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Teaching Communication Skills through Video Tape Productions

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TEACHING COMMUNICATION SKILLS THROUGH VIDEO TAPE PRODUCTIONS

by

Jane R. Fleetwood

A thesis submitted to the Division of Curriculum and Instruction in partial Fullfillment of the requirements for the degree of Master of Education

UNIVERSITY OF NORTH FLORIDA
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Abstract
Motivating students to learn and practice effective communication skills has always been a dilemma for teachers of all grade levels. Video cameras and camcorders are now being used as teaching tools in many schools to not only motivate students to use and practice a variety of skills, but to stimulate their creativity, as well. Loretto Elementary School in Jacksonville, Florida, is developing a program which incorporates student-written video productions into its existing curriculum. Loretto's innovative program is a direct result of a 10-minute informational video tape production done by graduate student Jane Fleetwood and Continental Cablevision, a local cable television company. This paper describes the step-by-step procedures involved in that production, the business-education partnership which exists between the school and the cable company, and the school's plans for making video productions as integral part of its curriculum.
Teaching Communication Skills Through Video Tape Productions

History of Project

In the spring of 1987 the principal of Loretto Elementary School, Mrs. Jo Doty, asked Jane Fleetwood to help produce a video tape presentation about the school. The purpose of this short video tape would be to provide information about the school's curriculum, and give a general overview of the activities which take place there. People interested in knowing more about the school, such as prospective new residents, could learn about its many programs without having to take a tour, or without even having to be physically present on campus. Mrs. Doty originally got the idea from a Walt Disney World Educator's Seminar on "Marketing Your School", which she had attended in 1986.

A 35mm slide-tape presentation had been done on the school several years earlier by guidance counselor Mary Costolo. The Loretto Local School Advisory Council had expressed an interest in updating that presentation, particularly since a great deal of construction had taken place at the school in recent years. In 1985-87 renovations and additions doubled the number of classrooms at Loretto's campus.
When Mrs. Doty approached Jane Fleetwood about this project, Jane was just completing a four month internship as a production assistant at Channel 4 television station. While at the television station, Jane worked with the Post-Newsweek documentary unit where she was able to observe the many dimensions of putting together a 60-minute, national documentary on child care. She participated in the research, scripting, re-writing, taping, editing, and promotion of the production.

Because of the documentary format, accuracy of all the information was a major priority. Likewise, organizational skills became paramount with over 200 video tapes of material and a script of over 40 pages.

Being involved in the organizing, labeling and cataloguing of information, assisting with some on-location "shoots", and observing editing techniques and procedures would prove especially beneficial to Jane in subsequent projects. The hands-on experience helped provide her with the working knowledge needed to write and produce the Loretto video. (Appendix D)

Procedures

Several months were spent working on the script for Loretto's video. School officials wanted to use Mary Costolo's previous script as the basis for the new
production. Because it was several years old and so much had transpired since then, most parts had to be updated. Several meetings were held with school personnel to verify facts and obtain current information. Specific numbers and details that would "date" the script were intentionally avoided. Teachers of specific classes such as Gifted, Emotionally Handicapped, art and chorus were asked to provide a brief, written description of their programs.

A primary goal of the presentation was to portray Loretto as a friendly, happy place where learning is a positive experience. That tone was a difficult thing to write into the script, per se, but when the taping began, that feeling came across quite naturally.

Mary Costolo's writing style and use of words was different from that of Ms. Fleetwood's, so some stylistic changes were made. The new author, having lived in the Mandarin community for many years, added a historical dimension to the Loretto story.

Mandarin is a community with a rich and colorful history. The school building itself dates back to 1942, with earlier roots reaching back to right after the Civil War. Because of the many additions and renovations made to the school throughout the years, the author felt some
historical background would be appropriate, as well as educational. Unfortunately, much of what was written about the school's history did not survive the final cut in the editing process.

However, some historical information and scenic shots along Old Mandarin Road were used to provide the introduction to the video. Most of the historical material used in the video was obtained from Mary Graff's book, Mandarin on the St. Johns.

Likewise, the video ends on a note of parent and community involvement, another characteristic of the school which the author felt should be portrayed. It provided a natural and personal conclusion to the story.

When the script was finished in late September and approved by the school's administration, copies were sent to various professionals for their review. One copy was sent to Tom Wills, a local television newscaster and Loretto Local School Advisory Council member. Another was sent to Mike Ard, the supervisor of Instructional Television for Duval County Schools. A third copy was given to Jim Garofalo of Continental Cablevision. Mr. Garofalo, the Marketing Director for the cable television company, has two children at Loretto and had offered his company's services to Mrs. Doty for any special projects.
Tom Wills, who was originally going to be the host and do the narration for the presentation, expressed approval of the script, but informed school officials that he would be unable to participate in the production. Mike Ard returned the script with many constructive comments and suggestions, most of which were incorporated into the final version. His comments were especially helpful and greatly appreciated. (Appendix D)

Jim Garofalo responded positively, as well. He sent George Thorry of his Public Relations department and Michael Porter, a production supervisor, to meet with Mrs. Doty and Jane Fleetwood to discuss the project. Both Cablevision personnel were complimentary of the script and enthusiastic about the production. (Appendix A)

At the first meeting concerning the production details, the taping, editing and use of special effects were discussed. Michael Porter, who would be the director and doing most of the taping and editing, was given a tour of the school. Later in the week a list of "shots" that would be needed to support the script was made. Many possible locations were checked for lighting and accessibility. The teachers who would be involved were also consulted. Taping was scheduled for Wednesday and Thursday, October 14 and 15.
Mrs. Doty called a faculty meeting for Tuesday morning, October 13, so Jane Fleetwood could explain to the teachers what would be happening that week. The teachers were asked to relate to their students the activities scheduled for the next two days, and to coach them not to look directly at the camera or to wave while taping was in progress. The teachers were also asked to provide information in writing about any special activities that might be going on in their classrooms on Wednesday and Thursday. The response from that request was very good. Teacher cooperation and enthusiasm were exceptional throughout the production schedule.

A note was sent home to parents informing them of the activities, and giving them the opportunity to request in writing that their child not be photographed. A more standard release form is often used with smaller groups. (Appendix D)

Taping began at 8:30 a.m. on Wednesday before the buses arrived. Michael Porter and his assistant brought a Sony M3 video camera, a tripod, a battery pack, two portable lights, a microphone and various cables and wires. It was a cumbersome, time-consuming procedure to set up for each location. The first day of taping
was physically and mentally exhausting, involving over sixteen different set-ups. (Appendix B)

The behavior of the students was extremely good. They asked questions and stared while the camera and lights were being set up, but once taping began, they were very natural. The entire production crew was amazed and impressed with the students' behavior.

On Thursday taping began at 9:30 in the morning and continued until 4:30 that afternoon through the Extended Day Care program. Some additional taping was done the following week at school, as well as for the historical shots along Mandarin Road. Later that week the camera crew was taken out to the Marine Science Laboratory at Mayport to tape a fifth grade field study. This was somewhat complicated to arrange, but it added a nice dimension because of the colorful location.

The main responsibility of the producer during the taping was to keep everything on schedule, give the teachers a 20-minute warning before the camera crew arrived in their rooms, make sure all of the necessary shots were being taped, and generally coordinate all of the taping activities.

The use of professionals and their equipment certainly added to the quality of the final product.
The Cablevision personnel were extremely cooperative, considerate of the teachers' concerns, and especially responsive to the children.

Unfortunately, the professional "talent" scheduled to be the host was unavailable at production time. George Thorry of Continental Cablevision suggested that Jane Fleetwood do the "stand-ups" and "voice-overs". He felt a female voice would be appropriate for the content.

A "stand-up" is the appearance of a person who introduces or narrates specific situations. There were four "stand-ups" in the script--three done at the school and one done as an introduction in front of the Mandarin Community Club.

A "voice-over" is the background narration that goes with a segment of video. It is done separately at the studio, and then combined later with the video during the editing process.

Before going into post-production, several rolls of 35mm slide pictures were taken of activities that were not going on during the scheduled taping dates. These activities included the fifth grade's activity period involving a variety of clubs, a Local School Advisory Council gathering, and a University of North Florida education class being offered at the Loretto campus for
teacher recertification. Unfortunately, most of the slides were not used, because they would not display well in the video format. Large portions of the script had to be cut, because there was no video to portray it. It was unfortunate that those parts had to be eliminated, because not only did significant programs get excluded from the story, but it also disrupted the continuity and transition established in the script.

It was during the editing process that the video really began to take shape. The professional quality of the taping, coupled with the expressive faces of the children was a winning combination. Director Michael Porter and producer Jane Fleetwood edited together on three different occasions. There were approximately three hours of taped material which had to be condensed into ten minutes. Michael Porter did the special effects, the ending, and the music selection by himself.

The sense of creativity was also most keenly felt during post-production. To take an idea, brainstorm about it with others, play with it, compose it into words, plan out what would visually portray it best, and then watch it come together on the screen was an extremely rewarding experience for the writer. The educational implications that a project like this could have for students became increasingly obvious to the author.
There are so many skills which could be learned and practiced, not to mention the creative rewards.

This first video production has spawned many exciting ideas which are currently being developed into an integrated program for the school. The success of this new program is largely being determined by the response to the Loretto video. So far, that response has been very positive. (Appendix C)

A copy of the finished product is included for consideration along with this written document.

Results

The 10-minute video tape, "Loretto Elementary School, Growing with Mandarin", premiered on Tuesday, November 10, at a Rotary Club breakfast held in the Loretto school cafeteria. The response from the Rotarians was very encouraging. One comment in particular, that Loretto certainly looked like a happy, positive place, was especially pleasing to the school's administration.

That was also the first time that Mrs. Doty was able to see the finished product. She was very pleased with the results, and very complimentary to the production staff.

Loretto's faculty saw the video tape two days later. Their reaction was equally enthusiastic. Many of them asked to see it a second time.
It was shown to the students the following week during multiple assemblies. Both the director/cameraman and producer/writer were there to answer questions about the production procedures and technical aspects, so that it could be a learning experience for the students, as well. The students loved seeing familiar faces and locations on the television monitors. Their reactions helped reinforce the idea that the video medium could be a valuable teaching tool.

The video tape was also presented to the parents at the December Parent-Teacher Association meeting. Their response was very positive, as was their enthusiasm for future video projects.

As a direct result of this project, Loretto Elementary School and Continental Cablevision have established a business-education partnership. The papers to establish that relationship were signed in the office of Superintendent Herb Sang on November 13. (Appendix C)

On that occasion Mr. Sang was shown the video tape and presented with some of the author's ideas about the classroom implications of video productions. He was very receptive to the program and offered encouragement to develop it further.

Personnel at Duval County's Instructional Television department have offered support and encouragement to
Loretto's efforts, as well as those of other schools. On January 29, Duval County's Instructional Television offered a workshop for teachers interested in learning more about video production. Jane Fleetwood was asked to make a presentation at that meeting.

Loretto's teachers and students have become increasingly interested in video presentations. In January the second grade teachers inquired about videotaping a field study to City Hall. The second graders traditionally do a social studies unit on community helpers.

Jane Fleetwood coordinated efforts to produce a 14-minute documentary entitled "Second Graders Catch the Spirit at City Hall". The production was written, hosted, and narrated entirely by second grade students. Continental Cablevision again provided the equipment and personnel to tape and edit the production.

In March Continental Cablevision produced a 30-minute show about Loretto's video program. It aired on Cable's Channel 25 on three different occasions. George Thorry, who hosted the show, interviewed Mrs. Doty about the school's involvement with video. Mr. Sang also made an appearance on the show endorsing the educational aspects of the productions, and thanking Continental Cablevision for its participation in the
program. The two videos, "Loretto Elementary School, Growing with Mandarin" and "Second Graders Catch the Spirit at City Hall", were both included in the show.

Ms. Fleetwood was subsequently asked to teach an after-school community education class on student video productions. Loretto Elementary School is the only school in Duval County to offer such a program at this time. The first video produced as a result of that class was an 11-minute orientation tape for new students. The video, entitled "A Welcome to New Students", was written, narrated and hosted by fifth graders. The students were also encouraged to participate in the directing during the taping.

Because of the success of the business-education partnership and the community education classes, school administrators submitted a proposal to the Florida Association of Continuing Educators to make a presentation at their statewide conference in April. The proposal was accepted, so that other schools might learn from Loretto's relationship with the cable television company. Jane Fleetwood, Michael Porter and two school administrators have been invited to Pensacola to make an hour presentation on Loretto's video program.

As a direct result of all of these activities,
Loretto has purchased a new video cam-corder. Editing equipment has also been ordered. Plans for future projects are constantly being suggested. More and more teachers are becoming familiar with the equipment and medium of video. With the guidelines and procedures established by previous projects, original video productions are becoming common place at Loretto Elementary School.

Conclusion

So what began as a "little project" has now evolved into a program which offers students the opportunity to turn their ideas and words into visual presentations.

With the support of Jo Doty and Continental Cablevision, Jane Fleetwood is developing a program that will produce student-written and directed presentations. These productions will be incorporated into existing curricula.

There are many areas where students are already involved in projects that would be conducive to visual portrayal. Science projects, social studies project, creative writing, original dramatic presentations, research projects, commercials, interviews, visual poetry interpretations, and field studies would all be appropriate. These productions, as has already been proven, can be adapted to any grade level and in any subject area.
At the same time many of the skills already being taught in the classroom will be reinforced. Some of these include: planning, organizing, coordinating with others, following directions, researching, writing (including all of the language arts skills, such as spelling, grammar, vocabulary, sentence structure, content, clarity, transition, etc.), adapting, re-writing, critical thinking, the effective use of speech, poise and the ability to communicate effectively with others.

But perhaps one of the most important benefits of the experiential technique to learning is that the students will have a finished visual product when it is all over. All of their efforts will culminate into a video presentation which they can experience again and again, as well as share with others. Hopefully, their response to their productions will be as positive and rewarding as was this author's.
Review of Literature

The books and journal articles cited here have been immensely helpful in undertaking the project just described. Because these sources cover a variety of topics, they have been grouped into four general categories: Technical, Classroom Techniques, Curriculum Development and History of Mandarin. Each provides some insight into the various aspects of using video in the classroom.

Technical

LeBaron (1981) gives a good overview of the basics of video and television technology, including information about camera equipment, lighting, audio and editing procedures. Because the book is geared specifically for classroom use, it deals with curricula and subject matter, as well as with camera skills. Perhaps some of the most useful parts of the book are the chapters on scripting, storyboards, graphics and editing. Because LeBaron has used video actively throughout his teaching career, he knows what the procedures and problems are, and does an excellent job of educating teachers about the basics of classroom video production.

Laybourne and Cianciolo's (1978) book is an excellent source of media activities and resources.
It is out-of-date technologically, but it still contains many useful teaching ideas. The book addresses a variety of video formats which can be used in the classroom, including dramatic productions, documentaries, self-reflective presentations and video art. It has photographs of students using a video camera, as well as many candid shots showing various aspects of production procedures. Despite its age, this is an excellent resource book for teachers.

Morrow and Suid's (1969) book contains some useful information in the chapter on "Television: Videotaping Facts and Fictions". This book also includes many illustrations showing students using video equipment, and provides many practical suggestions for classroom activities.

Reed and Sautter's (1986) article provides some interesting trivia about video technology, including facts and statistics about video equipment, its use and its users. With regard to school use, this work describes primarily professionally produced productions. However, the authors recognize that the future use of video in education will "...only be bound by the creativity of the user." (p. 27)

Zettle's (1976) text, which supplies much useful
information for the novice, provides an academic approach to television production. Despite its age, most of the techniques described on lighting, audio, directing, editing and design in this work are still relevant.

Classroom Techniques

Dolores and David Linton (1971) provide some excellent ideas and suggestions for all kinds of media projects, with the chapter on "Film" being particularly exhaustive. This book also includes a section on "Student Filmmaking" which can be especially helpful when planning student written productions.

Lyon Rathbon (1986) endorses using audio and visual recordings of real life experiences, such as the Olympic Games and the Viet Nam War, as pre-writing stimulation for student writing assignments. Through the use of these media, Rathbun brings emotions and experiences into the classroom which would not otherwise be accessible to students. Rathbon reports that during classroom discussions relating to these activities "writing topics almost suggested themselves." (p. 62)

Mikulec (1984), an English teacher in Washington, also explores the concept of "video English". Mikulec describes having high school students complete their
reports, essays and poetry interpretations on videotape. This activity forces them to think visually, as they enhance their ideas by adding words and music. The author describes the program as the "beginning of high-tech English." (p. 61)

Nelson (1986), a junior high language arts teacher, shares a teaching technique for making poetry a vivid experience for her students. She asks her students to portray a particular poem with the help of audio-visual aids. A variety of formats which have been used by her students are detailed in the article. Nelson maintains her students learn how to use audio-visual equipment, how to organize and promote their message, and how to express themselves in a new way through the completion of such assignments.

Likewise, Knight (197?) describes the many benefits and variations of using video with poetry in the classroom. He includes as an example Longfellow's "The Village Blacksmith" and shows how it can be portrayed visually. He offers many other good suggestions for using video at all grade levels.

Mary Ann Hughes (1988), an elementary school media specialist, describes her school's involvement with video, highlighting a daily news show produced by the
students. She details many of the procedures that they follow, and the equipment that they use. She also recognizes the educational benefits of their program which include stimulating creative talents, enhancing self-image, and improving the students' abilities to communicate.

Kirby (1987) also describes a news show produced by students. Fourth graders in Pennsylvania create a 15-minute news show twice a week. KIDS NEWS is shown to all classrooms in the school via closed-circuit television, and on the local cable access channel.

The author describes the equipment, the use of professional personnel, and the determination required to make such a project work. According to Kirby, one of the main benefits of this program is that it gives students the opportunity to express themselves in a variety of ways.

Kirby also describes many techniques he uses which are similar to those used at Loretto Elementary in their student productions. Kirby's relationship with television professionals is also similar to the Loretto partnership with Continental Cablevision.

Jibilian's (1987) article chronicles a project involving many students and more than one subject area.
Her seventh graders work for several months and in different classes to produce a one-hour videotaped show called "Good Morning Moscow". It is fashioned after "Good Morning America", but of course, with a Russian theme.

For a project such as this, students must do some very specific research to provide information for the script. They also learn production procedures and are actively involved in the camerawork, directing and promoting of the presentation. As Ms. Jibilian observes, because of the students' intense involvement and participation in the activity, the teacher becomes a "facilitator instead of a dictator." (p. 51)

Dorothy Sisk (1986) describes a program which uses videotapes produced by Turner Broadcasting System to develop leadership potential in gifted students. The program requires students to deal with broad themes and key concepts, such as interdependence, power and communication. Sisk finds the tapes to be an extremely motivating tool.

Curriculum Development

Considine (1987) discusses the "communication revolution" created by modern technology. He notes that the schools are not effectively incorporating
these electronic tools into their curricula. By ignoring this technology, Considine feels that teachers are not only depriving their students of creative and innovative learning experiences, but also not preparing them for the world of tomorrow.

Fagan (1987) echoes many of Considine's ideas. He advocates preparing students for a technologically literate world by teaching basic communication skills. He also supports the value of an interdisciplinary approach.

Jones and Taff (1986), vocational education teachers in Oklahoma, see video as a way of adding creativity and fun to their curriculum. They use video as a visual aid for teaching students about professions and job descriptions. They also advocate combining the use of video with other kinds of technology, such as computers. Career education and preparation are their main goals when using video.

Although the work is only a small pamphlet dealing primarily with professionally produced programs, Potter's tract (1984) contains a good section on scriptreading and the use of television in a Language Arts/English curricula.

Rogers' (1987) article does not discuss student involvement with video, but several of the points she
makes are, nevertheless, applicable to student learning. This text describes a Virginia school's use of video in a Peer Coaching Program. Teachers videotape each other to provide feedback for improvement. As one of the teachers in the study noted, "self evaluation is most valuable to me." (p. 67) It is reasonable to assume that students would also learn more about their strengths and weaknesses given the opportunity to see themselves on video.

History of Mandarin

Mary Graff's (1984) book is a historical narrative about the Mandarin community, dating back to the 1500's. Graff was the source for the background information and historical facts incorporated into the introduction of the Loretto video.
Remarks about Literature

The technical literature described here provides a good overview of the skills and techniques used in television and video production. This information can be especially helpful to someone unfamiliar with the procedures.

The works on teaching techniques and curriculum development share some creative ideas and suggestions for projects which are being utilized successfully in other schools. Obviously, many schools are having great success with using video in their curricula. In addition to teaching effective communication skills, teachers are finding a variety of educational and personal fringe benefits accompanying such projects.

It is professionally rewarding to find that other educators are experiencing equally positive results with similar projects. This sharing of ideas, problems, procedures and rewards is especially beneficial for someone who is trying to incorporate a new technology into an existing program.
References


Knight, Roy. (1972). Film in English Teaching. London: Hutchinson Educational Ltd.


Appendices

Appendix A - Loretto Elementary Video Script
Appendix B - Documentation of Procedures
Appendix C - Community Reaction
Appendix D - Correspondence
Appendix A

Loretto Elementary Video Script
Script
"Loretto Elementary School: Growing with Mandarin"

Written by Jane Fleetwood and Mary Costolo, 1987

Video
Long Shot of State Road 13 with busy traffic, and new homes being built.

Audio
Mandarin today is a bustling, thriving community. Its tremendous growth during the past decade is reflected by the thousands of homes built, and the countless number of businesses that have sprung up along its roadways.

Shots of oak trees along Mandarin Road, The Church of Our Saviour Episcopal Church, Mandarin cemetery, St. Johns River and Harriet Beecher Stowe historical marker.

These same roadways once led to a quiet, rural community known mainly for its moss-laden oak trees and orange groves. Mandarin's history is rich with stories of an early Timucuan Indian village, of British and Spanish settlers in the 1600 and 1700's, of an Indian uprising during the Seminole Indian War, of a colorful steamboat stop along the St. Johns River, and for being the winter home to American author Harriet Beecher Stowe.

Stand-up of Jane Fleetwood in front of Mandarin Community Club

Mandarin's colorful history adds to its charm and appeal. What oldtimers call "the Mandarin way of life" is still sought after today. Current residents still enjoy the serenity of its rural setting, and like the early settlers, many of them are actively involved in their community. No where is that community involvement more keenly felt than within its schools.

Music begins
Title
Long shot front of school early in the morning.
Students arriving.

Loretto Elementary School, which is located in the heart of Mandarin amid ancient oaks and tall pine trees, has roots that reach back to just after the Civil War. The present school has grown from a six classroom building erected in 1942 to a structure which now accommodates over 1200 students in grades K-5.

Long shot of office with secretary, student and parent.
Close-up of secretary.

Inside the school office, the nerve center of the school, students, parents, and visitors are greeted by a warm and friendly staff.
<table>
<thead>
<tr>
<th><strong>Video</strong></th>
<th><strong>Audio</strong></th>
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<tr>
<td>Medium shot of Mrs. Doty and students.</td>
<td>Mrs. Jo Doty, principal at Loretto since 1980, provides leadership to the faculty.</td>
</tr>
<tr>
<td>Stand-up of Mrs. Doty in her office.</td>
<td>&quot;Our goal at Loretto is to help each child become a confident, literate, fully-functioning person. We only have a few years in which to accomplish this task. We try very hard to provide a warm, friendly, caring atmosphere where each child will reach his fullest potential.&quot;</td>
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<tr>
<td>Long shot of patrol flag ceremony.</td>
<td>On a typical school day before most students arrive, the school safety patrol conducts its morning flag ceremony.</td>
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<tr>
<td>Long shot of students arriving.</td>
<td>As the buses arrive and the hallways fill with excited students, the business of education begins. Evidence of the efforts of classroom teachers can be seen everywhere. Loretto teachers use a variety of creative and unique ways to involve their students in the study of mathematics, language arts, science and social studies. Often hands-on activities make the learning experience more enjoyable. For example, the learning centers in the kindergarten classes help meet the individual needs of each child.</td>
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<tr>
<td>Kindergarten class with teacher.</td>
<td>Students in kindergarten, first and second grades are in self-contained classes, and stay with the same teacher all day. Team teaching is utilized in grades three, four and five. One teacher teaches the language arts which include reading, writing, spelling and vocabulary, while the other teacher instructs students in math, science, health and social studies.</td>
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<tr>
<td>Close-up of Kivler.</td>
<td>A well-balanced school program always includes the arts and the physical aspects of development. Physical education instructors emphasize the value of physical fitness and fair play during daily athletic activities.</td>
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<td>Close-up of hands of kindergarten student.</td>
<td>Two full-time music teachers provide students with a program of singing, playing instruments, and learning music concepts. Upper Primary students experience an individualized approach to music, where they are exposed to theory, singing, composers, music history and form through creative games and learning centers.</td>
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<td>Kindergarten learning centers.</td>
<td></td>
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<td>First grade class.</td>
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<td>Fourth grade team teachers: (Smigaj) language arts and (Morrow) science.</td>
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<td>Students on playground.</td>
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<td>Students with coach.</td>
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<tr>
<td>Long shot of third graders singing (Hughes).</td>
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<tr>
<td>Fifth grade students at music learning centers (Huber).</td>
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IJoretto’s art program helps children find an outlet for their creativity through the exploration of many media, such as painting, clay and fabric arts. Special "centers" in the art room provide a unique opportunity for exploring large scale, as well as smaller, special activities. By learning about art, as well as producing artworks, students obtain a greater understanding and appreciation of the art they see around them.

A computer lab helps students become aware of the computer and how it works. Each child at IJoretto receives a minimum of 9 hours time at the computer.

IJoretto's new media center is a multi-level structure accented with bright, exciting colors. The story-time corner is a favorite spot for many students. Despite its modern surroundings, the instruction and services offered to students are traditional.

The emphasis at IJoretto is to build a strong academic foundation during the early important years in a child's development. A foundation that will help youngsters acquire the skills necessary to be successful during their school career.

To help recognize and meet the individual needs of each child, the IJoretto teaching staff has a variety of resources to call upon.

An emotionally handicapped and Specific Learning Disabilities classroom helps students who have been diagnosed with learning problems.

Loretto is also fortunate to have two speech clinicians. Children are screened for hearing, speech, language, voice and fluency deficiencies. Speech therapy is received by all children in need of remediation.

A Gifted program offers a challenging curriculum for exceptionally talented students in areas of social processes, critical appreciation, research methods and creative expression.
Video

Medium shot of counselor with parent.
Mary Costolo with puppets in group counseling session.

Mock administration of standardized test. (Fowler)
Close-ups of students taking test.

Field trip to Marine Science Lab.
Close-ups of students and crab.

Student boarding bus.
Cooking in extended day care.

Long shot of adult dancercise.

Tom Tankersley with secretary.
Stand-up of Jane Fleetwood in front of school.

Long shot of student karate class.

Audio

Guidance service is provided by full time counselors who work with instructional personnel, students, parents and community agencies. This support contributes to each student's personal growth and effectiveness through individual and group counseling.

Each year the students' academic achievement is monitored through a series of tests. Educational improvement is indicated by the results of the Stanford Achievement Test, the Essential Skills Test, and the Florida State Assessment Test. Loretto consistently scores above average in the county and state norms, and has been above the 75th percentile in the national SAT scores.

But education at Loretto is more than test scores, paper and pencil lessons and classroom activities. Field studies play an important role in expanding students' horizons beyond the classroom walls, and enhance the understanding of subjects introduced in the classroom.

After school activities also take place through the extended day-care service provided by the community school program. Cooking, music and computer games are some of the activities that occupy students during the before-and-after-school care service.

Likewise, the community education program offers educational opportunities to residents of all ages. The Duval County Public School System sponsors one of the largest community education programs in the state of Florida.

Assistant principal Tom Tankersley organizes and coordinates the activities available to Loretto. In addition to the extended day care service, there is a summer day camp and a variety of afternoon and evening classes. These classes include instruction in dancercise, dog obedience, basketry, karate for youth and adults, computer instruction for youth and adults, girl scout and boy scout activities, as well as a parenting skills class.
video

35mm slides of UNF class held at Loretto campus, Fall 1987.

Long shot of front of school.

Parent assisting students with map. PTA selling gift wrap.

Volunteer parent (Taylot Spaulding) assisting student.

Stand-up of Jane Fleetwood in hallway.

Montage of still close-ups of students’ faces.

Music.

Audio

Many of Loretto’s teachers take advantage of college courses and in-service programs offered on campus to keep up with the latest teaching methods and to update their teaching credentials.

Between the regular school day and the community education program, Loretto’s campus is utilized from 7 a.m. to 10 p.m. each weekday.

All parents are encouraged to become active partners with the school in the education of their children. Many worthwhile projects are carried on throughout the year by the Parent Teachers Association.

But the most rewarding volunteer effort is that time spent with a child giving that little extra support needed by some youngsters.

When a parent functions in the role of a school volunteer, they convey the message to children that what happens at school is important and worth their time.

Montage of faces and music during credits.

Loretto Elementary is, indeed, a special place for many people—its students, teachers, parents and community members. It is a place where learning, growing, and discovering are positive, enjoyable experiences. Rich in heritage, but with eyes on the future, Loretto Elementary is a school that continues to grow with the Mandarin community.

Credits

Hosted by: Jane Fleetwood
Producer: Jane Fleetwood
Director: C. Michael Porter
Written by: Jane Fleetwood
Mary Costolo
Production: Jons Dowidat
Bubba Clark
Special Thanks to: James Garofalo
George Thorry
Continental Cablevision
Superintendent of Schools: Herb A. Sang
Appendix B

Documentation of Procedures

Taping Schedule
Taping Schedule

Wednesday, October 14

8:30  Front of school.
8:45  Buses arriving. Students going to classrooms.
9:15  Mrs. Morcom's Kindergarten class, Room 601. "Learning centers."
9:45  Mrs. Anderson's Kindergarten class, Room 940. "Hands on Activities" and animals.
10:30 Mrs. Morrow's, 4th grade, Room 161. Science experiments. "Team teaching."
10:45 Mrs. Smigaj's, 4th grade, Room 162. Language arts "Team teaching."
11:15 Mrs. Kivler's, 4th grade, Room 156. Puppets. "Teachers use a variety of creative ...." 
11:45 EH and SLD, Mrs. Roehm.
12:00 (Lunch)
12:30 Mrs. Neal's, 2nd grade, Room 542. Social studies, Treasure hunt map with parents. "Volunteer parents."
1:10  Music, Mrs. Huber, Room 706, 5th grade. "Music learning centers."
1:30  Music, Mrs. Rogers, Room 705, 2nd grade. Children singing Halloween song.
1:40  Gifted, Mrs. Tutt, Room 155, 4th and 5th graders. "Creative expression"
2:10  Guidance. Mary Costolo in Group Counseling. Parent counseling.
2:20  Computer lab. 5th grade
2:50  Speech, Mrs. Steffen.
3:00  (Break)
3:30  Buses leaving.
Taping Schedule

Thursday, October 15

10:00  Safety Patrol morning flag ceremony.
10:30  Mrs. Shea, 3rd grade, Room 532. Math.
11:15  Ms. Fowler, 3rd grade, Room 531. "Standardized Tests".
11:30  Mrs. Chojn, Room 543. "Self-contained classes"
11:45  Cafeteria
12:00  (Lunch)
12:45  Art, 2nd grade. "Large scale and smaller activities".
1:15   Main office, "Warm and friendly staff"
1:30   Playground, "Physical aspects of development"
2:00   Library, Mrs. Fain's 1st grade at storytime corner. Library from upstairs. Students reading and checking out books.
2:45   (Break)
3:15   Parents picking up students from back traffic circle. Patrols assisting.
4:00   Extended Day Care. Students cooking.

Wednesday, October 21

Filmed 5th graders at Marine Science Laboratory at Mayport.

Thursday, October 22

Filmed at Loretto: My stand-ups, Mrs. Doty, PTA, and volunteer parents. Also some Mandarin historical shots and my stand-up in front of the Mandarin Community Club.
Appendix C

Community Reaction

Newspaper articles

Mandarin News, November 19, 1987
Acclaim, November/December 1987
Southside Neighbor, February 3, 1988
Mandarin News, March 31, 1988
Appendix D

Correspondence:

Letter from Mrs. Doty to Parents.
Letter from Mike Ard to Mrs. Doty.
Letter to F.A.C.E. Conference from Mrs. Doty.
Letter to Dr. Mary Grimes from Mrs. Doty.
Letter to Dr. Mary Grimes from Jane Rothschild.
Letter to Jane Fleetwood from Mayor Tommy Hazouri.
10/12/87

Dear Parents,

We are in the process of filming a video about our school. Continental Cable T.V. is working on this project with us. The purpose of the film is to show the many programs and activities we have at school. We have so many new families join us each year that we thought it would be nice to actually show them phases of our school in operation. The filming will be done on Wednesday and Thursday of this week. The cameraman does not yet know which classes will be filmed. If you do NOT wish to have your child filmed, please fill out the bottom portion of this letter and return to your child's teacher tomorrow.

[Signature]
Jospe C. Doty, Principal

I do NOT wish to have my child filmed as part of the Loretto video.

Child's Name ___________________________ Teacher ________
TO: Ms. Josie Doty, Principal
Loretto Elementary, School #30

FROM: Michael A. Ard, Supervisor
Instructional Television

DATE: October 14, 1987

RE: LORETTO VIDEO SCRIPT

Attached you will find the copy of the Loretto video script you sent me. I have included some content and video comments in the margins. I thought the script was very well written, and I hope my content suggestions do not offend the author. I read it through the first time and recorded any unclarity or confusion that I experienced. The next couple of readings, I tried to visualize the script and added video suggestions. These are marked with a "O" symbol.

I feel the script reads very well as an article, but do have some concerns with it being used for a video. First of all, I think it's too long. We guess 15-17 minutes in its current form. I think you would have much better response with a 8-10 minute program. Also, sentences could be shortened for video. If Mr. Wills reads the copy, he probably will make structural changes to fit his style.

With the exception of your segment and the community education principal's name, I do not think you have to worry about the script being dated too soon. You may want to leave out the number of certain positions you have to avoid changing things all the time.

My final tip deals with video. As I suggested somewhere on the script, it may be better to write some segments according to the video or pictures you know are available. This may have been already considered, and will save you a lot of production time.

Good luck!
December 8, 1987

Dear Mr. Rezek,

Loretto Elementary School in Jacksonville, Florida, would like to make a presentation which describes the relationship our school has established with a local cablevision company. A business partnership was established in November of 1987 between our school and Continental Cablevision.

We have already worked together to produce a 10-minute informational video tape presentation about the school. We are now developing a program that would involve student-written productions. Students will do the organizing, researching, writing, directing and, in some cases, filming and editing of these productions. Continental Cablevision is going to provide the cameras, studios, editing facilities and professional guidance. Some of these student productions will be aired on their public access channel.

In our presentation we would describe our relationship with Continental Cablevision, show our 10-minute video tape on the school and share some of our ideas on student productions with the attendees of your conference.

We would like to request a morning session.

Sincerely,

Josie C. Doty
Principal
December 15, 1987

Dear Dr. Grimes,

Jane Fleetwood has worked with us on a project at Loretto that has generated a great deal of excitement. It is also a project that probably would have not come about if it had not been for Jane. The product, a 10 minute video about our school, is outstanding!

The idea for the video was generated in a marketing seminar at Disney World. I asked Jane if she could possibly work with us on this project. Then, I spoke with Jim Garfolo of Continental Cable. Everyone was responsive and interested, so we had a meeting during the summer to discuss and outline the project. We agreed that the main purpose of our video would be to present an overall picture of our school program at Loretto so that parents and students new to Mandarin would get an overall view. We wanted to present our school in a way so that parents would feel positive about having their children attend our school.

Jane really took over responsibility for the project at that time. She took a script we had used for a slide presentation several years ago, and basically re-wrote it. The script was submitted to Mike Ard, the T.V. specialist for the Duval County School Board, and then, to Continental Cablevision.

Jane then spent several days in the school talking with teachers about projects, and setting up the shots for the cameraman. Then, she worked several more days with C. Michael Porter on the actual filming. Jane also did the narration for the film, and she worked many days at the studio with Michael editing, and putting the whole thing together.

The first showing of the video was at a breakfast meeting for the Mandarin Rotary Club here at Loretto. The response was overwhelming! Jane put together a truly professional video that delivered our message. We could not have done it without Jane.
As a result of this process, we now have a Business Education partnership with Continental Cablevision. Several more projects involving students in the roles of writers and producers are under way. Our largest undertaking at the present time will be having a student produced "Kid's Eye View of Loretto" video completed during next school year to possibly send to schools in our four sister cities. Jane also is going to teach a class in the afternoon Community education program for school age children in video production.

Jane and I plan to attend the "First Annual Commissioner's Business Recognition Program" sponsored by the Florida Department of Education for Business Partnerships. We also plan to do a presentation of our partnership and student video productions at the State Community Education conference in Pensacola in the spring.

Teachers are excited about using video in the classroom, and they are coming to Jane for help and information. I can presently see this program growing rapidly because of the interest Jane has generated.

Sincerely,

Josie C. Doty
Principal
Dear Dr. Grimes:

Jane Fleetwood served as a production assistant on an internship basis, for the Post-Newsweek Inc. Documentary unit, which is part of the broadcast arm of the Washington Post and Newsweek Magazine companies, from January 6, 1987, to April 24, 1987. The main portion of her work was on a national television documentary called CUTRATE CARE: America's Daycare Gamble, a program about daycare for children. She also worked on updating a documentary our unit produced in 1985 about televangelists.

I fully authorize Jane Fleetwood's record of her duties performed here. She conducted extensive telephone and written research, often in matters where delicacy and confidentiality were important. She gathered information, checked facts and assisted in script writing sessions. When we taped the talent who narrated our documentary on daycare, she was on location production assistant. On the technical side of production, Jane worked with our more than 200 tapes for this show, logging the audio, cueing tapes and using our video printer to photograph necessary shots.

Jane Fleetwood's research, communication and organizational skills were an invaluable asset to our teamwork the last four months. She completed assignments, worked independently, fulfilled all tasks and consistently contributed information, insight and resourcesfulness to our projects. Her ability to communicate, organize, and work as part of a team as well as independently rate superior. She was very success oriented no matter what size task she was assigned, and she could work very well under the often crushing pressure in television work.

Jane's cheerful attitude and good nature were added pluses to her value as a production team member. We are extremely grateful to UNF and to your department for giving us the opportunity to work with Jane. We know she will be highly successful in whatever career she chooses.

Sincerely,

Jane Rothschild
Associate Producer
Post-Newsweek Documentaries
April 6, 1988

Dear Ms. Fleetwood:

Thank you very much for your recent letter and for taking the time to bring me a copy of the video "Second Graders Catch the Spirit at City Hall". It was excellent!

I thoroughly enjoyed participating in this exciting project. It was an outstanding idea to have the children involved in such a unique learning experience. I am sure it is a day they will always remember.

I commend you and the staff at Loretto Elementary School for organizing and coordinating this special project. Thanks to you, the students were given the opportunity to learn more about their city government.

Again, thank you for the video - it is a wonderful memento of a special day.

With best wishes and warmest personal regards, I remain

THOMAS L. HAZOURI

TLH/chs