

Boston Public Schools

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H O M E , I n c .

MEDIA LITERACY AND HEALTH PROJECT

Year 2 (2002-03) Project Evaluation

Report by Dan Jaffe, Community Consultation: February, 2004

Project Overview

Under a three-year grant from the U.S. Department of Education and National Endowment for the Arts, the Media Literacy and Health Project (MLH) helps Boston Public Schools (BPS) teachers, working alone and in teams, to engage high school and middle school students in authentic or project-based learning in media literacy. Students use research, creativity, and teamwork to analyze media and produce videos, web publishing, visual arts, and other media around critical issues such as violence, substance abuse, and disrespect.

In Year 1, MLH developed, trained, and assisted project teams at two BPS schools. In Year 2, it continued to support teachers and administrators at one of these schools (English High), and assisted team members to develop and conduct various student learning instruction and projects.

MLH also developed project teams at two additional schools: Lewis Middle School and Brighton High School. The teams received training, technical assistance, mentoring, and curriculum expertise to build the capacity of 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 3, MLH will assist members of three existing project teams to engage students (at least 50 per school) in media analysis and skills, issues of violence, substance abuse, and disrespect, research skills (e.g. using the Internet, design and use of a peer survey), and project and team management skills. It will also develop teams at two new schools (TechBoston Academy and the Cleveland Middle School) and develop a new team at English High. And it will increase dissemination through various channels.

After Year 3, the project will have formed self-sufficient, yet linked project teams at five schools 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.

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 with extensive experience in media literacy,

video production, and project-based learning and in partnering 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 is *building long-term capacity*, developing teacher and administrator commitments, resources, curricula, communication channels, and professional development structures.

Year 2 Overview - Following development and training of two school project teams in Year 1, we moved on two fronts in Year 2, implementation of learning projects for Year 1 teams and development of new project teams. Specifically, the project:

- Maintained relationships with three citywide BPS partners and added a fourth, the School-to-Career Initiative. Also, by the end of Year 2, the project had strong relationships with one Year 1 and two new schools.
- Developed project teams (five members each) at two new schools (Lewis Middle and Brighton High).
- Delivered a 10-hour training and awarded 10 professional development points to members of the two teams.
- Assisted newly trained project team members to develop curricula and plans for Year 3 learning projects.
- Attempted to revive the project team at McCormack Middle School; the team eventually disbanded.
- Provide additional individual and small group training, technical assistance, and direct support to help English High team members plan and conduct media literacy instruction and projects.
- Expanded use of its Web site to highlight project initiatives and milestones.
- Assisted each school to develop an equipped Media Mini-Lab and took a major role in developing a major Media Lab at English High.
- Began to form partnerships and Project Teams at two schools slated for Year 3 start-up.
- Developed media literacy training curricula for teachers (e.g. around using multimedia software) and materials (e.g. an online survey tool for use by teachers and classrooms) and developed curricula for the Media and Arts Small Learning Community at English High School.
- Planned citywide presentations for Year 3 and participated in a National Media Literacy Conference.

Year 2 Evaluation Process - In Year 2, the Project Evaluator conducted the following evaluation activities:

- Review of data on all project teams, their activities, and forms and levels of participation.
- Observation of various activities, e.g. Coordinating Committee meetings, project team trainings.
- Self-assessment surveys and a training feedback survey given to each team member. See attached summary.
- Regular discussions with project staff, including review of progress.
- Interviews with three project team members and two students from English High, the one school that is in the implementation stage.

Also significant was a review of each of the 16 project implementation objectives and corresponding progress measures, established initially and revised somewhat after Year 1. See attached table.

Project Activities and Issues for Year 2

Project Coordinating Committee - Three BPS departments--Unified Student Services (coordinating health education), Arts, and the Office of Instructional Technology---helped develop the original proposal and, with HOME, Inc., formed a Project Coordinating Committee (see attached roster). Year 2 activities included:

1. The PCC added a representative of the BPS School-to-Career Initiative (STC). This gave us and our teams help in developing and obtaining approval for curricula that meet school-to-career standards.
2. PCC members helped the project determine software and hardware needs and move purchasing requests through the BPS bureaucracy.
3. The Office of Instructional Technology helped plan and establish the school-based Media Mini-Labs at Brighton High and Lewis Middle and especially to establish the major Media Lab at English High.
4. PCC members attended project team training sessions and reviewed the training curricula and the Year 1 evaluation, providing input to revise and improve our professional development (PD) training curriculum. After facilitating state PD certification, the PCC helped to update the PD plan.
5. The PCC met once in Year 2, reviewing the project and its Year 1 evaluation to plan enhancements and corrections. In addition, PCC members maintained periodic contact with project staff all year long.

It is hard to schedule frequent PCC meetings and much of its work can be performed outside of meetings. Nevertheless, the PCC should meet at least 2-3 times a year and should add school, community, and parent representatives. This is especially important as the project focuses more resources on dissemination.

School Project Teams and Relationships - The following is an overview of developments at each school:

- English High School - HOME, Inc. had a prior relationship with English High that provided a foundation for MLH. However, the Year 1 English High training, the project's first, suffered from scheduling and technical glitches and topics that did not fit every participant's expectations. Some teachers became alienated from the project and, in addition, there was considerable teacher turnover at the end of Year 1.

Thus, only two English High teachers conducted student learning projects in Year 2 (see Student Instruction and Projects below). Still, those projects were successful and MLH enjoyed the full support of the administration, especially as the school has reorganized into Small Learning Communities, including a Media and Arts SLC. Project staff were heavily involved as partners in planning and developing the SLC curriculum and Media Lab, serving on the Community Advisory Council, assisting in various student activities (e.g. Career Fair), developing joint funding proposals, and providing technical assistance around technology and learning methodologies.

In sum, MLH is acknowledged as a crucial part of the school and now has broad support from both teachers and administrators. The project planned a new Year 3 training for five English High teachers.

- McCormack Middle School - After successfully forming and training a project team in Year 1, the McCormack was unable to continue in Year 2. This was precipitated by the loss of one key teacher, yet we have learned schools with administrative involvement will weather such changes.

Given the multiple pressures and changeability that characterize urban secondary schools, this event is not surprising and the project quickly moved past it. Yet project leaders learned at least two key lessons: the need for strong, active support at *top* levels of each participating school and the need for training to be

integrated with goal-setting and long range planning so that participants are prepared for the next steps.

- Brighton High School and Lewis Middle School - Brighton High (1,100 students) and Lewis Middle (322 students) are urban schools with low-income, predominantly African-American and Hispanic populations. Both of these schools successfully formed diverse, multidisciplinary project teams (five members each) and completed training in Year 2. Both appeared well-prepared to implement student learning projects in Year 3. Members of both teams developed curricula as an outcome of the training.

The principal of the Lewis directly participated in the training and was highly committed to the project. Yet even without this unique involvement, Brighton High still demonstrated broad support for the project.

Training - As in Year 1, the project offered a 10-hour, professional development training for the two new project teams. In Year 1, Home, Inc. was certified as a professional development provider and the 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.

Yet Year 2 training was significantly revised and improved. Participant feedback was very positive (see Highlights of Teacher Surveys). These are key changes in the Year 2 training:

1. Forward focus - From the start, participants were aware that training is part of long-term project plans and their own student media projects. Members signed agreements (sample attached) detailing implementation as well as training. The training covered curriculum development and participants were assisted to develop detailed curricula---a requirement for professional development credit---at the end of the training.
2. Streamlined content - The Year 1 trainings were faulted for devoting too much time to one or two software applications and to a group video project. In Year 2, training focused on core knowledge and skills required of all participants (e.g. media awareness and student media project selection, planning, and management) and delegated 'elective' skills to additional workshops, specialized tools, and technical assistance.

Each Year 2 team still produced (but did not finish) a video, but they were more tightly scheduled and there was a clearer fit between the projects and the skills and approaches covered in the rest of the training.

3. Organization - There were none of the scheduling or technical glitches (e.g. software that did not work) that complicated the Year 1 trainings.
4. Team-building - The two project teams have a stronger sense of team unity than last year's teams. The difference may be their focus on future implementation of cooperative projects. Also, late in Year 2, the project began to assemble a second team of English High teachers for training in Year 3.

Other training was provided, including a summer workshop in the use of Final Cut Pro for two teachers and individual assistance around teaching strategies and curriculum planning for *all* Brighton High and Lewis Middle team members planning to implement Year 3 projects. The new focus on curriculum planning gave the project a clearer idea of which teachers needed specific skill training and at what level.

Student Instruction and Projects - MLH helped English High to conduct two video projects in Year 2:

1. A project intern worked with a team member to engage her art students to develop storyboards for a mock car ad campaign. Even though time did not permit actual shooting of the ads, it is clear that students were energized and greatly impressed by the project.
2. Project staff assisted an experienced team of two video production teachers to develop a comprehensive Media Literacy course (a 'signature course' of the Media and Arts Small Learning Community), including

video production. Among other activities, each student produced a PSA, this year around driving safety.

Students in both projects learned a great deal, including skills of teamwork, internet research, writing, graphic design, video production, and blending images, words, and music to get audience attention. The Media Literacy course offered an extended, more intensive experience and students also learned media analysis and criticism.

Late in the school year and continuing into the summer, project staff worked with team members at English High and the two newer schools to identify curricula and students projects in Year 3. Teachers at all three schools developed detail curricula for various coursework, including fitting it to the Massachusetts Curriculum Frameworks and to Boston's School-To-Career standards. As noted (see School Project Teams and Relationships above), project staff were also heavily involved in developing the English High Media and Arts Small Learning Community curricula (including Graphics and Video Production courses) and Media Lab.

Project Replication and Dissemination - With the aid of the Project Coordinating Committee, project staff identified two schools for new project team development in Year 3. TechBoston Academy is a small college prep, pilot school focused on technology, computer science, and engineering. Cleveland Middle School is a large (683 students) school in the heart of one of Boston's poorest and most ethnically mixed neighborhoods. Project staff negotiated arrangements with school leaders and participants at both schools.

Dissemination efforts expanded in Year 2 and should expand further in Year 3. Activities included:

1. The project continued capacities developed in Year 1. This included mapping media literacy curricula and student assessment to various local, state, and national standards (e.g. International Society for Technology in Education). The involvement of the BPS School-to-Career Initiative added a dimension to this capacity.
2. The project also continued to develop various media literacy tools for teachers and students, e.g. templates that students can use to create storyboards and project timelines and organize various text, picture, and video files and editing applications.
3. The project drafted a professional development guide with tools for classroom management, student assessment, and numerous teaching and instructional guides. With Project Coordinating Committee guidance, the project also began to develop and test a CD-ROM including all tools, templates, curricula, and guides for various project activities.
4. Student surveys were implemented online (using SurveyMonkey.com) and refined following field testing. Teachers and classes will be able to use these surveys, adapt them to their own needs, and analyze results.
5. The project planned two presentations for early in Year 3, one at the YWCA in cooperation with the Youth Voice collaborative and one at the Video Educators of New England Annual conference.
6. Two teachers, an administrator, and project staff presented our work and participated in the annual conference of the Association for a Media Literate America in Baltimore in June, 2003.
7. HOME, Inc. expanded the project-related sections of its website so that it includes more information relevant to teachers and administrators, such as sample curriculum hand outs, updates on project trainings, links to other BPS publications on the project and publishing sample theme based clips. HOME, Inc. has also produced an email newsletter published monthly.

Challenges and Opportunities

- Personnel turnover (at McCormack Middle, English High, and, most recently, at Brighton High) has cost the project substantial resources. Turnover is difficult to predict and even harder to control, but the issue calls for discussion and problem-solving at the BPS, school, and (perhaps) individual levels.

- Teacher training should be refined to further tighten the schedule and separate core knowledge and skills (which every teacher should have) from ‘elective’ skills that the Project should offer teachers as needed.
- The formation and training of project teams in Year 1 did not generate as many student courses or projects as expected. Improved training and support should increase the output of schools that formed project teams in Year 2, but it will still require major, ongoing project technical assistance, skill training (around video production, software application, project-based learning, use of rubrics, etc.), “hand-holding,” and other support efforts.

Given the limitations on project TA resources (especially as the number of schools and teachers expands), part of the effort must be devoted to building networks (through both face-to-face and electronic means) that can foster mutual support and mentoring, joint project development, and resource sharing.

- MLH has developed several Best Practices, including its teacher training, curriculum support, and various media project tools. Dissemination should be expanded in Year 3, using the Internet, existing BPS training channels, other national, state, and local conferences, and new teacher networking and support initiatives. HOME, Inc. should develop a separate website or a substantially separate section of its website for MLH. In either case, it should be expanded in scope and interactivity and should be more accessible to teachers.
- The project should focus its efforts on obtaining funding to expand the program and continue it after the federal grant ends (after Year 3 or possibly Year 4). Significant steps have already been taken in this area.

Attachments to This Report

- Highlights of Teacher Self-Assessment and Feedback Surveys
- Table of Implementation Objectives, showing Year 2 progress on each one
- Teacher Participation Agreement
- Roster of Project Coordinating Committee and Project Team Members

The following are attachments to the Year 1 Evaluation Report (not included here) that are still relevant:

- Blank forms for four surveys developed in Year 1: Teacher Technology Self-Assessment, Teacher Survey and Self-Assessment, and Teacher Feedback Survey
- 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, 2004

This supplement to the initial evaluation report for Year 2 of the project (2002-03) summarizes findings from two surveys given to Project Team participants at two participating schools: Brighton High School and Lewis Middle School. One survey had teachers assess their skills and interests in the areas of technology, media literacy, project-based learning, violence, substance abuse, and disrespect. The other survey obtained teacher feedback on the quality and usefulness of the training that the project provided.

The feedback survey was first developed and used in Year 1; the self-assessment survey was developed in Year 2 to combine two separate self-assessment surveys. Both surveys are somewhat limited in the significance of their findings given the limited number of Project Team participants who responded to each survey (from 2 to 9 people). The project corrected this problem in Year 3. Nevertheless, the surveys produced valuable data for the project to use to refine and improve its teacher training and support.

The surveys show once again that project participants reflect 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

- As in Year 1, the overriding survey finding is diversity. Teachers rated themselves at virtually all levels (from novice to expert) in their technology skills (e.g. using common computer applications such as email and word processing; aspects of video production; and use of software applications such as Final Cut Pro and Adobe Acrobat), project-based learning skills, and media literacy skills.
- Overall, participants at the two new schools rated themselves as less experienced in use of various technologies than their Year 1 counterparts from English High School and McCormack Middle School.
- Participants assessed media literacy skills as their greatest area of project-related strength, slightly higher than Year 1 participants did. Project-based learning skills were slightly behind and awareness of violence, substance abuse, and disrespect was the least highly rated area of strength.
- Participants had greater and clearer expectations of using the skills covered in the training in future coursework. This appears to reflect project efforts to discuss post-training activities with teachers from the start and to require all participants to sign a contract that includes post-training expectations.
- Because the project integrates many diverse objectives---media literacy; technology skills; awareness of violence, substance abuse, and disrespect; learning skills (e.g. research, planning, problem-solving, teamwork); and ability to complete projects---we asked participants to choose the most important ones. Even more than in Year 1, participants overwhelmingly chose student learning skills.

Feedback on Training - Participants rated the quality of training as uniformly high, across all topics and skill areas. They also rated the training highly in how well it had improved their skills and how useful it would be for the future teaching.

Unlike Year 1 participants, these participants identified few glitches in the scheduling or content of the training.

Even beyond glitches, there was widespread overall satisfaction with the training.

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Media Literacy & Health Project (MLH): Implementation Objectives & 2002-03 Progress

Objective

Level of Year 2 (2002-03) Achievement

Project Infrastructure Objectives

<p>1. To convene and sustain a Project Coordinating Committee (PCC) to guide project development and coordinate resources. The Committee will represent HOME, BPS Unified Student Services (which coordinates health education), the BPS Office of Instructional Technology, and Curriculum & Instructional Practices/Arts.</p>	<p>The PCC continued to represent the 3 departments and added a representative from the BPS School-to-Career Initiative. The PCC met once, but members maintained contact with project staff all year long.</p> <p>The PCC reviewed project & evaluation data; guided training and curriculum development & approval; helped establish two Media Mini-Labs & a major Media Lab; and helped determine software and hardware needs.</p>
<p>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.</p>	<p>The teacher training curriculum, state-certified for Professional Development, was significantly improved in Year 2 by MLH staff & the PCC.</p> <p>Student curriculum development became an integral part of teacher training. 10 teachers from the two newly trained project teams & one English High teacher (trained in Year 1) developed draft curricula. They used templates adapted from BPS School-to-Career Initiative materials.</p> <p>In addition, MLH played a key role in helping the English High Media & Arts Small Learning Community design and articulate curricula & integrate media literacy with other concentrations.</p>
<p>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.</p>	<p>The groundwork for articulation was laid in Year 1; in Year 2, MLH broadened the scope and implemented a system to support teacher curriculum development using a School-to-Career-designed template.</p> <p>MLH also initiated a multimedia CD-ROM project that will document all activities & curricula and will clearly articulate connections.</p>
<p>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.</p>	<p>(See #6 below about new and continuing project teams.)</p> <p>2 new schools (TechBoston Academy & Cleveland Middle) were ready to launch in Year 3, along with an expanded team at English High.</p> <p>Coordination within each project team improved somewhat in Year 2. MLH expanded its website, yet it needs to find ways to promote more communication among teachers across schools in Year 3.</p>
<p>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.</p>	<p>Accomplished in Year 1. In Year 2, the PD course was improved in content and structure. Each teacher signed an agreement that clarified short- and long-term expectations, including training, curriculum development, and student instruction and projects.</p>

Teacher Capacity-Building Objectives

<p>6. To develop and sustain a project team (≥5 teachers or other school personnel, plus project staff) at each of two schools to plan and coordinate project activities at their respective schools. Each team will meet ≥15 hours throughout the school year.</p>	<p>MLH developed 2 new project teams (Brighton High & Lewis Middle). One Year 1 team dropped out, but the English High team began student instruction & projects (see Student Objectives below). Regular team meetings are not practical, but each Year 2 team had a leader and communicated more within the team than the Year 1 teams had done.</p>
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Objective**Level of Year 2 (2002-03) Achievement**

<p>7. To train each of 2 new project teams (≥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).</p>	<p>MLH trained 5 Brighton High teachers and 4 Lewis Middle teachers & the principal. The 10-hour training covered media literacy principles & skills; developing curricula; using student surveys, rubrics, & other tools; planning and implementing instruction and projects; & planning further training, mentoring, & coordination.</p> <p>Training was better organized, better linked to long-term objectives, and more responsive to stated teacher needs than in Year 1. All participants received 10 PD points. Staff provided follow-up training, mentoring, & TA to team members in lesson and project planning, curriculum, and project management.</p>
<p>8. To engage teachers and other school personnel in planning and implementing student media literacy activities, contributing their own unique skills and experiences to the project framework.</p>	<p>Two English High teachers worked with MLH staff to develop & carry out media literacy instruction and projects (see Student Objectives).</p> <p>Also at English, the team developed much of the tenth grade signature course in television production and then finalized the curriculum. This will form the basis for an entirely new media literacy focus in the Media & Arts Small Learning Community. In Year 3, we will assist at least 5 more teachers and provide additional skill training.</p> <p>Following training, the Lewis Middle & Brighton High teams engaged in additional training, curriculum development, & planning for Year 3.</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>This will occur in Year 3, yet key groundwork was laid in Year 2.</p> <p>MLH drafted a professional development curriculum guide & various tools. It created and tested a prototype CD-ROM presenting these guides & tools.</p> <p>In addition, 2 teachers, an administrator, and project staff presented our work at and participated in the Association for a Media Literate America conference in Baltimore in June, 2003.</p>
<p>10. To work with project teams in Years 2 & 3 to create & maintain a website, linked to other school websites. It will enable teachers to share media literacy & production strategies; curricula; materials on violence, substance abuse, & disrespect; and training, evaluation, funding, & dissemination resources; to create joint projects; and to communicate with and give feedback to students.</p>	<p>This objective will be implemented mostly in Year 3. Yet in Year 2, HOME, Inc. devoted part of its website to MLH & piloted an online newsletter featuring new developments in media literacy projects.</p> <p>In addition, MLH created a teachers webpage that showcases curriculum development and support materials. The website provides key project information & also builds community among teams by featuring participant work.</p>

Student Objectives

<p>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 media activities in coordination with other teams and/or classes.</p>	<p>English High was the only school working on student objectives in Year 2, since the other project team (at McCormack Middle) disbanded. The English team was also diminished due to turnover and withdrawal from the project.</p>
<p>12. To assist project 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).</p>	<p>Nevertheless, 3 English High teachers successfully conducted 2 student media literacy projects in Year 2, with project assistance: (a) An art teacher engaged students in developing storyboards for a mock car ad campaign. (b) Two video production teachers developed a curriculum for a 'signature' (or core) course for the Media & Arts Small Learning Community and conducted various video production projects, including a series of PSA's around driving safety.</p>
<p>13. To assist project team members to enable student teams to research the problems and prevention of violence, substance abuse, and disrespect (approximately 4 hours of curriculum).</p>	<p>Year 3 promises a much greater level of student projects. Not only are the two project teams trained in Year 2 (Brighton High & Lewis Middle)</p>

Objective**Level of Year 2 (2002-03) Achievement**

14. To assist project team members to enable student teams to plan and produce media projects promoting the prevention of violence, substance abuse, and disrespect (approximately 7 hours of curriculum).	ready to implement various projects, but English High will have an expanded team and plans for various complementary media literacy projects to be conducted mostly within the Media & Arts Community and making full use of the new Media Lab.
15. To assist project 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.	Moreover, these student projects should benefit from the diversity of tools that the project has developed and made accessible to participating teachers. This includes surveys and other research tools, curriculum planning templates, student assessment rubrics and systems, video production and editing software and hardware, etc.
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	

Teacher Participation Agreement

Media Literacy and Health Project with the Boston Public Schools and HOME, Inc.

The Media Literacy and Health Project integrates media analysis, production processes and tools with a project-based learning approach. This project will be documented on video tape and on a CD-ROM that will highlight the curricula and media literacy projects developed at the participating schools. We are outlining here the key components of the project to help define the degree of commitment needed to participate on the teacher project teams.

At your school, HOME will work with a five-person Teacher Team through the three phases of the project.

(Phase I: Professional Development). 10 hour certified PDP course

Teacher Teams will be guided to use three software applications (Adobe Acrobat, Illustrator and Apple Computer's Final Cut Pro and a web application called Survey Suite) to develop teaching and grading tools, and video and multi media projects that can be supported in the school. HOME, Inc. will also provide a music video "It's On You!" and a WEB based survey that have been developed to provide authentic data to enhance the school based projects. Teachers working with HOME, Inc staff support, will develop a course outline which will be the basis for the curriculum that each teacher will develop in Phase II

(Phase II: Curriculum Development). Teacher Teams will collaborate in developing curriculum customized to their individual and school goals and needs, including their grade levels, disciplines, and teaching styles. HOME, Inc. staff will provide a minimum of 5 hours of mentoring support and workshops for teachers, to help complete the curriculum design.

A goal of the curriculum is to help students to analyze critical issues, such as violence, substance abuse, and disrespect, and the influence of media upon them. The curriculum should provide ample opportunity to use creativity, teamwork, and research to develop campaign themes and strategies and to produce videos, web publishing, and other media around these issues. The teaching team along with staff from HOME, Inc. will map the curricula to the MA standards and obtain approval for the new course offering from the school department. Teachers will receive a stipend of approximately \$ 400 to develop their curriculum and for completing the Phase II section of the program.

(Phase III: Implementation).

The teachers are expected to work together and support each as they test and use their new curricula. HOME staff will help teachers implement their curricula and will provide additional training and classroom support to help make the curriculum self supporting.

Teacher's Initial _____

Date _____

BOSTON PUBLIC SCHOOLS/HOME, INC.

Media Literacy and Health Project

2002-03 Roster

English High School Project Team

Toby Romer - Assistant Headmaster & Team Leader
Sue Mortensen - Media/TV Production-English/SPED
Gilda Sharp-Etteh - Art

Brighton High School Project Team

Katie Linso - Team Leader
Virginia Kropas - Art
Judi Campbell - Drama
Denis Gray - Law
Pamela Hinkle - Graphic Design/Art

Lewis Middle School Project Team

Brenda Jones, Principal & Team Leader
Larry Roland
David Stamper
Bruce Thatcher
Paulette Squires

Project Coordinating Committee

Cathy Tosolini - Arts/Curriculum
Kathy Mullen - School-to-Career
Lisa McNulty - Office of Instructional Technology
Nancy Strunk - Unified Student Services

NOTE: Because most middle school teachers teach multiple topics, we have not identified specialties or disciplines for them.