

Local Service Initiatives

Name of Initiative: Ohio Standards-based Multi-media Curriculum Productions

Station: WNEO/WEAO, PBS 45 & 49

Contact Person: Ria Mastromatteo

Contact Information: maria@wneo.org

Briefly describe the initiative and be as specific as you can be about the products or services that the initiative includes.

Ohio Standards-based Multi-media Curriculum Productions is a local education service initiative of PBS 45 & 49. Its purpose is to provide K-12 multimedia packages for teachers to use in the classroom. The process is driven by our constituent groups which include 92 public school districts and 134 private schools. We begin by having a general meeting in the Spring which brings in about 30 Curriculum Council members, made up of educators from member schools. A survey is given which includes questions about what K-12 subject we should consider when making a choice of topics for our multimedia kits taking into account state standards and topics that are difficult to find or difficult to organize. Using the top choices, we meet with production to make sure the project is “doable.”

We then call a team together made up of 4-5 teachers in the subject area, a content specialist and a design person all directed by the PBS 45 & 49 staff. The team meets three times. At the first meeting they generate the concept and approach to the topic. The teachers are given topics and are directed to write lesson plans on those topics. The lesson plans are closely looked at during the second meeting. Teachers will have piloted the plans to make sure they can be successfully used. They are then turned in and the project director makes sure the same format is followed and adds additional sections of the teacher guide—like vocabulary, a literature connection, etc. At the third meeting the teachers review the script and add, delete, alter and verify the content of the scripts for the video. They also look at the final teacher guide and make suggestions for improvement. The guide is then turned over to the communications department to be edited and put into a proper format.

Once the scripts are approved by the teachers, the production department creates the videos.

When the package is complete, we write a grant to allow us to give the kits away to teachers who attend workshops to learn how to use the material. For example, a teacher might attend a workshop on the curriculum package, *Antarctica: 90 Degrees South*. They would watch a video, do some research from the simulation, participate in one of the lessons, investigate the Web and then take the kit home with them to use in their classrooms.

**How does this initiative fit into your “portfolio” of other Local Service Initiatives?
Is it one of many initiatives and projects, or does it take the bulk of your “Local” resources?**

Ohio Standards-based Multi-media Curriculum Productions is one of our key strategic local education service initiatives. It involves all departments within the station. It is generally grant funded, but is an effective model that is used regardless of who is supporting the creation of the multimedia kit.

Besides the creation of the kits and the accompanying workshops, the Educational Services department does a variety of other things. They include: a complete Ohio Ready to Learn service, technology workshops for K-12 educators, an outreach program for the 55+ viewer, service on Ohio Department of Education School Improvement Teams, participation in PBS TeacherLine and the Ohio Digital Classroom, to name a few.

What station assets, competencies and/or relationships does the initiative build upon?

This initiative involves three departments at the station: Educational Services, Production and Communications. Each department plays a critical role in the development of the multimedia package. The station provides the educational leadership, the expertise in both production and communication. The schools provide the teacher expertise in developing lessons that are accurate and good for kids. The partnership shows a strong relationship and level of trust on all sides.

Our packages are also shared with all stations in Ohio. The videos are shown statewide and the teacher guides are available on the Web. Many of the programs developed have national distribution.

How would you describe the community benefit of this work? What needs are being addressed?

Schools are in desperate need of high quality programs that meet state standards, use a variety of media (including video, Web, etc.), have hands-on applications for the students and allow a constructivist approach to learning. Teachers like attending a workshop to learn how to use the program and then leaving with the ability to use it immediately in their classrooms.

Who is the “customer?”

The customers are the K-12 educational community. The focus is directed at educators who in turn share the material with their students.

How do you know or measure if the customer’s needs are being met?

We know the customer’s needs are being met because they have input into the topic area, the creation of the teacher guide, the critique of the scripts and the planning of the professional development. This year we had approximately 500 teachers attend professional development sessions on the kits that were created last year. The evaluations showed that 96% planned to use the lesson plans, 94% planned to use the videos and 93 % planned to use the Web. Percent of use would be higher, but technology integration people who received the kit will not be using it, but rather directing it to appropriate staff members in their districts.

Who benefits from the initiative?

The station benefits from both the good will engendered from the professional development and distribution of kits to K-12 educators. The educators benefit from top-notch programs that meet content standards, are constructivist in approach and are ready to use. The kids benefit from the use of a multimedia approach to learning the content.

How do you measure the benefits?

We always give evaluations to K-12 educators who attend the workshops. Depending upon the amount we receive, we either do a follow-up evaluation one year later to get a response after teachers have actually used the kit or have an independent evaluator do pre-and post-testing of students on the content of the programs.

Describe the financial model for the initiative, being as specific as possible. How much does it cost? What are the sources and amount of revenue? How does it fit into your station’s overall economic model?

Regardless of the funding source and amount, we follow the procedures listed above. We get some money from the state of Ohio which pays the entire production cost. We get money from the Martha Holden Jennings Foundation to pay for the professional development for teachers. In the past two years we have gotten grants in the amount of approximately \$450,000 to put toward production of the multimedia packages and about \$15,000 for the professional development.

Could other stations use this idea or model? Would it work for any size station or licensee type?

Any station could use the model that we have set up. The key is to be responsive to the needs of the partners. They need to know that their involvement is very important, in fact crucial, to the development of good K-12 curriculum packages.

