

8-5-2009

The State of media education implementation in Rochester, NY K-12 Schools

Lydia S. Palmer

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Running head: MEDIA EDUCATION

The Rochester Institute of Technology

Department of Communication

College of Liberal Arts

The State of Media Education Implementation in Rochester, NY K-12 Schools

by

Lydia S. Palmer

A thesis submitted

in partial fulfillment of the Master of Science degree

in Communication and Media Technologies

Degree Awarded:

August 5, 2009

The members of the Committee approve the thesis of
Lydia S. Palmer presented on August 5, 2009

Bruce A. Austin, Ph.D.
Chairman and Professor of Communication
Department of Communication

Susan B. Barnes, Ph.D.
Professor of Communication
Department of Communications
Thesis Adviser

Scott P. Merydith, Ph.D.
Chairman and Professor of School Psychology
Department of School Psychology
Thesis Adviser

Rudy Pugliese, Ph.D.
Professor of Communication
Coordinator, Communication & Media
Technologies Graduate Degree Program
Department of Communication
Thesis Adviser

Dedication

To my parents, without whose support and free babysitting, I could not have completed my degree.

This work is dedicated to my son Cameron. If I can ever pull him away from the Playstation, the computer, and the TV long enough, he will know that he inspired my interest in children's response to media.

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THE STATE OF MEDIA EDUCATION IMPLEMENTATION IN ROCHESTER, NY
K-12 SCHOOLS

Name: Lydia S. Palmer

Department: Communication

College: Liberal Arts

Degree: Master of Science in Communication & Media Technologies

Term Degree Awarded: Summer 2009 (20084)

Abstract

Through a series of interviews with education professionals in the Rochester, New York, area, this study assessed the status of media education programs in the area's schools. It focused on curricula currently in place in three grade level spans, facilities and resources available to students, and the degree to which public and private/faith-based schools differ in their implementation of media education programs.

Keywords: Media education, Media literacy, K-12 Schools, Children, K-12 Education

The State of Media Education Implementation in Rochester, NY, K-12 Schools

For decades, proponents of the media literacy (also referred to as media education) movement have noted that the United States is the greatest producer of international mass media but the slowest advanced country to implement educational programs in media on a broad, consistent scale in its schools (Kubey, 1998). Several consistent obstacles to media education programs have kept them from being rolled out on a broad scale in this country (Hobbes, 1998; Hobbes, 2001; Kubey, 1998). In the last 10 years, this situation has drawn new attention to media literacy as calls for school reform and curriculum restructuring have been made in community, industry, and federal government theaters.

The media's dominant role in the lives of the younger generation has raised concerns among parents, educators, and child advocates for decades (Minow & LaMay, 1995). Each generation has had its own social problems that were often, in part, linked to some form of media. Today, there is little debate about the impact media have on U.S. citizens, especially on children under 18. The "media swarm" of modern life is argued as a force of consumerism unleashed on a vulnerable population, but is also credited with contributing to a rise in volunteerism and increased reading (Intrator, 2001). Children ages 8 to 18, spend more time - 44.5 hours per week- 6.5 hours daily - in front of computer, television, and game screens than in classrooms (Kaiser Family Foundation, 2005). A recent study shows that media use, including the light exposure from video game and computer screens, is negatively impacting children's sleep

patterns (Zimmerman, 2008). Three-quarters of American teenagers have televisions in their bedrooms, and more than one-third have personal computers of their own. Teens spend over 2 hours each day online and, as a major target for advertisers, they are exposed to more than 3,000 advertising messages a day on the Internet and email, on TV and, more recently, undercover marketing efforts (Rushkoff, 2001).

The growing impact of mediated life on children has helped the media literacy movement gain traction among those not originally engaged in the discussions. Now added to the calls for a protective approach to children, is the push for 21st Century Skills that not only outlines value in being fluent in media forms, but also contends that America's workforce is improperly prepared for modern, global business without skills taught in most media education programs (Bazalgette, 1997). Media literacy/media education is now often seen as a component incorporated under a broader concept of Information Literacy. According to the American Association of School Librarians (AASL):

In recognition of these demands, the American Association of School Librarians (AASL) has developed learning standards that expand the definition of information literacy to include multiple literacies, including digital, visual, textual, and technological, that are crucial for all learners to acquire to be successful in our information-rich society.

Information literacy, the use of technology, critical thinking, and ethical decision making all have a basis in skills and an actualization in the behaviors that students choose to exhibit – from seeking diverse perspectives, to evaluating information, to using technology appropriately, to applying information literacy skills, to using multiple formats (American Library Association, 2007).

In the AASL's view, media literacy is a component owing to media forming the primary channels through which students access and/or receive messages. Allison Cline, Deputy Executive Director for the AASL, provides the following definitions to demonstrate the close relationship between the two concepts:

Information Literacy is the skill set needed to find, retrieve, analyze, and use information. Media Literacy is the ability to access, analyze, evaluate and create messages in a variety of forms- from print to video to the Internet. Media literacy builds an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens of a democracy (A. Cline, personal communication, March 25, 2009).

Proponents of either the protection viewpoint or the 21st Century Skills viewpoint make clear their belief in the need for effective media programs. Intrator, (2001) who teaches early childhood education at Smith College states, "Any child can operate the devices that transmit the media; the imperative is to provide our youth with

the proficiencies to operate them with responsibility, insight, and judgment” (p.27).

Tony Wagner (2008), co-director of the Change Leadership Group at the Harvard Graduate School of Education and author of *The Global Achievement Gap*, identifies “accessing and analyzing information,” a core competency of media education programs, as one of seven “survival skills” for students to gain to become effective, productive adults in the modern workplace.

The study of media literacy has even gained ground in prestigious academic sectors that previously deemed media literacy a topic not worthy of academic effort (Kubey, 1998). The Annenberg School of Communication and Harvard University’s Graduate School of Education have made media education a theme at gatherings of scholars (Considine, 1997), and the subject has been covered in journals such as *Education Week*, *The Chronicle of Higher Education*, *The Journal of Communication*, and *American Behavioral Scientist*, among others. In 2007, Stony Brook University’s School of Journalism established the first Center for News Literacy designed to “educate current and future news consumers on how to judge the credibility and reliability of news” (Klurfeld, 2007). The launch was funded with major grants from the Ford Foundation and the Knight Foundation. The Center, which develops curriculum for high school instruction and secondary teacher training programs related to the reliability of news from print, broadcast, and the web, has a core mission that has a strong relationship to media education concepts.

The media literacy concept, itself has evolved in recent decades, helping to build interest and acceptance in academia and the general public. Media literacy has grown along with the media environment to include components of visual communication, information technology, library science, and a host of other disciplines significantly impacted by modern media. Media literacy has been at the forefront of the need for the education establishment, and the public in general, to redefine literacy for the digital age. Scholars from as far back as David Berlo recognized the need for education to shift away from simply acquiring knowledge. As modern society reached a point where there was more information available than people could ever possibly hope to store for effective use, Berlo (1975) said "Education needs to be geared toward the handling of data, rather than the accumulation of data (p.8)."

Today, as technology has impacted and will continue to alter our familiar textual/alphabetic communications practices into mediated experiences, it will ultimately drive a completely new definition of literacy that incorporates technology at the heart of understanding and functioning in society (Tyner, 1998). We see this in today's calls for overhauling education to incorporate critical analysis, technical knowledge and Tyner's definition of literacy that includes the ability to process and use the content available in a media-saturated environment. A full complement of multiple literacies such as technology literacy, media literacy, and visual literacy better illustrates the 21st century skill set (Tyner, 1998). Tyner's view is echoed by others calling for an

expanded concept of literacy that reflects the complex mediated environment of today (Hobbes, 1997; Jolls & Thoman, 2004; Meyrowitz, 1998; Jhally & Lewis, 1998).

Perhaps most compelling in the call for media education programs is the argument that understanding the mediated environment in which we live is critical for communities and our democracies to flourish. Calling for media literacy to be a national priority, Jolls & Thoman (2004) state:

The convergence of media and technology in a global culture is changing the way we learn about the world and challenging the very foundations of education. No longer is it enough to be able to read the printed word; children, youth, and adults, too, need the ability to critically interpret the powerful images of a multimedia culture. Media literacy education provides a framework and a pedagogy for the new literacy needed for living, working and citizenship in the 21st century. Moreover it paves the way to mastering the skills required for lifelong learning in a constantly changing world (p.18).

Concurring, Wagner states:

...this information revolution has profound implications, not just for work but also for citizenship and lifelong learning. To be active and informed citizens today, knowing how to read the newspaper is no longer enough. We have to be able to access and evaluate information from many different sources. Indeed, all this access to information is of little use – and may even be dangerous – if we don't know how to evaluate it. (2008, p.37).

Amid this renewed interest in media literacy and calls for education reform a prime environment for media education programs in schools may now exist. Therefore, it is valuable to assess what is actually happening in the classroom. With the decentralized nature of U.S. schools and other identified challenges to media education standards, it is difficult to get a broad picture of the state of programs in the current kindergarten through 12th grade environment. This study seeks to assess the status of media education programs in a variety of school environments in Rochester, NY, a mid-sized U.S. city. Through interviews and facilities tours, an assessment of current media education efforts at various grade levels will be developed in public schools and private/faith-based schools. Also, the project will review whether educational approaches within the schools impact willingness for the school administration and faculty to implement media literacy programs, and the readiness of teachers in each grade level to present media literacy concepts.

RQ1: What current media education programs exist in Grades K-5 (elementary), 6-8 (middle school), and 9-12 (high school) in public and private/faith-based schools?

RQ2: To what degree do teachers in these segments report being interested in adopting or expanding media literacy initiatives in their teaching?

Review of Literature

With the launch of the federal government “No Child Left Behind” initiative in 2001, quality and relevance of U.S. elementary and secondary school programs began being studied and debated at an increased rate. Advocates of the initiative said that it

held schools to a higher educational standard, while detractors said it forced an arbitrary “one size fits all” standard on schools and students who find it more difficult to meet the standardized measures (www.nea.org). Whatever the case, No Child Left Behind brought U.S. education systems into the spotlight and increased discussion about curricula outside of traditional educators’ circles.

One example of how those outside academia play a role in the debate is the Partnership for 21st Century Skills. A coalition of business and government leaders joined with educators, the organization focuses on bringing what it defines as 21st Century Skills to school age children. The organization demonstrates the interest of a wide range of constituents in K-12 education. In American society, commercialism rules the day, and the attention of leaders from major corporations has a significant influence on culture and policy (Aufderheide, 1992). Coalitions such as this, while sometimes seeking commercially beneficial ends, agree to champion a common goal set that benefits both society and the economy. The Partnership for 21st Century Skills identified the need to work together to study, assess, and advocate for change in teaching, learning, and assessment. Their initial report, *Learning for the 21st Century* (Partnership for 21st Century Skills, 2002), focused on improving education by attempting to reach consensus on the definition of 21st century skills, and by developing tools to aid communities in implementing this new model of learning. The report seeks to identify the gap between the knowledge and skills students learn today in school and the

knowledge and skills required for success in communities and workplaces of the new century.

Business, education, and society have not reached full agreement, but the time to discuss the need and relevance of education programs may well be at hand, and media education may hold a significant place in the discussion. Thirty years ago, media education was a new idea in U.S. schools. Despite the potential media education programs are purported to offer, they have historically met opposition in U.S. schools from several angles (Tyner, 1991). Government officials, some seeking political advantage, have painted media education as programs that teach children to watch TV and branded it a waste of taxpayer dollars (Kubey, 1998). Child advocates, many of whom believe media influence is largely bad, have felt media education strengthens media's stranglehold on children (Tyner, 1991). Also, as in the case of the Channel One initiative, which included two uninterrupted minutes of advertising messages presented to a classroom audience of students along with its news and current events, child advocates argue that media education offers advertisers a direct and educationally-sanctioned path to the youngest consumers (Manning, 1999).

A combination of intellectual elitism, lack of understanding of media literacy in traditional academia, and a propensity to favor more traditional studies such as language arts, literature, and history generally wins out in K-12 curricula review (Kubey, 1998). For example, most educators would agree that topics such as symbolism, representation, and cultural bias are critical to understanding works in printed

literature. However, they fail to recognize that these are equally valid topics impacting mass media messages. Worse yet, some educators may be unprepared to teach the concepts as they apply to media that they believe that an overhaul of curricula would be required to do so. Even technical education is considered more worthy of study than media messages. Mastering technology associated with media production (understanding software, telecommunications, computing, etc.) is considered a valid educational objective, yet critically assessing mass media messages and means of dissemination is considered a less-than-academically-worthy initiative (Hobbs, 1998). Additionally, teacher concerns over limited time and funding for more pressing issues have been common in school districts that struggle to maintain crumbling buildings and purchase updated textbooks. Finally, many traditional teachers hesitate to adopt an open attitude toward something in which the teacher does not necessarily have the “right” answer, but only one possible answer. Media education requires respect for students’ own opinions and interpretations of messaging, altering the more common environment of most U.S. classrooms in which a lecturer imposes their interpretation on the students (Brown, 1998).

In 2001, the White House released a policy statement in favor of media literacy education. While the statement related primarily to education for reducing substance abuse, it recognized the overwhelming influence of media on children and made recommendations for programs that promote critical thinking and self-esteem, and that present the media’s positive possibilities, rather than blaming the media for social

problems (Office of National Drug Control Policy, 2001). Even with this federal statement, the need and value of these programs must be continually demonstrated for them to be considered as an educational pursuit.

One academic strength of media education programs is the number and breadth of communications and social theories addressed in a comprehensive program. For example, media bias is at the heart of the debate over the conservative-focused Fox News Channel vs. the liberal views of mainstream media news (Journalism.org, 2002). Media hegemony is also a basis of concerns expressed about massive media conglomerates owning significant chunks of the media landscape and government connections to corporate news outlets (Journalism.org, 2004).

Additionally, the media effects models are commonly addressed in media education. For example, Gerbner's cultivation theory can be addressed in discussions of the disproportionate coverage of particularly shocking stories and the how the need to compete with drama programs for ratings has shifted the focus of previously objective news reports to emotional appeals and dramas. Cultivation theory considers how extended exposure to messaging and media violence impacts an individual's perception of reality (Severin & Tankard, 2001). In his book, *The Culture of Fear*, sociologist Barry Glassner (1999) notes the results of studies, including a Hunter College study by Madriz, in which those interviewed consistently reported fears of crime, illnesses, and other social ills, stating that their source for their fears was not personal experience, but that they "saw it on the news" (p. xxi).

Tajfel and Turner's social identification model (Severin & Tankard, 2001) can be considered in discussions surrounding representation of minorities and the frequency with which they appear in media forms. The social responsibility model developed by the Hutchins Commission (The Commission on Freedom of the Press, 1947) is the basis for topics including the media's responsibility to the community, to an informed citizenship, and to the free and accurate dissemination of information, again, all hot topics for media education.

Media education's broad objective of "critical autonomy in relationship to all media" (Aufderheide, 1992, p.79) allows it to cover considerable conceptual ground including public policy, cultural studies, child development, technology, arts and education, and much more (Christ & Potter, 1998). Both communication and social theory are reviewed in media education programs, and research in this area addresses the implications of theory in today's modern educational environment.

Effective Media Education Programs

In a white paper for Cable in the Classroom, Dr. James M. Marshall (2002) says: Technology can create learning environments that support the making of associations by providing access to new challenges, contexts, and information. Technology, through sound, text, and pictures, allows the user to experience people, places, and things that might otherwise be impossible in its absence. These multiple media, sometimes working alone

and other times together, can create rich environments conducive to the acquisition of knowledge. (p.6)

However, Marshall cautions that for as much evidence exists that supports the use of technologies and media in education,

...there is complementary evidence that 'no learning' can also result.

Poorly designed programs that lack an instructional foundation; casual, purposeless use of technology in the classroom; and lack of alignment between desired learning outcomes and the application of educational technology all threaten the success of any learning-by-technology endeavor. (Marshall, 2002, p.ii)

In this statement, Marshall addresses much of the discussion that has swirled around media education for so many years. Teachers, parents and politicians doubted that media technology was more effective than existing teaching methods in educating children. Neil Postman, education and communications theorist and founder of the Media Ecology program at New York University, seriously questioned whether use of television in classroom teaching was education or entertainment, and believed that using media in educational efforts was often done with little to no thought of media having either an epistemological or political agenda of its own (2005). Advocates for media education support the use of media in teaching as it expands learning, so long as it is used properly (Marshall, 2002). Unfortunately, early efforts to incorporate media

and technology into the classroom were poorly implemented, giving a proverbial black eye to the whole idea of media-based education (Hobbs, 1998).

One of the challenges to developing an effective media education program is the number of interested constituencies seeking input into curriculum development. Typically, each constituency wants the curriculum to teach that which is important to them: politicians want to teach awareness of drug and alcohol use in media, child advocates want to teach awareness of advertising messages, and teachers want to teach traditional academic skill sets needed for school performance assessments. Unfortunately, these components, while part of media messages and media literacy achievement, demonstrate an unnecessarily limited thinking with regard to potential reach of today's broadly focused media education program.

Cynthia Scheibe, director of Project Look Smart, a media literacy initiative at Ithaca College, is one of many media literacy experts who advocate for a curriculum-driven approach to media literacy (www.ithaca.edu/looksharp). The Center is a collaboration of the teacher education, Psychology, and Culture and Communication programs at Ithaca, and has focused on developing a pedagogical approach to media literacy that works within the core content of K-12 curricula, rather than developing a unique content area. Additionally, the Center's focus is on supporting the teacher - teacher training in media literacy theory and analysis, using core content of existing curricula as the pedagogical foundation, and always keeping in mind the teacher's goals

and needs, especially as they relate to learning standards for that grade level (Scheibe, 2004).

With all the diverse notions of what can be addressed through media literacy programs and how the programs should be executed, there is some consensus around the big questions in media education: Do students possess the skills to understand the complexities of messages, the impact of slick production processes, and socio-political issues in mass media communications? Does a media literacy program demonstrate students' core understanding of media messages and the mediated society in which they live, and their ability to apply that knowledge in a variety of subjects? Are programs age-appropriate in media usage and skill development?

After three to four decades of study and development, there is no shortage of media education program resources. In the U.S., the Center for Media Literacy offers a cornucopia of media education tools and program content. The Center has developed a four-step process of informed inquiry as their foundation for media education programs:

1. Access information from a variety of sources.
2. Analyze and explore how messages are "constructed" whether print, verbal, visual or multi-media.
3. Evaluate media's explicit and implicit messages against one's own ethical, moral and/or democratic principles.

4. Express or create their own messages using a variety of media tools
(Center for Media Literacy, About CML, para. 10).

This process, and best practices for curriculum-driven media education programs, will form the foundation for assessing the media education efforts in this study. As media education has become a part of more curricula in many K-12 schools, and is being called for at a greater rate where it does not currently exist (Baker & Kubey, 1999), assessing the degree and method of implementation in public, private, and parochial schools will document the degree of consistent and pedagogically sound approaches.

Method

The status of media education programs in school environments in the Rochester, NY, region was assessed through interview and facilities tours. Both public schools and private faith-based schools were assessed. Also, the project included interviews with school administration and faculty to determine their willingness to implement media literacy programs and the readiness of teachers in each grade level to present media literacy concepts. This process helped to address the research questions put forth in this proposal:

RQ1: What current media education programs exist in Grades K-5 (elementary), 6-8 (middle school), and 9-12 (high school) in public school and private/faith-based school?

RQ2: To what degree do teachers in these segments report being interested in adopting or expanding media literacy initiatives in their teaching?

Using the Center for Media Education's four-step process, questions and inquiries were developed to provide a consistent framework for the interview process (see Appendix A). The interviewer recorded notes from the interviews and received significant supporting documentation from the schools. Additionally, the interviewer requested tours of media facilities including but not limited to classrooms, computer labs, and libraries. Finally, school statistics such as enrollment and funding model were included to determine their impact on the overall quality of media education efforts.

Requests for interviews were submitted to 3 school districts and 13 individual schools, representing 35 grade level spans: 11 elementary schools, 12 middle schools, and 12 high schools. Appendix B provides a sample of the request/informed consent letter. The letter was followed with email and phone requests. The following schools or school districts agreed to be included in the study:

1. East Irondequoit School District, Irondequoit, NY: Early elementary, middle, and high school covered
2. Global Media Arts High School at Franklin, Rochester City School District, Rochester, NY: Middle and high school covered
3. Greece Central School District, North Greece, NY: Early elementary, middle, and high school covered
4. Bishop Kearney High School, Rochester, NY: Middle and high school covered

5. Northstar Christian Academy, Rochester, NY: Early elementary, middle, and high school covered
6. The Charles Finney School, Penfield, NY: Early elementary, middle, and high school covered

Individual interviews of approximately 60 to 90 minutes were conducted following a question outline provided in Appendix A. Interviewees then provided tours of some facilities, and in some cases, the entire school facility.

Results

At the outset, three main challenges were identified in conducting the survey that limited the number of schools agreeing to participate and uncovering, to some degree, an understanding of the state of media literacy in the area.

First, some school leaders did not recognize the term “media education” or “media literacy.” This was often an indicator that the school had no formal media education program. In some cases, the school leaders stated that media use was only a tool that their teachers were incorporating in lesson plans, not something that would have the status of a formal curriculum component.

The second challenge was identifying who at a school should be interviewed. The request, either in the letter or in email and phone follow ups, began with the heads of a school, but it was not unusual to find that the head of the school could not identify a person or limited numbers of people who had ownership over media education as a curriculum component. In some public school districts with much larger and more

formal administrative structures, the library system for the district was responsible for all media education in all schools. In others, a faculty member or members advanced the topic among the school's faculty ranks. In private/faith-based schools, it was difficult to identify who had oversight for curriculum development as a whole. In some cases, a collaborative committee of administrators and advisors takes this role, in others, administrators and faculty. There was not a singular individual who could answer the questions completely with knowledge and authority.

The third challenge harkened back to the early days of media education curriculum development, in which the schools equated media education with technology deployment and computer skills. In some cases, the request for participation was referred to a computer science teacher with little cross-disciplinary connectivity through the school, and some interviewees regularly referred to new technologies that had been implemented in various areas of the school, but struggled to equate the technologies with measurable standards for media analysis and critical thinking.

These challenges notwithstanding, the schools that participated in the survey often stated a desire for media to be used and understood in the classroom, even when they did not have a formal curriculum for assuring media literacy at all grade levels. Appendix C provides responses to the question set by school, and details of the interviewees' comments. The study provided answers to the research questions as follows:

RQ1: What current media education programs exist in Grades K-5 (elementary), 6-8 (middle school), and 9-12 (high school) in public school and private/faith-based school?

These interviews suggest that current implementation of media education programs in the schools studied is mixed. Some of the schools in the study have well-structured formal media education initiatives and some have no formal program at all. In the schools with no program, media education is uneven and one can often see common media education concerns such as using media primarily to attract students interest rather than as a carefully thought out part of the curriculum, or the erroneous belief that technology implementation is equivalent to media education.

Public school districts East Irondequoit and Greece Central have formal media education programs implemented through their library staff and library administration (B. Smith, personal communication, September 16, 2008; R. Goforth, personal communication, December 12, 2008). The programs are based heavily, if not entirely, on the Information Literacy standards and curriculum recommendations of the American Association of School Librarians (American Library Association, 2007). See Appendices D and E for detailed curricula and standards.

A noted public school exception is Global Media Arts High School at Franklin in the Rochester City School District. An interview for this study was held with two founding faculty members of the school, providing historic knowledge of the original charter for the school, as well as the current plans for changes (B. Healy and T. Judd, personal communication, November 18, 2008). GMA was established in 2002 under the

concept of small schools operating within a large urban school. GMA was intended to be a school of no more than 300 students distributed across the 9-12 grade spectrum, and was to focus on media arts and communications technology. It was unique as an inner city school, offering education and training to pursue careers in media and communications to the almost completely African-American and Latino-American student body. GMA's core mission, therefore, was media skills development, very similar to a media education programs, but acting as the foundation for the entire curriculum. It was championed by several key faculty members and City School District administrators. The effort was supported by a significant grant from the Bill and Melinda Gates Foundation, providing money for equipment, supplies, and teacher support.

Today, GMA's mission is being redefined. The school has expanded to over 500 students, well beyond the cap of 300 originally identified in the Gates Foundation grant for small-school success. The school has also added a 7th and 8th grade not originally part of the school's charter. More important, however, was the change in administration, both for the City School District and for Franklin High School. The district superintendent in charge in 2002 (when the Gates Foundation grant was awarded) resigned, and an interim superintendent was installed for approximately 24 months (www.rcsdk12.org, 2007). A new superintendent has been in place for two years. A similar transition has taken place in the principal's office at Franklin, with a new administration overseeing daily activities at the school. With this change in

leadership, money and equipment has been repurposed for other needs deemed priorities by the new administrators. The Gates Foundation funding for GMA was depleted by 2006, and the relationship with the Foundation was held primarily by the previous superintendent (T. Judd, personal communication, February 9, 2009). Upon his departure, the possibility of additional funding was eliminated. The new leaders have settled in at the school and district level, new priorities have been set, and the decision made to end GMA's focus on media arts. Instead, it will become a traditional high school, but with a formal media education program implemented. Beginning in fall 2009, Franklin will partner with Ithaca College's Project Look Sharp to administer media literacy initiatives (B. Healy, personal communication, November 18, 2008). While this signals the end of the media focused school, it does represent an opportunity to see a formal media education program implemented from the start at a major urban school. Following the progress of Project Look Sharp at Franklin offers an option for further study.

Private/faith-based schools interviewed did not have formal programs, with the exception of Bishop Kearney (A. Cuseo, personal communication, September 29, 2008). Kearney has employed some of the AASL standards, but also has included standards from The Partnership for 21st Century Skills to develop a robust media education program. With the assistance of a significant philanthropic gift to the school, Kearney has invested substantially in media access and infusion throughout their curriculum, including a full-function TV studio within the school. Again, their program has been

developed with the school library at its center, and is driven largely by the library director who was formerly the library director at Greece Central Schools, one public school that has implemented the AASL information literacy standards. Other private/faith-based schools interviewed did not have formally defined media education programs and standards (K. Spuck, personal communication, September 4, 2008; C. Boshnack, personal communication, September 22, 2008). However, the administrators for these schools recognized the importance of media education concepts as part of the overall learning set in their schools and were familiar with many faculty members who had, either individually or in cross-disciplinary efforts with other faculty members, incorporated critical analysis of media, student project assignments, and other classroom techniques to infuse media education concepts into their teaching. Administrators in these private/faith-based schools sometimes equated technology use with media literacy, identifying computing skills classes as a primary channel for media education, and describing use of media in the classroom as a method to hold students' interest rather than to educate. Postman was outspoken in his caution against equating media use for attention-getting or amusement with teaching the students to critically analyze different forms of media (2005, chapter 10).

For all schools interviewed, limited funding was identified as a major factor determining what level of media education was available. Interviewees in public schools stated that funding for library resources was not considered a priority, and their budgets had been flat for as long as eight years (B. Smith, personal communication,

September 16, 2008). The shift to electronic and Web-based resources has helped to minimize the negative impact of this funding lag, but interviewees also echoed a common thread in media education debates: that administrators and school boards did not understand the importance of media education, and chose instead to fund more publicly popular programs such as athletics, science, and capital expansions. In the case of the Global Media Arts High School, interviewees specifically mentioned that laptops that were allocated to student use in media classes had been shifted to teachers' administrative use because budget cuts had impacted the availability of new computers for faculty. (T. Judd, personal communication, November 18, 2008). Doing so had a negative impact on students' ability to learn modern media education topics, but appeared less of a concern than having upgraded capabilities for teachers.

For private/faith-based schools, funding comes in the form of tuition, grants, and philanthropic support. Some faith-based schools also receive support from churches in the area. Despite the multi-stream income model, the overall funding available to the schools interviewed was lower than that for public schools (K. Spuck, personal communication, September 4, 2008; C. Boshnack, personal communication, September 22, 2008). The private/faith-based schools share resources across the school, make do with outdated equipment, and in general seek to stretch whatever dollars they have to accommodate many programs simultaneously. At The Charles Finney School, budget cuts and drops in tuition income eliminated the librarian's position entirely, and the library facility has been in limited use, making it a non-player in any media

education efforts. Recently, the school announced a partnership with Roberts Wesleyan College in which the college's library staff members have volunteered to reorganize and resuscitate the K-12 school's library. Focus in the near term is on facilities, equipment, and books, but future partnership activities could expand to include programmatic components, particularly valuable at the high school level if centered on college-level research and media use preparation (M. VanLeeuwen, personal communication, March 12, 2009).

Only in the case of Bishop Kearney's philanthropic support and a specific equipment grant received by Northstar Christian Academy did private/faith-based schools see significant funds that could be used to address aspects of media literacy programs.

RQ2: To what degree do teachers in these segments report being interested in adopting or expanding media literacy initiatives in their teaching?

In the interviews held for this study, classroom teachers can be reported as willing or very willing to incorporate media literacy in their teaching. All schools reported that the teachers were already including media use and analysis in their classroom activities, and they also report that student projects completed using a variety of media forms were a part of the curriculum. In addition, cross-disciplinary curriculum development is more common in K-12 school environments today than in the past. This is especially true in some private/faith-based schools where teachers are often in second careers after leaving the private sector. These teachers readily try less

conventional teaching approaches and challenge administration protocols to a greater degree than some traditionally trained career educators (K. Spuck, personal communication, September 4, 2008). Willingness to move away from long-held education establishment views has been identified as a need to effectively implement media education in U.S. schools (Kubey, 1998, p.4).

In some cases, willingness to implement media education components requires significant retraining (A. Cuseo, personal communication, September 29, 2008). Bishop Kearney's Director of the Library has focused much of the media education implementation on teacher retraining. Library work is integrated into the curriculum at every grade level, which in turn enables him to talk to teachers about what they have coming up in their lesson plans. He is then able to work with the teachers to discover ways to use media sources in the classroom for both enrichment and media assessment, removing the burden from the teacher to find ways to infuse media in their teaching approach. Eventually, it becomes a part of the teacher's own lesson preparation to incorporate media. Kearney also employs master teachers, those who use media education techniques and topics well, to help demonstrate the possibilities to other teachers and there is an in-service talk offered each month on media education and new approaches to keep media education at the forefront of teacher training. Finally, Kearney's library director works extensively with the teachers to develop grading rubrics for student work evaluation, again removing the burden from the teachers to develop these on their own if they are in unfamiliar media territory.

Kearney also includes a specific high school level course on media literacy, taught by one of Kearney's long-time teachers. The course is unique in its focus on media education, is popular among students, and the teacher has become an advocate with colleagues for the value of incorporating media education into the classroom. At Kearney, time limitations are viewed as a major issue in teachers' ability to learn to incorporate media as well as collaborate on projects across study areas. Opportunities for teachers to meet during the school day are very limited, as back-to-back class times take up most of that day. After-school meetings are difficult to schedule as the teachers are tapped for activity and sports advisement, special help for students, and their own personal demands. However, the teachers' desire to form collaborations and expand classroom topics is very strong and they often find other paths to build cross-disciplinary efforts such as email and Web-enabled group discussions (A. Cuseo, personal communication, September 29, 2008).

In public schools, with mature library curriculums and facilities, media education benefits from the incorporation of library science in the school day. As library science has matured to its modern-day information access and assessment model, it has introduced media education to teachers. However, it is left largely to the library staff to impart this component to the students as they work school projects and attend regular library classes. This is not to say that some teachers do not readily apply what is taught in library activities in their classrooms, but that the schools appear to operate in more clearly delineated channels, and media education falls in the library channel. This is

especially the case in elementary years, where the focus on process (learning to take notes, summarize, etc.) and collaborative efforts such as those that build on media education are not as critical. Interviewees report greater opportunity for teachers in higher grades to collaborate on curriculum and approaches, especially between language arts and social studies (A. Cuseo, personal communication, September 29, 2008; B. Smith, personal communication, September 16, 2008; K. Spuck, personal communication, September 4, 2008) curricula.

One common media education debate point addressed by an interviewee was the question of whether newer teachers were more willing to adopt media education principles than established teachers. The interviewee from Bishop Kearney noted that in their school, it was the senior teachers who were generally more excited about adopting media education in their classroom (A. Cuseo, personal communication, September 29, 2008). Senior teachers, he proposed, were more comfortable in the classroom, and had already mastered other teaching techniques. They also had such a rich understanding of their topics, that they no longer required the same amount of prep time to develop a lesson plan, and they were more comfortable in their “teaching skin” in front of students. As such, they felt they could more readily expend the mental energy and time to adopt media literacy components into the day’s lessons. This interviewee now taps senior teachers to mentor teachers not currently working at the same level in media education.

Discussion

After completing the interviews for this study, it seems that the state of media education in these schools is better than might be inferred from past scholarly research that has focused on the challenges and slow implementation of media education efforts in the U.S. For these schools in the 21st century, implementation difficulties center primarily on budget and resources, and the demands on teachers for time in a school day of back-to-back 40-minute classes. It appears that recent discussion and study on how K-12 schools are approaching teaching, including the attention that voices such as the Partnership for 21st Century Skills and Tony Wagner receive, may help to advance curriculum development that favors a more formal media education curriculum, or at very least, the critical analysis and access skills needed for media literacy. Additionally, schools have now, to a large extent, become wired for Internet access; it is no longer necessary to argue that a major infrastructure change like Internet access in every classroom is necessary as those changes have been made in most cases in recent years.

As schools look to increase media education, or perhaps introduce a formal media education program across grade levels, interviewees in this study repeated common themes for successful implementation of a program. These themes might be used to identify best practices that appear consistently in schools in the study with highly functioning media education programs:

1. Have a champion – Global Media Arts, East Irondequoit School District, and Bishop Kearney are all examples of programs in which passionate individuals

are at the center of the start and maintenance of the effort. In these cases, there was a single person or a small team of people who shared a view that developing such a program was important to quality, effective education. Senior job status is not required, but the champion should have the understanding of the positive impact, and long-term educational trends that support media education implementation, and the influence or ability to build the influence to get others on board. This person or persons would have to be prepared to expend considerable time and energy driving the program – meeting with teachers, developing tools that are easy to use, assessing the benefits of the program to both students and teachers, and communicating results to administrators.

2. Get full support from administration and school leadership – Global Media Arts and Bishop Kearney faculty members will attest to the importance of school leadership in making, or breaking, the program. Funding has a significant impact on the quality of a program, so support from high decision makers is all the more important to success. The administration of a school must be committed to implementing a program, so that shifts in budget or changes in staffing at the leadership level don't threaten to shut the program down.
3. Consider an existing program, or at least solid guidelines for skills development and assessment – East Irondequoit and Greece Central School Districts, and Bishop Kearney have all used comprehensive guideline sets, as well as curricula and guidelines from education advocacy groups, to develop their programs. One

of the challenges of implementing media literacy programs in the past has been identified as the lack of a common standard for implementation and assessment. The American Association of School Librarians' Information Literacy standard is one common standard framework for curriculum development and assessment of what the AASL terms Information Literacy, a more expanded topic that incorporates many components of media literacy (A. Cline, personal communication, March 25, 2009). These guidelines are available for free on the AASL Website. In addition, many schools with existing media education programs are willing to share materials and assessment rubrics with colleagues. If a leading school is identified, tap their staff for inquiries on how to develop a program.

4. Build your library – East Irondequoit, Bishop Kearney, and Greece Central all point to the library as the hub of media education activity, and all schools in the study considered the library an important part of developing media knowledge. It can be argued that media literacy is an opportunity for the resurgence of school libraries as a central partner in education. The Library Curriculum Leader in the East Irondequoit Schools noted that the field of library science is defined as accessing, collecting and cataloging, effectively analyzing, and assessing the validity of knowledge, while media education is defined as accessing, effectively analyzing, and assessing the validity of media information. He notes the significant parallel between the two disciplines. Despite the growth of the

Internet and availability of self-serve electronic resources, the knowledge and skill set of a highly trained library staff should not be underestimated when it comes to media literacy effectiveness.

5. Plan effectively for the cost – be realistic at the outset about the costs associated with a good media literacy program. Cost issues have negatively impacted global Media Arts’ program, and Bishop Kearney has demonstrated the extensive investment needed for a 21st Century Skills education. Beyond the initial investment, annual investments in equipment upgrades, new databases access, stronger electronic infrastructure, and training for teachers must be planned in advance. It is disheartening to those involved in a program to see it launched and then falter in a few years for lack of realistic funding.
6. Establish a robust training plan – because media education is as much a technique as a topic, schools would do well to ensure that teachers are comfortable incorporating media in their classrooms, and encouraged to find new ways to do so. In addition, the media landscape is changing at a startling rate, and it is valuable to ensure that teachers are up-to-date on the latest media trends and are finding ways to include those in their lesson plans. Bishop Kearney has had success in a concentric training approach in which they train a limited number of teachers how to incorporate media education, and then those teachers become mentors to teachers not yet in the media education path.

Limitations and Future Research

This study used in-depth discussions with a limited number of schools. The interview process, while valuable in building understanding of details in programs and a broad understanding of the schools' efforts, is difficult to standardize across all schools, even with an established question set. Some interviewees were very detailed in their responses, applying years of knowledge and experience in the field to their answers. Others provided very brief responses to the immediate question only. To really determine the total media education landscape, either regionally or in the U.S., the question set could be modified to a survey format to collect very consistent responses from a much broader set of schools. Such a study would still be challenged by determining who should actually complete the survey, as we found in this study that the most knowledgeable person on media education programs varies from school to school. There are also opportunities to learn more about the AASL program and how widely adopted that is, simply by working through that organization and focusing on school librarians as the media education coordinators.

In this study, a limitation was that there are very few non-faith-based private schools in the area, and none of those schools would agree to participate. As most private schools contend that their academic levels are higher than public schools, private, non-faith-based schools should be studied for their approach to media education.

Finally, an opportunity is identified to track both new and existing programs for implementation successes and challenges, as well as evolution with new media. The Project Look Sharp program at Franklin High School can be studied from its inception to determine the degree to which the program impacts media literacy in the students. During the interview, the faculty member with responsibility for the program stated that no pre-assessment of media literacy in the student body is planned before the program launches, questioning whether an existing baseline can be established. Nonetheless, there is still an opportunity to learn a great deal about the differences in approach of this particular program and its success or failure in increasing media literacy in students during the early years of implementation. In the case of a program such as Bishop Kearney's, there is an opportunity to study the integration of new and evolving media topics such as social networks and media convergence to Web-based delivery to identify methods and pitfalls in introducing new technologies and new media channels into the media education mix.

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Appendix A - Interview Framework Questions

1. Access information from a variety of sources.

Facilities and equipment assessed -

Library:

selection processes for books and materials
number and variety of periodicals and newspapers

Media or Computer Center:

number of stations vs. enrollment
network capabilities
policy on Internet access, hours/limits on center use

Curriculum:

Do teachers in each grade incorporate media into lessons?
How? (examples)
Do teachers encourage project work sourced from multiple
media sources? How do teachers assess value of
electronic and other media sources?
Are students taught how to research/reference multiple
media forms?

2. Analyze and explore how messages are "constructed" whether print, verbal, visual or multi-media.

How do students learn the communication limits of various media types?

Do students learn how the business of media can affect messages?

Are students taught to understand bias in media?

3. Evaluate media's explicit and implicit messages against one's own ethical, moral and/or democratic principles.

Are students encouraged to seek information from contrasting sources to understand both sides of issues?

Examples of assignments that include students' personal analysis and views as well as facts

When/how do students learn their own ethical, moral and/or democratic principles?

4. Express or create their own messages using a variety of media tools

Tech curriculum? How are projects evaluated?

Do projects or student activities offer the opportunity to create forms of media such as newspapers, movies or websites (rather than just writing)?

School Profile

Number of students enrolled

- K-5
- 6-8
- 9-12

Funding

- Public
- Private tuition
- Other support (church, dioceses, etc.)

Is media literacy a formal area for skills development?

Who is primarily responsible for ensuring children are media literate – teachers, librarian, other? To what degree does this person(s) have influence over curricula?

How does the school implement multi-disciplinary areas of study?

Appendix B – Request/Informed Consent Letter

Dear [salutation]:

As an educator, you are no doubt aware that the intensely mediated U.S. culture has many ramifications for our children and adult citizens. Many communications scholars have advocated for adoption of media education (media literacy) programs throughout K-12 curricula. Adoption of media education programs in the U.S. has been inconsistent, both in commitment of educators and in the approaches and philosophies taken in the programs.

As part of a research study through the Department of Communication at Rochester Institute of Technology, I am seeking instructors in Rochester area K-12 schools to participate in a study assessing the status of media education programs in our region’s schools. The study will focus on curriculum points in a variety of classes, as well as facilities and resources available to students at each grade level. I hope to determine the degree to which media education is implemented in each school, as well as the degree to which public, private and parochial schools differ in their implementation of media education programs. Participation in the study would require an interview and tour of your school’s media labs and facilities, and will take approximately 90 minutes. I will ask for specific classroom topics covered during the school year and assessment models for student achievement.

This study poses no risk to students and minimal risk to you as the study participant. If you desire, I will share the results with you when the study is complete, including an assessment of “best practices” from schools around the area.

Acting as principal investigator, I would like to schedule a meeting with you. I have enclosed a copy of the study abstract for your review, and will contact you shortly to schedule a meeting. If you agree to participate in this study, a copy of this letter with your signature will be provided to you. Should you have questions before or during the study, you may contact me at 585-475-6289, or by email at lspdar@rit.edu. You may also contact the thesis advisor for this project, Susan Barnes at sbbgpt@rit.edu for additional information or questions.

Thank you for considering this request. I look forward to speaking with you.

Sincerely,

Lydia Palmer
Principal Investigator

CONSENT TO PARTICIPATE: I, _____, agree to participate in the above research study. _____ (Initials of PI _____ date_____).

Appendix C - Responses to Question 1 - Access information from a variety of sources

	Materials selection process	Variety of periodicals/newspapers	Number of computer stations/access	Network capabilities	Policy on access/limits on hours
East Irondequoit School District	Formal review – staff reviews sections of every book, BOE approval	Large – includes multiple research databases	Many stations, but large student body limits access	Fully networked	Limited access – students must schedule use except for Honor Society and Intl Bacc
Elementary	Elementary school, all ME work is done during library period; focus is project process – note-taking, summaries, etc.				
Middle school	ME on per project basis; begin introducing Big 6 research strategies.				
High school	ME on per project basis; all major ME concepts completed by Junior year; senior debate papers must include database sources; verify authority of sources. See Appendix D				
Global Media Arts High School at Franklin	Formal approval process includes staff and administration	Large, plus web resources	Originally computers for each student in class.	Fully networked	Not provided
Middle school	GMA focus is on media arts, so curriculum is driven toward media competency				
High school					
Greece Central School District	Formal review w/staff and administration.	Large – includes multiple research databases	Many stations, but large student body limits access	Fully networked	Not provided
Elementary	Focus on learning accessing skills for multiple sources effectively w/critical selection; creative and individual expression.				
Middle school	Use of Big 3 and Big 6 research strategies.				
High school	Detailed standards in all areas of media literacy addressed – see Appendix E				
Bishop Kearney High School	Teachers & principal select – letters sent home to parents if subject matter is sensitive	Large – includes multiple research databases	Computer for each student	Fully networked	N/A
Middle school	2008-09 is the first year BKHS has had a middle school/junior high				
High school	Significant electronic sourcing and significant focus on technology as ME resource.				

	Materials selection process	Variety of periodicals/newspapers	Number of computer stations/access	Network capabilities	Policy on access/limits on hours
Northstar Christian Academy	Small selection committee made up of parents, administrators, teachers and librarian	Some limitations on periodicals for inappropriate content	20 in HS lab; 6 in library; 6 in ES lab; one in each classroom	Fully networked	Grades 5-12 students are assigned a password to track access.
Elementary					
Middle school	Source variety and encouragement is driven by teachers. Some research and source assessment guidance from librarian.				
High school					
The Charles Finney School	Teachers and administrators	Limited library w/in school	16 in tech lab; 16 in media center, 3 mobile laptop labs w/15 laptops in each All Macs - school was an Apple Powerschool Beta site.	Fully networked	Tech lab is for classes only; media center is for study space - students w/study hall can access. Filters on Internet. Teacher has master monitor to see station activity.
Elementary	School is 16 years old, has a limited library on premises. Teachers use nearby public library to teach access and library skills.				
Middle school					
High school					

Appendix C - Responses to Question 1 - Access information from a variety of sources

Appendix C - Responses Question 2 - Access information from a variety of sources

	Do teachers incorporate media into lessons?	Do teachers encourage project work sourced from multiple mediums?	Are students taught how to research/reference multiple media forms?
East Irondequoit School District	Yes, but primary ME responsibility is in library	Yes	Yes
Early elementary	See Appendix D for details on projects/ME skills at each grade level.		
Middle school			
High school			
Global Media Arts High School at Franklin	Yes	Yes	Yes
Middle school	GMA focus is on media arts, so curriculum is driven toward media competency		
High school			
Greece Central School District	Yes, but primary ME responsibility is in library	Yes	Yes
Early elementary	See Appendix E for details on projects/ME skills at each grade level.		
Middle school			
High school			
Bishop Kearney High School	Some - currently being trained to do so	Yes	Yes
Middle school			
High school			

Appendix C - Responses Question 2 - Access information from a variety of sources

	Do teachers incorporate media into lessons?	Do teachers encourage project work sourced from multiple mediums?	Are students taught how to research/reference multiple media forms?
Northstar Christian Academy	Yes	Yes	Yes
Early elementary			
Middle school			
High school			
The Charles Finney School	Yes	Yes	Yes
Early elementary			
Middle school			

Appendix C - Responses to Question 2 - Analyze and explore how messages are "constructed"

	How do students learn the communication limits of various media types?	Do students learn how the business of media can affect messages?	Are students taught to understand bias in media?
East Irondequoit School District		Yes	Yes
Early elementary	Types introduced in K-5	No	Introduce gr. 5
Middle school	Introduce content analysis and omissions	No	Developed gr. 6 - 9
High school	More sophisticated techniques and content introduced	Introduced gr. 9, developed 10-12	Developed and complete gr. 11-12
Global Media Arts High School at Franklin	Teaching understanding and skills in creating various media forms for career prep is core curriculum focus.	GMA goal is media-based education and preparation to work in media fields. Business of media is a large part of higher level curriculum.	Yes - especially w/regard to minorities in media and impact of diverse voices vs. historic race biases.
Middle school			
High school			
Greece Central School District			Yes
Early elementary	Format variety and differences introduce in K-5		
Middle school	Media constructs introduced		Discussions of bias developed
High school	Discussion on strengths/weaknesses of different media. Project work in which student selects best format suited to communicate information accurately.	Discussions of motive in message, but nothing specific about business, power or media, etc.	Bias and importance of diverse points of view discussed.
Bishop Kearney High School			
Middle school	Media literacy course taught in addition to integration in curriculum	ML course unit on consumerism and media	Yes
High school			

Appendix C - Responses to Question 2 - Analyze and explore how messages are "constructed"

	How do students learn the communication limits of various media types?	Do students learn how the business of media can affect messages?	Are students taught to understand bias in media?
Northstar Christian Academy			
Early elementary	Teachers include some ME in course work - no formal effort.	Not really a topic - may come up in class discussions.	
Middle school			Somewhat
High school			Yes, but not a focused topic - part of discussions in language and social studies.
The Charles Finney School			
Early elementary	Organic discussions in classroom from lesson topics - not a focused effort		
Middle school			Introduced
High school		Yes - in civics class, economics and Poli Sci.; Digital photo class discussion visual communications and advertising.	Junior and Senior year discussions explore this.

Appendix C - Responses to Question 3 - Evaluate media's explicit and implicit messages against one's own ethical, moral and/or democratic principles

	Are students encouraged to seek information from contrasting sources?	Examples of assignments that include students' personal analysis and views as well as facts	When/how do students learn their own ethical, moral and/or democratic principles?
East Irondequoit School District			
Early elementary	N/A	N/A	Middle school begins ME discussion on values and viewpoints. High school begins discussions on ethics, power & profit.
Middle school	Yes	Examples provided	
High school	Yes	Examples provided	
Global Media Arts High School at Franklin			Teaching focuses on finding support for a view from authoritative sources and best practices. High school students do work in media ethics & media in democracy.
Middle school	Yes	Examples provided	
High school	Yes	Examples provided	
Greece Central School District			High school ME curriculum includes diversity, community impact, intellectual freedom and IP rights (fair use).
Early elementary	N/A	N/A	
Middle school	Yes	Yes/no examples	
High school	Yes	Yes/no examples	
Bishop Kearney High School			Catholic school - religion is part of every class at all grades, regardless of area of study. Catholic values taught at all times.
Middle school	Yes	Examples provided	
High school	Yes	Examples provided	

Appendix C – Responses to Question 3 - Evaluate media's explicit and implicit messages against one's own ethical, moral and/or democratic principles

	Are students encouraged to seek information from contrasting sources?	Examples of assignments that include students' personal analysis and views as well as facts	When/how do students learn their own ethical, moral and/or democratic principles?
Northstar Christian Academy			Christian school - religion is part of every class at all grades, regardless of area of study. Christian values taught at all times.
Early elementary	N/A	N/A	
Middle school	Somewhat	Yes/no examples	
High school	Yes	Yes/no examples	
The Charles Finney School			Christian school - religion is part of every class at all grades, regardless of area of study. Christian values taught at all times.
Early elementary	N/A	N/A	
Middle school	Yes	Examples provided	
High school	Yes - especially in Bible classes - study of comparative religions.	Examples provided	

Appendix C – Responses to Question 4 - Express or create their own messages using a variety of media tools

*At the time of interview, the tech curriculum was being completely revised in grades K-12.

Appendix C - Responses to Profile Questions

	Number of students enrolled	Funding Is there a tech curriculum? How evaluated?	Is Media Literacy a formal area for skills development?	Who has primary responsibility for creating forms of media or websites?	Do projects or student activities offer the opportunity to create forms of media such as newspapers, movies, etc. (rather than just writing)?	How does this provide an opportunity for students to explore media literacy?
East Irondequoit School District						In ME - library and teachers are collaborative in integrating w/class work.
Elementary	1412	Public, some grants/Not available	Yes	Librarian/teachers	Somewhat	
Middle school	866	Public, some grants/Not available	Yes	Librarian/teachers	Yes	
High school	829	Public, some grants/Not available	Yes	Librarian/teachers	Yes	
Global Media Arts High School at Franklin						Some teacher-driven collaboration, but not much time to do this.
Middle school		Public, some grants/Not available	Yes	Teachers	Yes	
High school	500	Public, some grants/Not available	Yes	Teachers	Yes	
Greece Central School District						
Elementary		Public, some grants/Not available	Yes	Librarian/teachers	Somewhat	Not provided
Middle school	1275	Public, some grants/Not available	Yes	Librarian/teachers	Yes	
High school		Public, some grants/Not available	Yes	Librarian/teachers	Yes	
Bishop Kearney High School						Trail collaboration w/art and French
Middle school	237	Tuition/philanthropy/Grading rubrics developed for each project	Yes	Librarian/teachers	Yes	
High school	430	Tuition/philanthropy/Grading rubrics developed for each project	Yes	Librarian/teachers	Yes	
High school		Tuition/philanthropy	No	Teachers	Yes	
Northstar Christian Academy						
Early elementary		Yes/teacher assessment based on stated criteria			Somewhat	
Middle school		Yes/teacher assessment based on stated criteria			Yes	
High school		Yes/teacher assessment based on stated criteria			Yes	
The Charles Finney School						
Early elementary		Yes*/teacher assessment based on stated criteria			Somewhat	
Middle school		Yes*/teacher assessment based on stated criteria			Somewhat	
High school		Yes*/teacher assessment based on stated criteria			Yes	

*GMA was originally established with a grant from the Gates Foundation. That grant has been discontinued.

+Follows a structured set of standards from the American Association of School Librarians

	Number of students enrolled	Funding	Is Media Literacy a formal area for skills development?	Who has primary responsibility for Media Literacy?		How does school implement multidisc. study?
Northstar Christian Academy						Teacher optional - elementary very collaborative (blended classes)
Elementary	150	Tuition/philanthropy	No	Teachers	Yes	
Middle school	145	Tuition/philanthropy	No	Teachers	Yes	
High school		Tuition/philanthropy	No	Teachers	Yes	
The Charles Finney School						Common planning times scheduled across disciplines.

Appendix C - Responses to Profile Questions