

Boston Public Schools

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MEDIA LITERACY AND HEALTH PROJECT

Initial Evaluation of Project Start-up at Two Boston Schools

Report by Dan Jaffe, Community Consultation: December, 2002

Project Overview - The Media Literacy and Health Project is funded by a three-year grant from the National Endowment for the Arts and U.S. Department of Education. It uses authentic learning to teach media literacy to Boston Public Schools (BPS) high school and middle school students. Students will use research, creativity, and teamwork to analyze media and to produce videos, web publishing, and other media around the critical issues of violence, substance abuse, and disrespect.

In Year 1, the project developed project teams at two Boston schools (English High and McCormack Middle) and provided training, technical assistance, mentoring, and curriculum expertise to develop the capacity of 13 teachers and other team members to foster media analysis and production skills; student inquiry and research into violence, substance abuse, and disrespect; and student design and execution of media campaigns and projects that educate peers and promote school and community climate change.

In Year 2, the two Project Teams, aided by project staff, will engage 100 students (50 per school) in learning media analysis and skills, issues about violence, substance abuse, and disrespect, research skills (e.g. use of the Internet, design and use of a peer survey), and project and team management skills. Then they will work in Student Teams to develop campaign themes and strategies and produce media in their own voices.

Beyond the 100 direct participants, campaigns will bring powerful prevention messages to students at each target school, affecting an average of 800-900 students per school--or over 5,000 students annually by Year 3.

The project will form Project Teams at two new schools in Year 2 (Brighton High and Lewis Middle) and two more in Year 3. Thus, after three years, Teams at six schools will be self-sufficient, yet linked, and each Team will create projects at its school. In addition, we will use curriculum dissemination, professional development, a project website, and ongoing technical assistance to help teachers throughout the BPS to use media literacy strategies in their teaching. The project will enable teachers to creatively adapt and integrate media literacy to their own disciplines, grade levels, student needs, and styles.

The project is a unique, interdisciplinary partnership of three BPS departments providing leadership in the arts, health, and technology (see first bullet below). The project is managed by HOME, Inc., a non-profit agency with extensive experience in media literacy and production and in partnering with the BPS.

These are the important features of the Student Media and Health Project:

- It is a broad, interdisciplinary partnership involving three BPS departments---Unified Student Services (responsible for health education), Instructional Technology, and Curriculum & Instructional Practices/Arts---as well as a diverse team of teachers and other staff in each participating school.
- It applies an authentic learning approach to media literacy, involving students in exciting, real-world team projects to produce media products and activities that will affect the climate of the entire school.

- It uses the resources of HOME, Inc., a non-profit organization that has effectively implemented many diverse authentic learning media literacy projects in partnership with the BPS.
- While providing specific training and curricula for teachers and students, the project empowers both teachers and students to plan and carry out activities using their own ideas, expression, and culture. Each school, each teacher and each team of students will adapt project resources to their own needs.
- The project focuses on long-term capacity-building, developing commitment (by BPS teachers, schools, and leaders), resources, curricula, channels of communication and dissemination, and professional development structures that can spread and institutionalize successful media literacy approaches.

Year 1 Project Overview - Most of the fall and early winter of Year 1 were devoted to administrative and organizational issues, plans for each of the two pilot schools (English High School and McCormack Middle School), and hiring and orientation of two staff by HOME, Inc. In the rest of the school year, the project:

- Developed Project Teams (mainly teachers) at each of the two pilot schools.
- Developed media literacy training curricula and materials.
- Developed electronic templates to help teachers carry out video production projects in the classroom.
- Delivered a 10-hour training (awarding professional development points) to each school's Project Team.
- Began to provide additional individual training and technical assistance to help various Team members prepare for media literacy instruction and projects in Year 2.
- Expanded relationships with various BPS divisions, including development of some joint initiatives.
- Initiated a newsletter and Web site to highlight project initiatives and milestones.
- Presented Media Literacy project information at a citywide school-to-career workshop.
- Began to form partnerships and Project Teams at two schools slated for Year 2 start-up.

Year 1 Evaluation - In Year 1, the project focused on initial implementation and teacher training and did not begin to offer student activities. Hence, evaluation focused on process, through the following activities:

- Review of data on the two Year 1 Project Teams, their activities, and forms and levels of participation.
- Project Evaluator observation of various activities, e.g. Coordinating Committee meetings.
- Two self-assessment surveys (on technology skills and on teaching, media literacy, and project-based learning skills) and a training feedback survey given to each Team member.
- Regular (at least monthly) Project Evaluator discussion with project staff, including review of progress.
- Evaluator interviews with 3-5 Project Team members from each of the two schools.

Also significant was a review and update of the 18 project implementation objectives established in the original July, 2000 proposal, although none of the changes altered core project goals and structure. The Project Evaluator and project leaders also detailed the measures to be used for each objective and the Year 1 progress achieved for each objective (several will not be tackled till Year 2). See attached table.

Findings

Initial Implementation - The project was productive and it adapted well to the changes and opportunities that inevitably occur in a public school setting. Besides HOME, Inc.'s long-time Director, two new staff were hired for this project and they brought a strong and complementary set of skills to the project, especially around curriculum development and training.

This core team was especially adept at adapting the project to the shifting priorities, structures, schedules, and people that each of the two pilot schools presented. Also noteworthy was the development of numerous materials, tools, and curricula for use in the classroom and in teacher training.

Organizational Relationships - Three BPS departments---Unified Student Services (responsible for health education), Arts, and Office of Instructional Technology---helped develop the original proposal. Along with HOME, Inc. staff, they formed a Project Coordinating Committee (PCC---see attached member roster).

The PCC will oversee the project, review progress and modify plans if needed, develop resources, and aid project acceptance and dissemination, by publicizing teacher work and innovation and identifying and involving new 'adapters' throughout the system. It will eventually include 1-2 school representatives (e.g. school-based Team Coordinators), at least one parent, at least one media industry representative, and perhaps other BPS department representatives. The PCC will meet 2-4 times a year and members will individually use their resources, connections, and expertise to advance the project.

The PCC met once in Year 1 (in April, 2002) to review project progress. More important, representatives of the three departments worked with project staff on specific issues throughout the year. They advised the project on equipment and software purchases and helped obtain BPS approval for these purchases. They connected the project to personnel at participating schools. They reviewed the teacher training curriculum before submission for state approval as a professional development course. And representatives of Unified Student Services and Instructional Technology attended some of the trainings and provided feedback.

The project also served as a resource to related initiatives. For example, the project assisted the Arts department in developing a proposal to train arts teachers in applying technology and media in their disciplines. The Office of Instructional Technology Careers Specialist participated in project workshops and received assistance in designing computer and technology courses for English High.

Relationships with the two schools have been outstanding. HOME, Inc. has been very flexible in adapting to the needs, structures, and people of each school. At English High, the new grant came as the school was re-organizing into three 'small learning communities' (part of a recent system-wide initiative), including one focused on Multimedia, Arts & Communications. There is a heightened need for new curriculum resources and the school looks to HOME, Inc. as an 'engine of change,' in the words of the administrator. In fact, the school has involved HOME, Inc. in enhancement and expansion plans and funding proposals.

Although HOME, had no prior involvement at McCormack Middle, it has been similarly well-received, by Team members, by the school Director of Curriculum, who serves as Team Coordinator, and by the school principal, who is a BPS area supervisor.

Project Teams - At each of the two pilot schools, the principal or headmaster consulted with HOME, Inc. and committed teachers to identify a Team Coordinator. At English High, this was Toby Romer, Assistant Headmaster for the Multimedia, Arts & Communications learning community. At McCormack Middle, it was Jane King, Director of Curriculum. Each met with HOME, Inc. staff, attended some of the training sessions, and contributed significant ideas and resources to the project at their school.

HOME and school leaders (aided by the Project Coordinating Committee) recruited and assembled a Project Team at each school, including people (eight at English High and six at McCormack Middle) who are all capable, enthusiastic, and in a position to carry out relevant activities (see attached member roster).

These are general characteristics---yielding both assets and challenges---observed for both Teams:

1. **Diverse Team Composition** - The Teams are diverse in background (e.g. age, gender, and ethnicity---including white and African-American personnel) and in academic disciplines and interests.

This should generate a rich and varied set of activities and curricula and should also enhance dissemination of project benefits across all disciplines. Yet diversity also challenges the project to bridge big differences in skill levels around computer literacy, curriculum development, project-based learning, rubrics, and other teaching methods.

Ten of the 14 participating team members at the two schools responded to a Technology Self-Assessment Survey (see attached) to gauge their comfort level and skills in using essential software and other media technology. They assessed themselves using five levels of competency used by the International Society for Technology in Education (ISTE): Novice, Beginner, Intermediate, Integrator, and Leader.

Five of the 10 respondents felt that they were overall Novices or Beginners. One teacher rated herself as an Intermediate and the remaining four considered themselves Integrators or Leaders. A Staff Survey and Self-Assessment was also used to assess similar skills as well as familiarity with project-based learning and with helping students learn about violence, substance abuse, and disrespect. Like the Technology Self-Assessment Survey, this survey identified a full range of skill levels in all areas.

2. **Time Constraints**- Teachers are busy and pressured to meet competing demands---from students, peers, parents, administrators, regulators, the community, and their own professional goals. It was hard to get their undivided attention. Yet HOME, Inc. showed itself to be adept at working in this climate.
3. **Team Goals** - Most Team members had or developed specific, often creative project or instructional goals related to media literacy and to the topics of violence, substance abuse, and disrespect. As the school year was gearing up, few members had worked with project staff to translate these goals into specific plans; this is expected to be a major Year 2 focus. The Year 2 agenda should be rich---but it will generate major planning, training, and technical assistance needs.
4. **Communications** - For each of the two Project Teams, some members work together every day, while others barely see each other. Thus, good communication is key to developing joint projects, mentoring, and sharing ideas and resources. Given the time constraints that teachers face and the fact that collaboration is still not a widespread teaching practice, use of electronic communications (e.g. email, web communities, bulletin boards) is practically essential to achieve effective teamwork. It will take on even greater importance as the project expands to new schools and disseminates its successes.

Despite considerable effort, electronic communication was minimal in Year 1. Some teachers do not use computers at all and most do not use them extensively. The project should keep trying to make communication as simple and as beneficial as possible. Creative methods of electronic networking, added incentives to participation, and staff and peer mentoring should all be employed in the effort.

Training - A core, 10-hour, professional development training for the Project Team at each school was successful. On the Staff Feedback Survey, nearly every participant rated most areas as satisfactory or above and most rating multiple areas as excellent or near-excellent. The second training offered (at the McCormack) appeared to have improved in both content and process over the initial one. However, the training is still a work in progress and will likely evolve further in Year 2. Here are key findings:

1. **Scheduling** - Concentrating the 10 hours of training within two large blocks of time on Saturdays (done at the McCormack) was preferable to scheduling shorter blocks after school (done at English). All members should have a say in scheduling decisions.
2. **Content** - The trainers faced two challenges: (1) What to cover and what to omit in a short, introductory

course. (2) How to handle major skill level differences without getting way ahead of some participants while boring others. Participants rated the media awareness, analysis, and criticism components most highly, perhaps because nearly all of them were at the same relatively low level of media awareness.

Though participants varied greatly in their feedback, some felt training focused too much on specific skills (e.g. use of certain computer applications) and not enough on the “big picture” of curriculum and project development. Also, several wished they had had more hands-on experiences.

Project staff constantly reviews and works to improve training. It should benefit from four strategies:

- The total training should be more clearly divided into a core curriculum (e.g. media awareness and analysis, project-based learning, curriculum and rubric development, and an overview of state-of-the-art tools and techniques of student media projects) and a set of ‘electives’ that some will take and others will skip (e.g. video production, various software, web design).
- The project must train all Team members to a minimum level of computer literacy (needed to handle actual project tasks, including team communications); additional resources such as the BPS Office of Instructional Technology and/or external resources might be enlisted in this effort.
- The project should use structured peer mentoring, using experienced teachers to teach and support less experienced teachers. This might be a burden on the mentors, yet potential ones (self-identified as Integrators or Leaders) seem very willing. It will also help achieve team-building (see below).
- Training should make team-building a high priority. It promotes team projects and sharing of ideas and resources. Yet, neither historic school climate nor most teachers’ training and experience have prepared them to work cooperatively or collegially, so this is a significant challenge.

Year 1 training at each school included a hands-on team project: planning and production of a short video. Although several participants wanted more hands-on experience, the video projects were not well received, in part because they were considered too difficult and relatively too time-consuming and in part because they were not fully finished. HOME, Inc. may be able to streamline these projects by using pre-produced elements and simple production tasks that can be completed in quickly.

The project should continue to try hands-on team projects (which are, after all, central to the project-based learning approach teachers will use with their students), especially if they can somehow be streamlined, peer mentoring, and relatively easy forms of regular group communication.

3. Professional Development - With the aid of the Project Coordinating Committee, Home, Inc. became a certified professional development provider and the 10-hour Media Literacy course was approved by the Mass. Department of Education and Boston Public Schools for 10 professional development points (PDP’s) prior to the course offering. This was essential to obtaining teacher participation and also lays the groundwork for future trainings that the project will offer for various purposes and constituencies. (See attached course description.)

Other training was provided, including a six-hour workshop for three Team leaders in August, 2002 in the use of Final Cut Pro. This is the first of what may become a series of trainings in specific project-related skills. The project also provided individualized training, such as eight hours provided to the McCormack Team Coordinator, Jane King, in HTML and Web publishing for projects she wants to initiate at the school.

Preparation for Student Instruction and Projects - Near the end of the school year and continuing into the summer, project staff worked with Team members to identify curricula and projects for students in Year 2.

By the start of Year 2, several English High Team members had begun to develop specific project plans. An art teacher had begun planning for a virtual museum of student work; she has defined project objectives and the technology to be used. The teacher leading the ‘signature’ media course of the Multimedia, Arts & Communications learning community was just beginning to define course goals and objectives. A history

teacher planned to create projects based on the WebQuest curricula (comprehensive student inquiries using Internet resources), but had not developed specific plans yet. None of the McCormack Team members had yet begun to formulate project plans.

The project has created and assembled several tools that will help teachers facilitate student projects. For example, it has developed templates that students can use to create storyboards and project timelines and organize their various text, picture, and video files and editing applications.

In order to help teachers develop strong student assessment systems (to diagnose and grade students and to aid in project evaluation) the Project has: (a) Designed a rubric to enable teachers to monitor and assess student skill-building in relation to video projects (see attached). (b) Developed a student survey that can help teachers assess student knowledge, attitudes, and skills while aiding students in assessing needs prior to designing media projects (see attached). (c) Trained teachers in linking media literacy activities to the BPS Learning Standards, which can further facilitate planning of performance-based learning and assessment.

Nevertheless, this new phase of student programming will place great demands on staff as most teachers have significant needs, around video production and pre-production, various computer applications, curriculum or rubric development, etc. As important as specific skills and plans that they may lack, many, if not most of these teachers will need considerable support and hand-holding to depart from entrenched styles of teaching and adopt new ways. The project will have to devote considerable personnel to this work, even while promoting mutual support networking within and among participating schools.

Project Replication and Dissemination - With the aid of the Project Coordinating Committee, HOME, Inc. identified Brighton High School and Lewis Middle School for new project implementation in Year 2. Project staff held discussions and negotiated arrangements with school leaders and participants.

The project also took initial steps to map MLH curricula to related objectives of various BPS and state, and national standards. This will be critical for future dissemination efforts. For example, teacher technology competencies are mapped to International Society for Technology in Education and related BPS standards. ISTE standards were also used in developing the video projects assessment rubric developed by HOME.

Finally, the Project Coordinating Committee and various teachers and other supporters will need to help the project network with groups involved in curriculum, professional development, and education reform at the local and state levels. These relationships will be essential for successful dissemination.

Attachments to This Report:

- Highlights of Teacher Self-Assessment and Feedback Surveys
- Blank forms for four surveys developed in Year 1: Teacher Technology Self-Assessment, Teacher Survey and Self-Assessment, Teacher Feedback Survey, and Student Survey (this last survey was not used in Year 1)
- Table of Implementation Objectives, showing modifications
- Roster of PCC and Project Team members
- Description of the Professional Development Course
- Rubric developed for Video Public Service Announcement projects

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MEDIA LITERACY AND HEALTH PROJECT

Highlights of Teacher Self-Assessment & Feedback Surveys

Report by Dan Jaffe, Community Consultation: February, 2003

This supplement to the initial evaluation report for Year 1 of the project summarizes findings from three surveys given to Project Team participants at two participating schools. One survey had teachers assess their skills and interests in the areas of media literacy, project-based learning, and violence, substance abuse, and disrespect; another survey did the same with a focus on technology. The third obtained teacher assessments of the quality of the training that the project provided.

All three surveys were first developed and used in 2001-02. Two problems limit the significance of the findings: (a) Given the limited number of Project Team participants in Year 1 (14 in total at the two schools), the number of respondents to each survey (ranging from 9 to 11) was small. (b) Some design flaws in the surveys raise questions of validity for some items. Nevertheless, the surveys produced valuable data to inform the project as it evolves and the project plans to address both problems in Year 2.

The overriding theme of the survey findings is diversity. All three surveys show that the small group of project participants reflects wide variations in virtually every area of relevant experience and interest. It is a major challenge to the project to accommodate these differences.

Technology Self-Assessment Survey - Teachers rated themselves using five levels of competence defined by the International Society for Technology in Education: Novice, Beginner, Intermediate, Integrator, and Leader. Overall, the 10 respondents fell into two groups. Five put themselves at a Novice or Beginner skill level in using common hardware and software. One teacher rated herself as Intermediate and the other four rated themselves as Integrators or Leaders. The following are other notable findings:

- All of the respondents indicated comfort in the use of electronic mail and the Internet. A majority (eight) has access to electronic mail and the Internet at home as well as at school.
- Three respondents rated their level of competency in the use of video tools (editing software, digital cameras, lighting and sound equipment) at the level of Leader.
- A majority (six) indicated that they needed more practice in using common tools such as the Internet.

In response to the survey, we paired Novice and Beginner participants with those at higher levels during training sessions.

Media Literacy, Project-Based Learning, and Violence, Substance Abuse, and Disrespect Self-Assessment Survey - 11 respondents assessed their skills in 20 specific teaching-related areas, clustered in three broad areas: (a) Media literacy. (b) Project-based learning. (c) Violence, substance abuse, and disrespect.

There were few significant findings, as diverse respondents were strong in some areas and weak in

others, with averages very closely clustered toward the middle. Overall, respondents rated themselves slightly stronger in their awareness of violence, substance abuse, and disrespect causes and prevention (responding to three separate items) and also in their skills in conducting multidisciplinary classroom projects. They were weakest in most areas related to media literacy, including awareness of curricula, knowledge of classroom activities promoting conscious choices and use of media, knowledge of classroom activities promoting media analysis and criticism, and use of media literacy to teach prevention of violence, substance abuse, and disrespect.

In rating the importance of five areas of student improvement, learning skills (e.g. research, planning, problem-solving, teamwork) was substantially above the rest. Attitudes and behavior around violence, substance abuse, and disrespect was second, and the remaining three---media literacy awareness and skills, ability to engage in and complete projects, and technology skills---were clustered together.

Finally, respondents overwhelmingly stated that they expected to be involved in all four areas of activities given: Working in teams with colleagues, media literacy education, project-based learning, and prevention of ATOD use, violence, and disrespect.

Feedback on Training - Nine respondents rated the quality of training in specific areas using a five-point scale. The average ratings ranged from slightly above average to above average quality. The highest average ratings (4 out of 5) were in media awareness and critical thinking and in teaching project-based learning. The lowest rating (3.29 out of 5) was in teaching on violence, substance abuse, and disrespect.

This positive feedback seemed to be strengthened in the next section in which respondents were asked if they gained skill in each of the eight areas. They overwhelmingly answered yes, with very few no's (one respondent skipped this section and a few said that one or a few of the eight areas did not apply to them.

We conducted in-depth interviews with three Team members at English High and two at McCormack Middle School. These largely reinforced the findings of the feedback surveys, but also indicated that the second training (at the McCormack) improved in both content and process over the initial one.

Interview respondents varied in their feedback, yet some felt training focused too much on specific skills (e.g. use of certain computer applications) and not enough on the "big picture" of curriculum and project development. Also, several wished they had had more hands-on experiences.

Self-Assessment of Technology Use

This survey is intended to give the staff at HOME, Inc information about your use of technology tools and applications used in the Media Literacy & Health Program. The information you provide is confidential. Please review the following categories and associated competencies to describe your level of use with technology. The following levels are referenced to the **BPS Technology Self-assessment**, which is available online at: <http://bps2.boston.k12.ma.us/techca/techca.htm>.

- **Novice** - A teacher who is beginning to develop knowledge and skills with the tools of technology. Can do basic Computer Operations such as starting up/shutting down a computer, scrolling, using a mouse, and resizing windows. Knows how to install basic programs by inserting a floppy disks or CD-ROMs. Can do simple Word Processing to create, save and print documents. Can use a browser to navigate the WWW. Can read, send and print email.
- **Intermediate** - An Intermediate is a teacher who has developed initial proficiency with technology tools. Can do more than basic Computer Operations such as initializing disks and copying information to floppy disks. Can manage a desktop by creating files, subdirectories and folders. Can install a printer, scanner, or external drives, and create Spreadsheets to generate graphs. Has ability to evaluate, select, and integrate the use of technology into the curriculum within own subject area.
- **Practitioner** - A Practitioner is a teacher who understands the capability of technology to improve his/her teaching. Can go beyond basic Computer Operations to working with more than one application at a time. Can install/upgrade applications and troubleshoot common technical problems (networking, printer). Has advanced Word Processing skills and Desktop Publishing. Ability to work with Databases. Can set up and use electronic slides, use of LCD, and can operate a VCR.
- **Integrator** - An Integrator is a teacher who is skilled in using and integrating a wide range of technology tools. Can understand basic programming languages far beyond basic Computer Operations and has the ability to use technical terms/jargon in appropriate ways. Has ability to use self-help guides to diagnose common hardware, software, and printing problems. Knows about hardware configurations, operating systems, and compatibility issues. Can create formulas for advanced Spreadsheets. Can create and design Databases. Uses a range of Telecommunications devices to communicate: FTP, Telnet, listserv, newsgroups, chat. Can do some web-page authoring.
- **Leader** - A Leader is a teacher who goes beyond Integrator and is prepared to serve in a technology leadership role (supporting and teaching teachers, developing curriculum, supporting networks, etc.). Can describe specific operating systems and understands LANS and their use in sharing resources. Can set up email and listserv functions. Can share resources across the network, set up peripherals and troubleshoot connectivity problems. Designs lessons and activities that integrate technology in a variety of instructional settings. Develops and teaches courses for teachers, administrators and parents.

1. Which of the above descriptions most accurately describes your overall level of skill and comfort in using technology. (Circle one.)

Novice

Intermediate

Practitioner

Integrator

Leader

2. Of the following applications that may be used in the Media Literacy & Health Program, please indicate your level of use with an "X" in the appropriate box. If you have never used the technology application, hardware or software, please check "Novice."

| Levels | Novice | Intermediate | Practitioner | Integrator | Leader |
|--|--------|--------------|--------------|------------|--------|
| Software Apps. | | | | | |
| Final Cut Pro | | | | | |
| Adobe Acrobat | | | | | |
| Adobe Reader | | | | | |
| Adobe Illustrator | | | | | |
| Adobe PhotoShop | | | | | |
| Video Production | | | | | |
| Operate a Video camcorder (basic functions, positions, angles) | | | | | |
| Use a VCR (set up and operate) | | | | | |
| Set up Lighting (in or out of a studio) | | | | | |
| Set up Sound (use of microphones) | | | | | |
| Related Skills | | | | | |
| Use of e-mail | | | | | |
| Use of Search Engines | | | | | |
| Word Processing | | | | | |
| Using Spreadsheets | | | | | |
| Using Databases | | | | | |
| Using a Scanner | | | | | |
| Using a Digital Camera | | | | | |
| Creating Documents in HTML | | | | | |

3. Please describe your style as a learner. (Check ALL that apply.)

I am a **visual learner** and like diagrams, movies, and those visual guides used for learning applications. PowerPoint slides, books and manuals with illustrations go a long way in aiding my understanding of common tools and applications.

I am a **kinesthetic learner** and I like movement, hands-on lessons, demonstrations, simulations and role plays used to enhance and practice my understanding of common tools and applications.

I am a **verbal and linguistic learner** and I like explanations with words. I enjoy writing, speaking, discussion, email, and other forms of spoken and written communication to assist me in using common tools and applications.

I am an **interpersonal learner** who learns primarily by interacting and talking with my peers. I enjoy group collaboration and the sharing of ideas to aid me in understanding common tools and applications.

I am a **musical learner** and like the use of rhymes, songs, and other mnemonic devices used to help me understand and use common tools and applications.

I am **logical and mathematical learner** and I enjoy problem-solving and an organized sequence of learning events or lessons I can follow in helping me to understand and use common tools and applications. I like to make connections to find answers.

(Please circle your answers for questions 4 - 7.)

4. What is the level of access to computers in your classroom for:

| | | | | |
|----------------|------|-----|----------|------|
| YOU: | None | Low | Adequate | Good |
| YOUR STUDENTS: | None | Low | Adequate | Good |

5. How often are computers used in your classroom by:

| | | | | |
|----------------|-------|-----------|-------|-------|
| YOU: | Never | Sometimes | Often | Daily |
| YOUR STUDENTS: | Never | Sometimes | Often | Daily |

6. What is the level of access to computers in the library/computer lab for:

| | | | | |
|----------------|------|-----|----------|------|
| YOU: | None | Low | Adequate | Good |
| YOUR STUDENTS: | None | Low | Adequate | Good |

7. How often are computers used in the library/computer lab by:

| | | | | |
|----------------|-------|-----------|-------|-------|
| YOU: | Never | Sometimes | Often | Daily |
| YOUR STUDENTS: | Never | Sometimes | Often | Daily |

8. **How often do you currently use technology (CD-ROMS, Internet, Word Processing, Excel, VCR, etc.) as a tool for learning in your classroom?**

0-2 hours per week

3-5 hours per week

6+ hours per week

9. **Do you have access to the Internet at home? If you answer Yes to this question, please tell us about your access to the Internet in questions 8 and 9. If your answer is No, skip to question 10.** (Check the statement that best applies.)

Yes, I do have Internet access at home.

No, but I am planning on getting access at home in ____ months.

No, I do not have Internet access at home, but I do have a computer at home.

No, I do not have Internet access at home, nor do I have a home computer.

10. **If you answered Yes to question 7, then please tell us more about your PERSONAL use of the Internet on your home computer.**

I use the Internet at home for more than basic email such as:

(Check all that apply)

Sending and receiving attachments

Surfing the Web

Using search engines

Other operations (please list) _____

I use the Internet at home for basic email communications.

I have an Internet connection at home, but I do not access and use the account very much.

11. If you answered Yes to question 7, then please tell us more about your PROFESSIONAL use of the Internet on your home computer.

I use the Internet at home for more than basic email such as:

(Check all that apply)

Sending and receiving attachments

Surfing the Web for curriculum ideas

Using search engines

Other operations (please list)_____

I use the Internet at home for basic email communications with colleagues about professional issues.

I have an Internet connection at home, but I do not access and use the account very much for professional use.

12. How often do you assign homework to your students involving the use of technology (e.g. CD-ROMs, ebooks, email, Internet research, electronic resources in the library, etc.)?

Never

Less than 2-3 times a month

Almost every week

Almost every day

13. Have you ever used technology tools to assist you in developing student projects?

For example, have you ever used PowerPoint as a tool to create student presentations and projects? Or perhaps you have used the Internet as a research tool to evaluate and analyze content for student projects on a variety of topics related to the content area you teach. Please briefly describe your experience with your students and the specific tools you used during the project:

14. What specific goals or skills do you hope to get out of the technical training with HOME, Inc?

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in collaboration with HOME, Inc.

STUDENT MEDIA AND HEALTH PROJECT

Staff Survey and Self-Assessment

Please complete this entire survey. All responses are confidential. Thanks for your help!

Basic Information

Position _____ Classes taught _____

Describe your past and current involvement, if any, in media literacy _____

Describe past & current involvement, if any, in preventing alcohol, tobacco, and other drug use (“ATOD”), violence, and/or disrespect _____

For the items below, circle the number that best describes your skill level (not necessarily your experience).

- 1 = No skill at all.
- 2 = Limited familiarity and knowledge with the methods and skills involved. Not very comfortable.
- 3 = Some familiarity and knowledge, a little comfort, but still have much to learn and master.
- 4 = Good familiarity and knowledge of the methods and skills involved. Comfortable in this area.
- 5 = Extensive familiarity and knowledge. Extremely comfortable. Mastery of this skill.

Next, circle a letter to indicate how important this skill is to your work (independent of whether you consider yourself a novice or a master). U = Unimportant skill. M = May be useful. I = Important skill.

Skills Assessment: Alcohol, Tobacco, & Other Drug Use, Violence, and Disrespect

| | No skill | | ↔ | High Skill | | Unimp | Imp | |
|---|----------|---|---|------------|---|----------|----------|----------|
| 1. Awareness of extent, effects, and risk factors for alcohol, tobacco, and other drug use (ATOD) | 1 | 2 | 3 | 4 | 5 | <u>U</u> | <u>M</u> | <u>I</u> |
| 2. Classroom activities promoting student ATOD awareness & prevention | 1 | 2 | 3 | 4 | 5 | <u>U</u> | <u>M</u> | <u>I</u> |
| 3. Awareness of extent, effects, and risk factors for violence | 1 | 2 | 3 | 4 | 5 | <u>U</u> | <u>M</u> | <u>I</u> |
| 4. Classroom activities promoting violence awareness & prevention | 1 | 2 | 3 | 4 | 5 | <u>U</u> | <u>M</u> | <u>I</u> |
| 5. Awareness of the extent, effects, & risk factors for disrespect (i.e. words or actions attacking individual worth, often based on group memb.) | 1 | 2 | 3 | 4 | 5 | <u>U</u> | <u>M</u> | <u>I</u> |
| 6. Classroom activities promoting awareness & prevention of disrespect | 1 | 2 | 3 | 4 | 5 | <u>U</u> | <u>M</u> | <u>I</u> |
| 7. Using media literacy to help students avoid and prevent alcohol, tobacco, and other drug use, violence, and disrespect | 1 | 2 | 3 | 4 | 5 | <u>U</u> | <u>M</u> | <u>I</u> |
| 8. Creating rubrics for student learning on ATOD, violence, & disrespect | 1 | 2 | 3 | 4 | 5 | <u>U</u> | <u>M</u> | <u>I</u> |

Skills Assessment: Project-Based Learning

| | No skill | | ↔ | High Skill | | Unimp | Imp | |
|---|----------|---|---|------------|---|----------|----------|----------|
| 1. Long-term classroom projects built around real-world goals | 1 | 2 | 3 | 4 | 5 | <u>U</u> | <u>M</u> | <u>I</u> |
| 2. Classroom projects requiring multiple student skills and disciplines | 1 | 2 | 3 | 4 | 5 | <u>U</u> | <u>M</u> | <u>I</u> |
| 3. Projects & other classroom activities built around student teamwork | 1 | 2 | 3 | 4 | 5 | <u>U</u> | <u>M</u> | <u>I</u> |
| 4. Classroom projects in which students make decisions and plan tasks | 1 | 2 | 3 | 4 | 5 | <u>U</u> | <u>M</u> | <u>I</u> |
| 5. Project-based learning around ATOD, violence, and disrespect | 1 | 2 | 3 | 4 | 5 | <u>U</u> | <u>M</u> | <u>I</u> |
| 6. Creating rubrics for project-based learning | 1 | 2 | 3 | 4 | 5 | <u>U</u> | <u>M</u> | <u>I</u> |

Skills Assessment: Media Literacy

| | No skill | | ↔ | High Skill | | Unimp | Imp | |
|---|----------|---|---|------------|---|----------|----------|----------|
| 1. Awareness and knowledge of media literacy and related curricula | 1 | 2 | 3 | 4 | 5 | <u>U</u> | <u>M</u> | <u>I</u> |
| 2. Classroom activities promoting conscious choices and use of media | 1 | 2 | 3 | 4 | 5 | <u>U</u> | <u>M</u> | <u>I</u> |
| 3. Classroom activities promoting media analysis and criticism | 1 | 2 | 3 | 4 | 5 | <u>U</u> | <u>M</u> | <u>I</u> |
| 4. Classroom-based video production | 1 | 2 | 3 | 4 | 5 | <u>U</u> | <u>M</u> | <u>I</u> |
| 5. Classroom-based multimedia production (e.g. computer graphics, etc.) | 1 | 2 | 3 | 4 | 5 | <u>U</u> | <u>M</u> | <u>I</u> |
| 6. Creating rubrics for media literacy learning | 1 | 2 | 3 | 4 | 5 | <u>U</u> | <u>M</u> | <u>I</u> |

.....

Do you expect that you will become more involved in the following activities? (circle one)

| | | | | |
|--|-----|----|--------|---------------------|
| Working in teams with colleagues | Yes | No | Unsure | Already doing a lot |
| Media literacy education | Yes | No | Unsure | Already doing a lot |
| Project-based learning | Yes | No | Unsure | Already doing a lot |
| Prevention of ATOD use, violence, and disrespect | Yes | No | Unsure | Already doing a lot |

.....

Which areas of student improvement are most important for you? (put 1 by the most important, 2 by the next, etc.)

- ____ Media literacy awareness and skills
- ____ Attitudes and behavior around alcohol, tobacco, and other drug use, violence, and disrespect
- ____ Technology skills (e.g. computer and/or video)
- ____ Learning skills (e.g. research, planning, problem-solving, teamwork)
- ____ Ability to engage in and complete projects

Do you have any additional suggestions or comments? _____

Thank you! Your responses will help us greatly.

HOME, Inc./Boston Public Schools

MEDIA LITERACY AND HEALTH PROJECT

Staff Feedback on Project Training and Development

Please complete this entire survey. Responses are confidential and will help HOME to delivering high quality programs and training events. Thanks for your help!

Position: Teacher Administrator Other in-school BPS staff Non-BPS

2002-03 plans: I will teach media literacy class(es) I will provide administrative support
 I will provide prog./curric. support Other _____

Comments/explanation _____

Did you take part in HOME's media literacy training? Yes No Approx. total # of hours _____

For each of the skill areas below, please do three things: (1) Rate the quality of training in this area, using a scale of 1-5 (1 = Poor, 3 = Satisfactory, 5 = Excellent). (2) Check yes or no as to whether or not you acquired skill(s) in this area. (3) Check yes or no as to whether or not you plan to use skill(s) in this area in 2002-03.

| Skill | Training quality | | | | | Did you gain skill? | | Will you use skill? | |
|---|------------------|---|---|---|---|---------------------|----|---------------------|----|
| | 1 | 2 | 3 | 4 | 5 | Yes | No | Yes | No |
| My own media awareness & critical thinking | | | | | | Yes | No | Yes | No |
| Teaching media awareness & critical thinking | | | | | | Yes | No | Yes | No |
| Teaching project-based learning | | | | | | Yes | No | Yes | No |
| Video production | | | | | | Yes | No | Yes | No |
| General use of computers | | | | | | Yes | No | Yes | No |
| Teaching on substance abuse, violence, & disrespect | | | | | | Yes | No | Yes | No |
| Curriculum development for media literacy | | | | | | Yes | No | Yes | No |
| Student assessment in media literacy | | | | | | Yes | No | Yes | No |

Do you expect that you will be involved in the following activities in 2002-03? (circle one answer for each item)

- | | | | | |
|---|-----|----|--------|---------------------|
| 1. Working in teams with colleagues | Yes | No | Unsure | Already doing a lot |
| 2. Media literacy education | Yes | No | Unsure | Already doing a lot |
| 3. Project-based learning | Yes | No | Unsure | Already doing a lot |
| 4. Prevention of ATOD use, violence, and disrespect | Yes | No | Unsure | Already doing a lot |

Additional suggestions or comments? _____

Thank you! Your responses will help us greatly.

BOSTON PUBLIC SCHOOLS

in collaboration with HOME, Inc.

STUDENT MEDIA AND HEALTH PROJECT

Student Survey

Students and staff designed this survey to help create programs for students. All responses are confidential. Don't put your name on the survey. Thanks for your help!

Basic Information

School _____ Teacher & period when you did this survey _____ Gender: M F

Are you currently involved in a media literacy class or project? (circle one) Yes No Not sure

Have you ever been part of a media literacy class or project in the past? (circle one) Yes No Not sure

Important Issues

Check one or both of the boxes at the right of each line below, if you have been... In the Last Year Ever

...involved in a violent incident serious enough that you went to a doctor or hospital. In the Last Year Ever

...involved in a violent incident (as victim, perpetrator, friend, bystander) serious enough that someone else went to a doctor or hospital. In the Last Year Ever

...the victim of sexual harassment (persistent, unwanted come-ons or nasty remarks). In the Last Year Ever

...the victim of racial discrimination. In the Last Year Ever

...the victim racial violence or name-calling. In the Last Year Ever

Check one box on each line, for Yes or No: Yes No

Have you smoked two or more cigarettes in the last week? Yes No

Have you had a beer or other alcohol (wine, whiskey, mixed drinks, etc.) in the last week? Yes No

Have you smoked marijuana at least once in the last week? Yes No

Knowledge

Circle the correct answer to each of these questions:

| Which is responsible for more deaths of Americans each year? | Heroin | Alcohol | Tobacco |
|---|--------|---------|---------|
| What % of US high school students smoked tobacco at least once in the last 30 days? | 10% | 30% | 50% 70% |
| What % of US high school students used marijuana at least once in the last 30 days? | 11% | 21% | 31% 51% |
| What % of US high school students carried a weapon at least once in the last 30 days? | 5% | 15% | 30% 45% |
| What % of US high school students drank alcohol at least once in the last 30 days? | 22% | 37% | 52% 67% |

Media

In the last 30 days, have you seen an image or description of any of the following? Check whatever boxes on each line that apply to you.

| | TV News | TV Show | Music Video | Movie (at theater or DVD/VCR) | Video Games | Internet |
|--|--------------------------|--------------------------|--------------------------|-------------------------------|--------------------------|--------------------------|
| Someone getting killed or very seriously injured | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Someone smoking marijuana | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Someone smoking tobacco | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Sexual harassment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Harassment or violence toward gays or lesbians | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Racial violence or name-calling | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Beliefs

For the items below, check the box that best describes your belief or opinion:

| | Agree | Disagree | Unsure |
|---|--------------------------|--------------------------|--------------------------|
| Marijuana is harmful; people should not smoke it at all. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Marijuana is not harmful if it's used in moderation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Alcohol is harmful; people should not drink at all. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Alcohol is not harmful if it's used in moderation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Tobacco is harmful; people should not smoke it at all. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Tobacco is not harmful if it's used in moderation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| There is too much violence shown in various media. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| There is too much use of alcohol, tobacco, or drugs shown in various media. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The way various media portray some racial and ethnic groups is wrong. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The way various media portray women and girls is wrong. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The way various media portray gays and lesbians is wrong. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Do you have any additional comments? _____

Thank you! Your responses will help us greatly.

Boston Public Schools

in partnership with

H O M E , I N C.

Media Literacy & Health Project (MLH): Implementation Objectives
Showing Changes from Initial Plans, Measures, and Year 1 Status: November, 2002

Project Infrastructure Objectives

| Objective <i>(changes in italics)</i> | Measurement | Year 1 Achievement |
|---|--|---|
| 1. To convene and sustain a Project Coordinating Committee to guide project development and coordinate resources. The Committee will represent HOME, BPS Unified Student Services, BPS Office of Instructional Technology, and Curriculum & Instructional Practices/Arts. | Documentation of all meetings, correspondence, and tasks undertaken by each PCC member | Committee met 4/29/02. All departments are represented and each is working on project development most relevant to its particular objectives. PCC plans to meet 2-4 times in Year 2 |
| 2. To prepare at least 15 hours of student curricula, plus at least 10 hours of teacher training curricula and professional development plans around media analysis, production, and activities related to health, art, and all academic areas. <i>Re-worded for clarity.</i> | Usable and replicable curricula for students and teachers, plus participant feedback. | Teacher curricula was developed, tested, and revised. Teachers at 2 schools gave feedback. Student curricula under development; to be done in Year 2. |
| 3. To articulate relationships between MLH curricula and the goals of the BPS Superintendent, Unified Student Services, the Office of Instructional Technology, and Curriculum & Instructional Practices/Arts. <i>Re-worded for clarity.</i> | Documentation of clear maps between MLH curricula and applicable objectives of the BPS Superintendent, Unified Student Services, Office of Instructional Technology, and Curriculum & Instructional Practices/Arts. | Initial steps taken, i.e. teacher technology competencies are mapped to Int'l. Socy. for Technology in Ed. and related BPS standards |
| 4. To develop new Project Teams, Student Teams, and projects at two additional schools in Year 2 and two more in Year 3, while continuing the project at the initial schools. In this process, we will also expand communication and coordination among teachers and students at the schools. | Documentation of support and involvement of schools and personnel at each school. Documentation of electronic, print, and face-to-face communication among teachers and among students. (Objective #10 covers website.) | Year 1 Project Teams are prepared for continued implementation in Year 2. 2 new schools identified (Brighton High and Lewis Middle) and planning has begun for Year 2. The project initiated teacher online community, project newsletter, and mentoring, all to be expanded in Year 2. |
| 5. To certify HOME with the State as a professional development (PD) provider and to certify the MLH PD course so that teachers can receive PD points for training provided by HOME. <i>Re-worded to reference certification of curriculum as well as organization.</i> | Documentation that application for HOME, Inc. and its curriculum have been submitted to and approved by the State Department of Education. | HOME obtained state and BPS approval for the MLH curriculum and certification of HOME as a PD provider. Teachers obtain PD credits for participation in our MLH teacher training. |

Teacher Capacity-Building Objectives

| Objective (<i>changes in italics</i>) | Measurement | Year 1 Achievement |
|---|--|---|
| <p>6. To develop and sustain a Project Team (≥5 teachers or other school personnel, plus project staff) at each of two pilot schools to plan and coordinate project activities at their respective schools. Each Project Team will meet ≥15 hours throughout the school year. <i>Slightly reduced ongoing Team meetings; individual TA and mentoring is more important and more practical.</i></p> | <p>Documentation of participants and activities for each new Project Team.</p> <p>Results of self-assessment surveys to profile participants.</p> | <p>7 participants at English High + 6 at McCormack Middle completed initial training (≥10 hours) and began to plan implementation of student projects.</p> |
| <p>7. To train each of two new Project Teams in their first year (≥10 hours), using the MLH professional development curriculum in media analysis and production; project-based learning; prevention of violence, substance abuse, and disrespect; and specific curricula and activities for the project.</p> <p>To provide ongoing mentoring and technical assistance (≥5 hours for each participant). <i>Re-worded for clarity and to combine the previous objectives #7 and #9.</i></p> | <p>Documentation of completion of training (≥10 hours) for each new Project Team.</p> <p>Ongoing group meetings and coordination among Team members throughout year.</p> <p>Results of feedback surveys indicating participant response to training.</p> | <p>Training covered all required activities and included a hands-on group project.</p> <p>Project is providing mentoring and TA, both through project staff and more experienced Project Team members.</p> <p>Feedback surveys found general satisfaction along with specific suggestions for improvement.</p> |
| <p>8. To engage teachers and other school personnel in developing and planning student media literacy curricula and activities (≥15 hours), along with student assessment systems, contributing their own unique skills and experiences to the project framework. <i>Re-worded for clarity and to add student assessment as a focus.</i></p> | <p>Documentation of ≥15 hours of curriculum developed and planned by members of each Project Team.</p> <p>Documentation of Project Team members' development and implementation of student assessment systems.</p> | <p>Project staff have held individual curriculum development and planning sessions with teachers at the 2 schools. Some teachers have initiated collaborative projects with their peers.</p> <p>The Project trained teachers to use rubrics, use student surveys as both assessment and learning tools, and link project activities to BPS Learning Standards in order to begin to design student assessment systems.</p> |
| <p>9. To promote and disseminate project-developed curricula to other BPS schools starting in Year 2, through training, presentations (3-5 per year using various professional development & other channels), the web site, publicity, and other channels.</p> | <p>Documentation of contacts and activities with other schools, through the professional development system, and other means of dissemination.</p> | <p>To be started in Year 2. Through the Proj. Coord. Committee, BPS relationships, communications network, curriculum materials and plans, and training and mentoring experience, the project has laid a strong foundation</p> |
| <p>10. To develop and maintain a website, with Project Team input, starting in Year 2, linked to other school websites, that enables teachers to share media literacy and production strategies, curricula, and materials on violence, substance abuse, and disrespect with peers, to create and coordinate joint projects, to access training, evaluation, funding, and dissemination resources, and to communicate with students and give them feedback. <i>Re-worded for clarity and to include more website uses.</i></p> | <p>Documentation of website content and the level (i.e. traffic) and types of use of the project website.</p> <p>Results of teacher self-assessment and feedback surveys indicating teacher use of and satisfaction with the website and related resources for various purposes.</p> | <p>To be started in Year 2. The project initiated an online community for the Team at each school to support sharing and communications; participation was somewhat limited.</p> <p>In Years 2 & 3, the project will expand electronic networking and use it to enhance student participation and awareness as well.</p> |

Student Objectives

| Objective (<i>changes in italics</i>) | Measurement | Year 1 Achievement |
|--|--|--|
| 11. To assist Project Team members to form several Student Teams (mostly classroom-based) at each pilot school, involving ≥ 100 total students. Each Team will plan and carry out specific media activities in coordination with other Teams and/or classes. <i>Re-worded for clarity and to stress teacher (over project staff) role.</i> | Documentation of Student Team formation, participation, and activities for each school. | To be started in Year 2. |
| 12. To assist Team members to train Student Teams in media analysis and production and use of media to influence violence, substance abuse, and disrespect (approximately 4 hours of curriculum). <i>Re-worded for clarity and to stress teacher (over project staff) role.</i> | Documentation of completion of the media literacy training and the numbers and types of students taking part in it. Teacher assessment of student participation and learning gains through classroom student assessment systems. Results of student feedback surveys indicating participant response to training. | To be started in Year 2. Curriculum materials were distributed to Project Team members in Year 1. |
| 13. To assist Team members to train Student Teams in researching the problems and prevention of violence, substance abuse, and disrespect (approximately 4 hours of curriculum). <i>Re-worded for clarity and to stress teacher (over project staff) role.</i> | Documentation of completion of the prevention training and the numbers and types of students taking part in it. Teacher assessment of student participation and learning gains through classroom student assessment systems. Results of student feedback surveys indicating participant response to training. | To be started in Year 2. Curriculum materials were distributed to Project Team members in Year 1. |
| 14. To assist Team members to train Student Teams to plan and produce authentic media projects promoting the prevention of violence, substance abuse, and disrespect (approximately 7 hours of curriculum). <i>Re-worded for clarity and to stress teacher (over project staff) role.</i> | Documentation of completion of the media project planning and production training and the numbers and types of students taking part in it. Teacher assessment of student participation and learning gains through classroom student assessment systems. Results of student feedback surveys indicating participant response to training. | To be started in Year 2. Curriculum materials were distributed to Project Team members in Year 1. |
| 15. To assist Team members to enable Student Teams to disseminate media products and theme-based campaigns at their school (reaching $\geq 90\%$ of students) and at other schools, using the project website, publicized cablecasts or broadcasts, performances, outreach, assemblies, exhibits, student newspapers, artwork, etc. <i>Combines the previous objectives #16 and #17.</i> | Documentation of all campaign media products and activities, along with actual or estimated levels of participation and reach for each product and activity. Results of student feedback surveys indicating participant response to training. | To be started in Year 2. |
| 16. To use the project website (see objective #10), linked to other school websites, beginning in Year 2, to enable students to share activities, obtain teacher feedback, and contribute ideas and information about reducing violence, substance abuse, and disrespect. <i>Re-worded for clarity.</i> | Documentation of website content and the level (i.e. traffic) and types of use of the project website. Results of student feedback surveys indicating use of and satisfaction with the website. | To be started in Year 2. |

Rosters for 2001-2 Media Literacy Project

English High School Project Team

Sue Mortensen - Media/TV Production-English/SPED

Col Paul Jones - Media/TV Production- JROTC

Pat Thaxton - Home Economics

Ted Tellman - Social Studies

Gilda Sharpe-Etteh - Art

Ed Consedine - Social Studies

Toby Romer -Vice Principal

Sandra MacIntosh - Librarian/Parents' Council

Maria De Los Angeles Montes - School to Career

(attended several meetings and consulted with the project)

McCormack Middle School Project Team

Jane King - Curriculum Coordinator

Rick Koster - Drama/Communications

Nadine Pluchinsky - Health

Maggie Lodge - Humanities

Lorraine McArthur - Computers

Joan Lang - Science

Project Coordinating Committee

Cathy Tosolini - Arts/Curriculum

Kathy Mullen - School to Career

Lisa McNulty - Office of Instructional Technology

Nancy Strunk - Unified Student Services

Unofficial attendees of Project Coordinating Committee meetings:

Pat Sarango, Office of Instructional Technology staff covering English High School

Jim Coffey, Office of Instructional Technology staff covering McCormack Middle School

ATTACHMENT A: COURSE WITHOUT MULTIPLE SECTIONS OR UNDATED COURSE
Vetting Process
Catalog Submissions
In-Service Credits
Professional Development Points

1. COURSE DESCRIPTION

Media Literacy

This 10-hour professional development course is designed to train teachers to use media literacy (the critical analysis and production of media) processes and tools in order to measurably improve student's critical thinking skills and guide student exploration of youth issues and analysis of mass communications. Teachers will become competent in developing curriculum, using and designing rubrics, and assessing outcomes using a project based learning approach to media literacy. Teachers will become proficient in using software to stage, evaluate, and grade projects. These software tools will include Adobe Acrobat, Adobe Illustrator, and Apple Final Cut Pro. Training outcomes will include participant advancement from novice to intermediate or intermediate to practitioner in these tools, depending on their Pre-Training Self-Assessment.

In Session 1) Teachers will be introduced to the training objectives, project software, and teaching and learning strategies for using media literacy. In Session 2) Teachers will learn to use surveys, rubrics, and Internet tools to develop and evaluate student projects and performance. In Session 3) Teachers will develop storyboards, outlines, and treatments and begin to use computer software to exchange ideas and collaborate in developing these teaching tools. In Session 4) Teachers will learn to use a video camcorder, lighting and sound equipment, and to complete a short videotaping project. In Session 5) Teachers will edit their video projects, and will assess these projects using their rubrics, and their evaluation notes on their storyboards and outlines, to test their grading and assessing model for their project.

This training directly references the SCANS competencies. It will be followed by two curriculum development sessions, mentoring, and technical support, to develop pilot curricula for student projects at participating schools.

HOME, Inc. has a wealth of experience using its innovative educational model to successfully address critical adolescent issues and has partnered with the BPS for over six years to bring several programs based around this model into the Boston Public Schools. Director and co-founder Alan Michel has an MFA from Tufts, and has pioneered HOME's teaching methods. He has won numerous awards for his teen video programs and is a recognized leader in this field. Education Projects Developer Patricia Norris, a graduate of Dartmouth College, has been an innovator in developing and implementing hands-on media literacy and technology programs for urban youth and has written grants to improve media literacy and to train teachers in the educational use of media in the classroom. A graduate of Harvard's Technology in Education Master's program, Information Media Specialist Joyce LaTulippe has worked with over 130 schools in the successful integration of multimedia projects in conjunction with Co-nect, Inc., Classwell Learning Group, and Houghton Mifflin Publishers.

2. Level /Audience: High school and middle school teachers, any discipline

3. Day/Dates of Program: Scheduled upon request (currently TBA)

4. Time: 10 hrs. scheduled upon request (currently 2:15-4:15):

Session 1: 2 hrs
Session 2: 2 hrs
Session 3: 2 hrs
Session 4: 2 hrs
Session 5: 2 hrs

- 5. Meeting Location:** On-site, per requestor (currently libraries of English High School and McCormack Middle School)
- 6. Presenter:** HOME, Inc.: Alan Michel, Director; Patricia Norris, Ed. Projects Developer; Joyce LaTulippe, Information Media Specialist
- 7. Cost:** Grant-funded for 6 BPS schools over 3 years
- 8. Funding source:** US DOE/NEA Media Literacy & Health grant
- 9. Registration Deadline/Info:** Registration is determined by requesting school/dept. and is limited to 5 teachers per school. Interested schools/departments should contact Patricia Norris, Education Projects Developer, HOME, Inc at: patricia_norris@homeinc.org; Direct/voice: 617-821-4339; Main: 617-266-1386
- 10. Credit:** 10 PDP's
- 11. Sponsored by:** Unified Student Services
- 12. Contact person:** Nancy Strunk, telephone number 617-635-6788 and email address: nstrunk@bps.boston.k12.ma.us

Summer contact information Patricia Norris, Education Projects Developer, HOME, Inc at: patricia_norris@homeinc.org; Direct/voice: 617-821-4339; Main: 617-266-1386

Has this program been offered before? Yes _____ No X Date(s) _____

Has this program been approved for in-service credits, catalog submission or PDP's in the past?

Yes _____ for _____.

No X it has not.

Check the area under which you would like this offering to be listed in the online catalog:

- _____ Literacy
- _____ Math
- X Arts, Media , Technology & Health
- _____ Citywide Learning Standards (subject area)
- _____ Assessment
- X Pedagogy

Video PSA Rubric

| | | Criteria | 0 | .5 | 1.0 | 1.5 | 2.0 | 2.5 | 3.0 | 3.5 | 4.0 | Scores | | | |
|------------------------------|----------|---|---|----|---|-----|---|-----|--|-----|-----|--------|--------|-------|--|
| | | | | | | | | | | | | Raw | Weight | Total | |
| Mechanical | 1 | Technical | Video project does not run satisfactorily. There are too many technical problems to view the project in QuickTime or VHS. | | Video project runs minimally. There are many technical problems when viewing the project in QuickTime or VHS. | | Video project runs adequately with minor technical problems in QuickTime or VHS. | | Video project runs perfectly with no technical problems. For example, all sound and video files are in synch and run well in QuickTime or VHS. | | | | | x 1 | |
| | 2 | Spelling & Grammar | Video project has multiple errors in spelling and/or grammar. (Four or more errors) | | Video project minimally honors rules of spelling and/or grammar. (Three or less errors) | | Video project adequately honors most rules of spelling and/or grammar. (Two or less errors) | | Video project honors all rules of spelling and/or grammar. | | | | | x 1 | |
| | 3 | Completion | Video project is incomplete and contains many unfinished elements such as missing frames, graphics or audio. | | Video project is incomplete and contains some unfinished elements such as missing frames, graphics or audio. | | Video project is incomplete and contains a few unfinished elements such as a missing graphic or a skip in the audio track. | | Video project is completely finished. | | | | | x 1 | |
| Multimedia Elements | 4 | Visual Display | Frames are either barren and stark or confusing and cluttered. Exaggerated emphasis on graphics and special effects weakens the message and interferes with the communication of content and ideas. | | Visual and audio elements accompany content but there is little sign of mutual reinforcement. There is no attention to visual design criteria such as balance, proportion, harmony and restraint. There is some tendency toward random use of graphical elements that do not reinforce message. | | Visual and audio elements and content combine to adequately deliver a high impact message with the elements and words reinforcing each other. | | The combination of visual and audio elements and content takes communication to a superior level. There is clear attention given to balance, proportion, harmony, and restraint. The synergy reaches the intended audience with style and pizzazz. | | | | | x 1 | |
| | 5 | Use of Enhancements | No images or audio enhancements are present or use of these elements is inappropriate. | | Limited images and audio are present but do not always enrich the learning experience and message. In some instances, use of these enhancements is inappropriate. | | Most images and audio enhancements are used appropriately to enrich the experience and reinforce the message. For example, some frames are either too long or too short to be meaningful. | | All images and audio are used effectively to enrich the learning experience and reinforce the meaning of the message. Enhancements contribute significantly to convey the intended meaning. | | | | | x 1 | |
| Information Structure | 6 | Organization | The sequence of frames and information is not logical and impedes the intended message. | | The sequence of frames and information is somewhat logical, although some transitions or frames are weak. | | The sequence of frames and information is logical for the most part. Transitions and effects make sense. | | The sequence of frames and information is logical and intuitive. Transitions and effects are transparent and used appropriately. | | | | | x 2 | |
| Documentation | 7 | Permissions Obtained for Resources | No permissions to use text, graphics, audio, video footage, etc. are used or included. | | Few permissions to use text, graphics, audio, video footage, etc. are used or included. | | Most permissions to use text, graphics, audio, video footage, etc. are used or included. | | All permissions to use text, graphics, audio, video footage, etc. are used or included. | | | | | x 1 | |
| Quality of Content | 8 | Originality | The work is a minimal collection or rehash of other people's ideas, products, images and inventions. There is no evidence of new thought. | | The work is an extensive collection and rehash of other people's ideas, products, images and inventions. There is little evidence of new thought or inventiveness. | | The project shows some evidence of originality and inventiveness. While based on an extensive collection of other people's ideas, products, images and inventions, the work extends beyond that collection to offer new insights. | | The project shows significant evidence of originality and inventiveness. The majority of the content and many of the ideas are fresh, original, and inventive. | | | | | x 3 | |

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| | 9 | Curriculum Alignment | No evidence of connection to target curriculum and themes of substance abuse, disrespect and violence. Viewers are not likely to learn from this project. | Some evidence of connection to target curriculum and themes of substance abuse, disrespect and violence. Viewers may learn from this project. | Adequate evidence of connection to target curriculum and themes of substance abuse, disrespect and violence. Viewers are likely to learn from this project. | Clear evidence of connection to target curriculum and themes of substance abuse, disrespect and violence. Frequent and clear references may be made to facts, concepts, and cited resources. Users will learn from this project. | | x 3 | |
| | 10 | Subject Knowledge | Subject knowledge on issues of substance abuse, disrespect or violence is not evident. Information is confusing, incorrect, or flawed. | Some subject knowledge of substance abuse, disrespect or violence is evident. Some information is confusing, incorrect, or flawed. | Subject knowledge of substance abuse, disrespect or violence is evident in much of the project. Most information is clear, appropriate, and correct. | Subject knowledge of substance abuse, disrespect or violence is evident throughout the project. All information is clear, appropriate, and correct. | | x 2 | |