.2	19.8	42.4
Send and receive email	13.4	21.5	19.2	24.4	21.5
Use PowerPoint or other presentation software	5.3	17.8	21.3	23.7	32.0
Troubleshoot basic computer problems	37.6	33.5	19.7	4.0	5.2
Use a scanner to digitize a pricture	54.3	23.1	13.3	4.6	4.6
Use a digital camera	39.8	27.5	18.1	8.2	6.4
Create a web page or web site	69.0	15.2	4.1	5.8	5.8
Using a keyboard to touch-type at least 15 words/min	11.6	16.9	14.5	16.9	40.1

(percentage of approximately 170 reporting)

**Table 12 - 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:
GenYES student created or updated a Web page that was used by my partner teacher's class	21.3	8.1
GenYES student helped other students search the Web for information on a class topic	38.8	4.4
GenYES student developed an educational presentation using PowerPoint, HyperStudio, or other software	82.6	62.5
GenYES student taught technology skills to a teacher	69.1	9.4
GenYES student taught techonlogy skills to other students	50.6	6.9
Other	13.5	8.8

(percentage of approximately 172 reporting)

**Table 13 - 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?	23.1	19.4	57.5

(percentage of approximately 134 reporting)

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

Mark the answer that best describes your experience in GenYES:	Strongly Agree	Agree	Disagree	Strongly Disagree	Not sure, N/A
I completed my project.	64.2	27.3	2.4	0.6	5.5
I am proud of my project.	56.0	37.3	1.8	0.6	4.2
As a result of my project, other students learned about technology.	25.2	39.9	10.4	1.8	22.7
As a result of my project, other students learned about a subject (e.g. history, math, English, etc.)	52.8	30.7	4.3	1.2	11.0
The feedback about my project proposal I got online was helpful.	51.5	42.4	2.4	0.6	3.0
My partner-teacher's expectations of me were clear and realistic.	51.5	42.4	2.4	0.6	3.0
My partner-teacher was able to meet with me regularly.	29.7	45.5	15.2	3.6	6.1
My partner-teacher and I worked together well as a team.	50.3	38.2	6.1	2.4	3.0
Overall, GenYES was a good experience.	72.0	22.6	1.8	0.6	3.0

(percentage of approximately 165 reporting)

## Partner-Teacher Outcomes

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

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

How has the frequency of the following changed as a result of your involvement with GenYES?	More Frequently	Same Frequency	Less Frequently
You use computers to prepare for class, maintain class records, or do other school-related work.	42.4	57.6	--
You use computers for personal business, learning, or fun.	48.2	51.8	--
You use e-mail.	38.8	61.2	--
You use the World Wide Web.	49.4	50.6	--
Your students use computers during your classes.	41.2	56.5	2.4
Your students use computers outside of class to complete assignments for your class.	32.9	64.7	2.4

(percentage of approximately 85 reporting)

**Table 16 - 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 GenYES?	More comfortable	Same level or comfort	Less comfortable
Using computers	45.9	54.1	--
Integrating computers into the curriculum	67.1	32.9	--
Helping students use computers	49.4	50.6	--
Using e-mail	30.6	69.4	--
Using the World Wide Web	30.6	69.4	--

(percentage of approximately 85 reporting)

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

	2 hrs or less	3-5 hours	5-8 hours	>8 hours
Partner Teachers: How much time, in total, did you spend working with your GenYES student this semester?	32.1	46.4	15.5	6.0

(percentage of approximately 84 reporting)

**Table 18 - Partner Teacher Evaluations of the GenYES 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.	63.1	35.7	1.2	--
My student-partner's project was of high quality.	57.1	38.1	4.8	--
I will use the lesson/Web page/presentation with which my student-partner helped in the future.	50.6	45.8	3.6	--
I would like to continue developing or refining this project in the future.	39.3	47.6	11.9	1.2
Choosing a project was relatively easy.	45.2	52.4	1.2	1.2
My role as a partner-teacher was clear to me.	45.2	48.8	6.0	--
As a consequence of GenYES, I learned more about technology.	33.3	54.8	10.7	1.2
As a consequence of GenYES, my students learned about technology.	43.4	54.2	2.4	--
As a consequence of GenYES, my students learned about some content area.	65.9	32.9	1.2	--
GenYES is a good method for providing support and assistance to teachers as they integrate technology into their classes.	56.0	42.9	--	1.2
My experience in GenYES this semester will change the way I teach some lessons in the future.	32.1	58.3	8.3	1.2
I would like to work with another GenYES student in the coming year.	47.6	50.0	2.4	--
I will continue rebuilding my lesson plans to make more use of educational technology.	44.0	56.0	--	--

(percentage of approximately 84 reporting)

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

Please rate your opinions regarding the use of technology in education:	Strongly Agree	Agree	Disagree	Strongly Disagree	Due to my experience with GenYES, 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.	72.9	27.1	--	--	61.1	--	38.9
Technology facilitates positive changes in classroom teaching and learning practices.	63.5	36.5	--	--	47.1	--	52.9
I want to learn more about using new technologies.	51.2	48.8	--	--	71.4	--	28.6

(percentage of approximately 85 reporting)

## Project Category

**Table 20 - Classes/Audiences Served by Partner Teachers Who Provided Evaluative Feedback on GenYES Collaborative Projects**

Project Category	Number	Percentage
Science	73	32.9
English/Language Arts	43	19.4
Math	41	18.5
Social Studies	25	11.3
~Other	17	7.7
Visual Arts	7	3.2
Music	6	2.7
Technology	5	2.3
Health/PE	2	0.9
Foreign Language	2	0.9
Business Education	1	0.5

## Project List

**Table 21 - Archived Collaborative Projects**

School	Partner-Teacher	Project Name
Alkek Elementary School	Johnette McWhorter	Math Benchmark Review
Alkek Elementary School	Mrs. Stetler	Myths and Legends: A PowerPoint Presentation
Boerne Middle School North	Cheryl Hundley	Atomic Presenter
Boerne Middle School North	Chyerl Hundley	The Rock Cycle: A PowerPoint Presentation
Boerne Middle School North	Coach Elguea	Chapter 12: A PowerPoint Presentation
Brackett High School	Leon Woolsey	Lady Bug Life Cycle: A PowerPoint Presentation
Brackett High School	Leon Woolsey	Lady Bug Lifecycle: A PowerPoint Presentation
Brackett High School	Mrs. Conoly	The Presidents: A PowerPoint Presentation
Castroville Elementary School	Brenda Mann	Castroville Elementary: A Microsoft Movie Maker Production
Castroville Elementary School	Heather Ahr	Safari Adventure: A PowerPoint Presentation
Castroville Elementary School	Jaynelle Reed	Plants in Action: A Subject Sampler
Castroville Elementary School	Kristen Trowbrige	SUBJECT SAMPLER: DON'T LOOK!!
Castroville Elementary School	Leavi Bridges	An Adventure Through the Water Cycle: A Subject Sampler
Castroville Elementary School	Linda Gates	Math Jeopardy: A PowerPoint Presentation
Castroville Elementary School	Lisa Peterson	Animal Habitats: A Microsoft PowerPoint Subject Sampler
Castroville Elementary School	Mrs. Paula Seufferer	Books: A PowerPoint Jeopardy Game
Castroville Elementary School	Pam Piel	How to Paint Like a True Artist: A PowerPoint Presentation
Castroville Elementary School	Sally Rihn	Home Sweet Home No Longer: A WebQuest
Center Point Middle School	Karen Blackledge	Art Website
Center Point Middle School	Linnette Shine	Our Solar System in Moviemaker
Center Point Middle School	Shawn Messer	Learning To Use Finale PrintMusic
Center Point Middle School	Sue Wood	Reading Jeopardy Game
D'Hanis Elementary School		
D'Hanis Elementary School	Brigitte Wardwell	Aplusmath.com for Fourth Graders
D'Hanis Elementary School	Mrs. Garrison	Paragraph Writing
D'Hanis Elementary School	Mrs. Garrison	Writing a Paragraph: A Smart Board Lesson
D'Hanis Elementary School	Mrs. Graff	A Fourth Grade Website: aplusmath.com
D'Hanis Elementary School	mrs.graff	A-Plus Math: A Website
Dilley Elementary School	Mr. Juarez	The Beginning of the Universe: A PowerPoint Presentation
Dilley Elementary School	Mr. Juarez	The Beginning of the Universe: A PowerPoint Presentation
Dilley Elementary School	Mrs. Lansford	Crystal Clear Math: A PowerPoint Presentation on Liquid Measurement
Dilley Elementary School	Mrs. Sutton	Rainforests: A PowerPoint Slide Show
Dilley Elementary School	Mrs. Melody Carroll	Ghana: A PowerPoint Presentation
Dilley Elementary School	Mrs. Sylvia Hughes	Australia: A PowerPoint Presentation
Dilley Elementary School	Ms. Johnstone	Civil War Weapons: A PowerPoint Presentation
Dilley Elementary School	Ms. Johnstone	Swords: Weapons through Time
Dilley Elementary School	Ms. Moreno	Boats: A PowerPoint Presentation
Frank Newman Middle School	Carolyn Nelson	UIL Paintings: A PowerPoint Presentation
Frank Newman Middle School	Dora Sanchez	Hispanic Culture: A PowerPoint Presentation
Frank Newman Middle School	Jill Franklin	Erosional Forces: A PowerPoint Presentation
Frank Newman Middle School	Kathy Parks	Cinco De Mayo: A PowerPoint Presentation
Frank Newman Middle School	Mr. Haufler	Probability
Frank Newman Middle School	Mrs. Kim Hoff	How The Middle School Aged Brain Works: A PowerPoint Presentation
Frank Newman Middle School	Tony Haufler	Horse Game
Frank Newman Middle School	mrs.sanchez	Chapter 25
Hondo High School	Ms. Araceli Mora	Vocabulary Review
Hondo High School	Allen Neuman	Acid Base Titration Lab
Hondo High School	Bette Wooten	Transcendentalism Web Quest
Hondo High School	Coach Tuck	War Quiz
Hondo High School	Deesa Griggs	Coach Griggs TAKS Practice
Hondo High School	Elaine Neuman	Classification of living things
Hondo High School	Janice Wright	Interactive Website for Ms. Wright
Hondo High School	Karen Muennink	FCCLA PowerPoint Presentation
Hondo High School	Lee Ann Yong	Web Quest: Periodic Table

Hondo High School	Linda Neuman	English Grammar
Hondo High School	Mr. Hall	Recruting Presentation
Hondo High School	Mrs. Highsmith	Web Qwest for Mrs. Highsmith History Classes
Hondo High School	Shauna Weynand	Zoo Animals
Hondo High School	Susan Muennink	Where We Get Our Christmas Traditions
Hondo High School	Sylvia R. Green	Mrs. Green's Library
Indian Creek Elementary School	MRS.Brisita	ABC Order: A PowerPoint Presentation
Indian Creek Elementary School	Mr.Maldonado	Telling Time: A PowerPoint Presentation
Indian Creek Elementary School	Mrs. Lopez	Multiplying: A PowerPoint Presentation
Indian Creek Elementary School	ms.quintanilla	Addition and Subtraction: A PowerPoint Presentation
Ingram Middle School	Mrs. Dalton	Who Wants To Win \$100: A Windows Movie Maker Project
Jourdanton Elementary	Mrs. Korus	Weathering and Erosion: A PowerPoint Presentation
Jourdanton Elementary	Mrs.Vyvlecka	Volcanoes: A PowerPoint Presentation
Jourdanton Elementary	Shellie Kaiser	Earthquakes: A PowerPoint Presentation
Jourdanton Elementary	Tracy Hindes	Africas Giant; The Elephant: A PowerPoint Presentation
Lytle Junior High	Bobby McConathy	Horticulture And Asexual Propagation
Lytle Junior High	Daniel Morrow	Slavery in Texas: A PowerPoint Presentation.
Lytle Junior High	Hadley Foster	Personal Mission Statement
Lytle Junior High	MRS.GONZALES	SPEAK
Lytle Junior High	Mr.Arguello	The Solar System: A PowerPoint Presentation
Lytle Junior High	Mrs. Foster	The Mohs Scale: A Windows Movie Maker Project
Lytle Junior High	Mrs. Meyer	Selena: A PowerPoint Presentation
Lytle Junior High	Mrs. Vela	Poverty in Mexico
Lytle Junior High	Mrs.Mask	Reading Flashcards: A PowerPoint Presentation
Lytle Junior High	Mrs.Siller	Hangman Game for ESL students
Lytle Junior High	Robert Nickle	War of 1812: A PowerPoint Presentation
Lytle Junior High	linda mask	Working With Math: A PowerPoint Presentation
Medina High School	Annette S.	Algebra Presentation
Medina High School	Joy Akins	Plant and Animal Cells: A PowerPoint Presentation
Medina High School	Mrs. Chainey	Chainey's Class: A PowerPoint Presentation
Medina High School	Mrs. Whitewood	The First Thanksgiving
Medina High School	Virginia Britt	Fractions
Natalia Junior High	Elvia Loza	8th Grade Language Arts Web Page and PowerPoint Presentation
Natalia Junior High	Keith Hamilton	The Texas Revolution: A PowerPoint Presentation
Natalia Junior High	Kelly Cruz	Texas History PowerPoint Game
Natalia Junior High	Kelly Cruz	The Civil War: A PowerPoint Presentation
Natalia Junior High	Lisa Ellison	3rd Grade Educational Jeopardy: A PowerPoint
Natalia Junior High	Lisa May	8th Grade Computer Literacy Website
Natalia Junior High	Mr. Jordan	Mustang Art Central WebPage
Natalia Junior High	Mr. Ranne	An 8th Grade Science Webpage
Natalia Junior High	Mr.Cooper	A Jeopardy Math Game: A PowerPoint Presentation
Natalia Junior High	Mrs.Marcum	Holocaust Survivor: A PowerPoint Game
Natalia Junior High	Mrs.Ortega	Careers for Life: Using Windows Movie Maker
Natalia Junior High	Sally Hart	Egyptian Pyramids: A PowerPoint Presentation
Natalia Junior High	Stephen Rodriguez	6th Grade Math Review on 'Rodriguez Squares:' A PowerPoint Presentation
Pleasanton Intermediate		
Pleasanton Intermediate	C Hindes	Encouraging Reading Using Publisher
Pleasanton Intermediate	Denise Petter	Electricity & Magnetism & Anime You Can Customise!
Pleasanton Intermediate	Diane Groesbeck	A PowerPoint: On How to Make A PowerPoint
Pleasanton Intermediate	Gerry Carter	Energetic Food Webs: A PowerPoint Presentation
Pleasanton Intermediate	Helen Herbst	Reducing Fractions: A PowerPoint Presentation
Pleasanton Intermediate	Kim Mazur	Head Lice: A PowerPoint Presentation
Pleasanton Intermediate	Lee Brite	The Revolutionary War: A PowerPoint Presentation
Pleasanton Intermediate	Leslie Dowdy	Matter and Energy: A PowerPoint Presentation
Pleasanton Intermediate	Linette Smith	Let's Connect: A PowerPoint Presentation
Pleasanton Intermediate	Lynda Chambers	Richard Peck Book Summaries: A PowerPoint Presentation
Pleasanton Intermediate	Mrs. Amy Merril	Webquest to Numbers
Pleasanton Intermediate	Mrs. Dickinson	'Becoming Naomi Leon': A PowerPoint Presentation

Pleasanton Intermediate	Mrs. Dillard	Math is Everywhere: A PowerPoint Presentation
Pleasanton Intermediate	Mrs. Sandy Coward	Encouraging Reading Using Microsoft Publisher
Pleasanton Intermediate	Mrs. Virginia Garcia	A Powerpoint On Drug Effects On Teens' Health.
Pleasanton Intermediate	Mrs. Baker	The States of Matter: A PowerPoint Presentation
Pleasanton Intermediate	Mrs. Murray	The Order Of The Planets: A PowerPoint Presentation
Pleasanton Intermediate	Mrs. Niemetz	Plant & Animal Cells: A PowerPoint Presentation
Pleasanton Intermediate	Mrs. Reyes	Computer Etiquette: A PowerPoint Presentation
Pleasanton Intermediate	Mrs. Snelgrove	Organ Systems: A PowerPoint Presentation
Pleasanton Intermediate	Mrs. Woerner	Cool Combinations: A PowerPoint Presentation
Pleasanton Intermediate	Regina House	Where in the World is Lewiston, Idaho??? A PowerPoint Presentation
Pleasanton Intermediate	S. Downs	Everyday Math: A Microsoft Publisher Project
Pleasanton Intermediate	Sarah Campbell	Ella Enchanted: A PowerPoint Presentation
Pleasanton Intermediate	Virgina Gage	Yearbooks For Sale: A Microsoft Publisher Publication.
Potranco Elementary School	Charla Adams	Favorite Shoe Graph
Potranco Elementary School	Cynthia Driggers	Favorite Color Graph
Potranco Elementary School	Jennifer Hickman	Candy Survey
Potranco Elementary School	jennifer Feriend	Science Experiments: A PowerPoint Presentation
San Luis Elementary School	Jackie Olivares	The Three States of Matter: A PowerPoint Presentation
San Luis Elementary School	Miss. Maldonado	Plate Technonics
San Luis Elementary School	Mr. Banda	Healthy Foods
San Luis Elementary School	Mrs. C. Compton	Life Cycles of Animals: A PowerPoint Presentation
San Luis Elementary School	Mrs. Flores	Major Organs of the Body: A PowerPoint Presentation
San Luis Elementary School	Mrs. Mondonado	The Hard Times in Texas: A PowerPoint Presentation
Somerset Elementary	Julie Lopez	Good Reading Strategies
Somerset Elementary	Mr. West	Dinosuars Long Ago
Somerset Elementary	Mrs. Huddleston	Different Types Of Transportation
Somerset Elementary	Mrs. Saunders	How to Tell Time
Somerset Elementary	Mrs. Costa	Compound Rounds
Somerset Elementary	Ms. Vidales	What are Prefixes and Suffixes?
Staff Sgt. Michael P. Barrera Veterans Elementary School	Angelica Rivas	Winged Animals: A PowerPoint Presentation
Staff Sgt. Michael P. Barrera Veterans Elementary School	Dolores Portillo	The Wonders of the Solar System: A PowerPoint Presentation
Staff Sgt. Michael P. Barrera Veterans Elementary School	Karen Smith	Dinosaurs: A PowerPoint Presentation
Staff Sgt. Michael P. Barrera Veterans Elementary School	Melinda Narvaez	TAKS Test Science Review: A PowerPoint Presentation
Staff Sgt. Michael P. Barrera Veterans Elementary School	Mrs. Guevara	Math Review
Staff Sgt. Michael P. Barrera Veterans Elementary School	Tina Herrera	Save the Earth: A PowerPoint Presentation
Stockdale Junior High	Linda Hannasch	Online Resources for Students and Teachers
Stockdale Junior High	Mr. Josh Rombs	Involving Younger Students In Band
Stockdale Junior High	Mrs. Cronaeur	Project Physics
Stockdale Junior High	Mrs. Monita	Operation Read ESL Code Name: ESL
Stockdale Junior High	Mrs. Neill	Planetary Information
Stockdale Junior High	Mrs. Tamez	Technology in English
Stockdale Junior High	Mrs. Coston	Facts about Ecosystems
Stonewall-Flanders Elementary	Ms. Garza	Pre-K Center Time With Windows Movie Maker
Stonewall-Flanders Elementary	Ms. Quinones	Dancing Ducks with Windows Movie Maker