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A Videotape Presentation of the Positive Learning Environment at Peter G. Schmidt Elementary School

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A VIDEOTAPE PRESENTATION OF THE POSITIVE LEARNING ENVIRONMENT

AT PETER G. SCHMIDT ELEMENTARY SCHOOL

A Project Report

Presented to

The Graduate Faculty

Central Washington University

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by

Donna Hass Mellander

June, 1983

A VIDEOTAPE PRESENTATION OF THE POSITIVE LEARNING ENVIRONMENT
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Schools have needed to keep constituents informed about the effectiveness of the formal learning environment. This videotape, entitled, "A Tour Through The Sunshine School", facilitated that communication. Candid scenes highlighted students and staff involved in basic and enrichment programs at Peter G. Schmidt Elementary School. Selected literature was reviewed. Videotape technicians were consulted and production procedures were listed. The Tumwater School Board of Directors, teachers, students and community members viewed the tape and made it available for future showings. A bibliography of selected literature was included.

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Chapter I

INTRODUCTION TO THE PROJECT

Peter G. Schmidt Elementary School has operated efficiently and effectively within the Tumwater School District. The school's operation met the needs of its students through their interaction with teachers, staff, administrators and facilities. A need existed to inform the community, which supported the program, of this effective performance.

With increasing demands upon personal time and space in a pluralistic society, it was difficult for the educational community to relate directly to its constituents. Since the school depended upon its citizens for psychological and financial support, educators had to utilize communication media to facilitate the flow of information between the school and its community. Communication media offered an effective, alternative method of viewing school activities.

Purpose of the Project

The purpose of this project was to produce a twenty-minute videotape and collect representative samples of students' work which would allow individuals and groups to become familiar with the positive educational environment at Peter G. Schmidt Elementary School.

Importance of the Project

Communication was imperative for the school system to solicit community support of schools. A high percentage of community members were unable to visit schools. Therefore, alternative methods of communication were necessary to demonstrate the effectiveness of the schools.

A videotape could offer the viewer an opportunity to view candid actions of children functioning within various programs. The students, staff and administration could provide viable in-put for the production of the film. An edited videotape could exhibit curriculum, social activities and facilities and could be made available for community viewing.

Scope and Limitations of the Project

The twenty-minute videotape script was planned for the purpose of communicating the effectiveness of the positive learning environment at the Peter G. Schmidt Elementary School in the Tumwater School District. The videotape was to contain scenes of actual instructional sessions characteristic of each grade level, basic and specialty programs, special education and student activities.

The overall plan specified that a collection of representative student work be made. This collection was to be displayed and discussed after each showing of the videotape story.

Possible limitations that occurred in the production include:

1. Biased viewpoint of the producer
2. Time limited by length of the tape
3. Quality of equipment
4. Producer's limited knowledge of videotape production
5. Unpredictability of children in "live" sequences.

Definition of Terms

Video. This term was defined as "The picture portion of the TV signal. Television, technical equipment and the event are involved in creating television." (80:30)

Videotape. This term was defined as "The self-contained plastic containers that house two reels - - supply and take-up - - with magnetic tape running between them but connected to both." (81:30)

Videotaping. Videotaping was the process of filming chosen imagery on the videotape.

Presentation. Presentation was referred to as ". . . something that is presented . . . " and viewed ". . . as a perception rather than a description."(1153:23)

Edit. Editing was defined as ". . . to arrange the position and length of the recorded audio and video program in sequence that is both logical and artistically suitable for presentation." (66:30)

Positive. Within the parameters of this project, positive referred to ". . . a state of certainty, affirmation and assurance . . ." in viewing the ". . . reality or facts . . ." (1140:23)

Learning. Learning was taken to mean "The acquiring of knowledge or skill by the act of study, experience, and instruction . . ." (833:23)

Effective. For the purpose of this project, "effective" was defined as "That which produces a definite effect of result which is actual, not merely potential or theoretical in making a striking impression." This impression referred to the observable elements of the positive learning environment of the school. (462:23)

Environment. Environment was defined as ". . . a general term designating all the objects, forces and conditions that affect the individual through such stimuli as he is able to receive." (214:19)

Educational Environment. This term was described as ". . . the emotional, physical and intellectual climate that is set up by the teacher and student to contribute to a wholesome learning situation." (214:19)

Learning Environment. The environment, as it related to the learning, was defined as ". . . the setting and conditions that create an atmosphere for learning." (214:19)

Climate. Climate was defined as ". . . the learning environment in the classroom; includes not only the physical environment but also the emotional environment." (74:23)

Organization of the Remainder of the Project

Chapter II presents a review of related literature. Chapter III outlines the methods employed and materials used. Chapter IV contains a brief description of the content of the videotape, "A Tour Through The Sunshine School", which was a twenty-minute videotape that overviewed Peter G. Schmidt Elementary School and its students, staff and programs. Chapter V includes a summary of conclusions and recommendations. The final section is a bibliography of relevant materials. The Appendices include: A. The Effective School Chart, B. Permission, Involvement and Information Data Sheet, C. Sample Script Sheet, D. Media Selection Information Chart #1, E. Media Selection Information Chart #2, F. Pictures of Presentation, and G. Letters from Tumwater School Board of Directors and constituents who viewed the film.

Chapter II

REVIEW OF RELATED LITERATURE

The author found that a review of the literature significantly substantiated the basic premise of this project: the need to communicate the positive learning environment within the school to its supporting constituency. The ERIC Computer search offered a selection of literature narrowing the parameters of the study to the objectives of the project.

When a child has returned from school each day, Ginott indicated that the usual question-answer refrain between parent and child went: "How was school?" "OK." "What did you do today?" "Nothing." (135:17) The result of this interaction left the parent with little or no knowledge of the school and/or his child's involvement in the school program. Leslie Kindred stated in his book, How To Tell The School Story,

"Schools have belonged to the parents who provided the children and finance the educational program, every school must accept the challenge of developing a continuing program of keeping parents correctly informed about its program." (289:32)

Parents of the student school populace were often involved in many roles within the community-school setting. Edward DeRoche reminded his readers that,

"As a school board member, parent, and educator, I am convinced of the sincerity of the public's demand that educators be held accountable for what takes place in each of their schools." (89:11)

The public demanded accountability for educating the student populace.

"The system has a built-in subsystem of accountability: Those who run the system have to account to whoever gave them the money in the first place — not only for the money itself, but for the results produced by the expenditure of the money." (71:40)

"Every segment of the school population, pupils, parents and teachers, must be informed about these policies and practices which affect their lives." (17-18:4)

It was imperative that the school informed the public and

"School-community relations focused upon the interaction . . . by the parents and public (people with or without children in your school) in each school's attendance area." (88:4)

In order to inform the public of their educational service within each school, we must become aware of the community social and economic structure.

Toffler asserted in his book, Third Wave,

"If we define the nuclear family as a working husband, a housekeeping wife, and two children, and ask how many Americans still live in this type of family, the answer is astonishing: 7 percent of the total United States population. Ninety-three percent of the population do not fit this pattern . . ." (211:45)

Schools, therefore, were relating to homes with two working parents or one working single parent. This pluralistic society variable required that schools find alternative methods of communicating with the public as its support system.

Since DeRoche indicated,

"Regular and full communication between the school and the community is an important prerequisite for developing more accurate information on the part of both and, as a result, a more positive attitude toward each other." (6:11)

Once the populace was identified, an effective method needed to be devised for such communication. Kindred noted that,

"Parents who visit actual classrooms usually have a better understanding of what the school is teaching and the methods of instruction used. Actual observation can dispel many rumors and build confidence and appreciation between the parent and teacher." (18:32)

The school must have defined the objectives of its communication to transmit the most effective view of the school.

"Any success in communication between the home and the school would seem to rest squarely on a mutual understanding of the same issues by the student, the parents and the school." (74:39)

Schools must have made certain assumptions in order to create this effective communication system. Walter Garms alleged,

"Perhaps the most important assumption underlying our analysis is our belief that public schools are productive, necessary and understandable." (6:16)

Hammond indicated, "Citizens regard schooling as important and effective . . . and making a difference to the children's development" (2:24)

Since the communication goal was to show school effectiveness within its environment, the term "effectiveness" must be defined. Much has been written about the effective school but a reiteration of the same components have appeared throughout the literature. In a study by the Southwest Educational Development Laboratory on effective schooling, John Westbrook stated that,

"Basic factors of the effective school environment or ethos include the following:

Attitudes	Instruction	Staff
Community Involvement	Leadership Roles	Students
Facilities	Parent Involvement	Other Factors."
Goals	Skills	

Westbrook also indicated that, ". . . because each of these factors is qualitative, each can vary from setting to setting in equally effective schools."

(4:47) Other effective qualities which appeared in Gorton's book were:

"Common sense opinion and purpose (clear goals and priorities); concentrated use of instructional time (time on task); a frequent monitoring of student progress; purposeful parent and community/home/school partnership." (251:22)

Continually, the emphasis on school effectiveness clearly rested within the climate. As Hammond stated, "There is a warm, acceptant climate in the school and the classroom in which students are valued and respected." (2:24)

The school has then transmitted this effective school environment with the inclusion of all its components of effectiveness. The Southwest Educational Laboratory Report has stated that, "The effective school environment is one that contains 'central actors' which create the environment while also being significantly affected by it; the central actors in the effective school are staff, students, parents, community and facilities." (9:47) (Appendix C) Schools have found the stage upon which to present the drama of education with all its "acting" (9:47) parts. Gloria Dapper observed,

"In the school drama, the actors are not typecast but are human beings whose special faults and virtues can influence the script. The cast is, therefore, different in each community." (14:10)

Chernow saw that "A school district may need to engage in public relations - - a one-way communication process designed to sell" (88:4) Public relations have informed the citizenry about the school objectives of communications. This occurred as a result of the purposes of a good public relations program as Gorton wrote in School Administration:

- "1. The purpose of a public relations program is to sell the educational program to the people of the community so they will take pride in and support their schools.
2. The purpose of a public relations program is to interpret to the people of the community the educational program that is in operation so that the people will have a better understanding of what the schools are doing and will support the program.
3. The purpose of a public relations program is to encourage community interest and participation in the school program." (378:21)

The best type of public relations program that a school could adopt was one that incorporated Kindred's objectives:

- "1. To develop intelligent public understanding of the school in all aspects of its operation.
2. To determine how the public feels about the school and what it wishes the school to accomplish.

3. To secure adequate financial support for a sound educational program.
4. To help citizens feel a more direct responsibility for the quality of education that the school provides.
5. To earn the good will, respect and confidence of the public in professional personnel and services of the institution.
6. To bring about public realization of the need for change and what must be done to facilitate essential programs.
7. To involve citizens in the work of the school and the solving of educational problems.
8. To promote a genuine spirit of cooperation between the school and community in sharing leadership for the improvement of community life." (252:32)

As Kindred stated,

"How to tell the school story and tell it effectively is a problem confronting school systems in all parts of the country. This problem came into existence with the beginning of free, tax supported, educational institutions." (379:21)

Having examined the basic types of communication available for use in the schools through the public relations approach, several channels were discussed. Gorton listed three types of communication as: "Writing, oral face-to-face and oral electronic/visual." (48-61:35) Since the author's major premise was to inform the constituency who were unable to personally visit and view the school, the oral electronic/visual channel was researched for potential use.

A media was identified that met these basic aspects of communication listed by Gorton:

- "1. The purpose to be achieved by the message.
2. The person(s) to whom a message is directed.
3. The sender of the message.
4. The content of the message.
5. The alternative channels for communicating the message.
6. The need for feedback of a response to the message." (251:21)

The oral electronic/visual channel communication also had to ". . . make communications to all parents available regarding school programs" (2:48) Since the author desired this media to transport the viewer into the real school situation, the ". . . selective substitution of communication for transportation" (47:37) was necessary and the chosen medium was the videotape.

Naisbitt stated that within our "High-Touch/High-Technology" (46:37) world "videotechnology works wonderfully." (46:37) "Videotapes were proven to be a useful marketing tool . . ." (47:37) and have become an important and effective tool to meet the objectives of viewing as first-hand as possible, the school, its components and its effective operation. The characteristics of videotaping created the necessary components for school effectiveness. "Immediacy, directness, flexibility and mobility . . ." (8:28) and the utilization of the equipment readily available within the district met the criteria the author used in choosing the appropriate method of communication. The advantages of this process were outlined by Robert Kerr as follows:

- "1. Picture and sound are recorded simultaneously with special 'film'.
2. Recordings can be reviewed 'instantly' after recording.
3. Lengthy programs can be recorded or played without changing cassettes. . . .
6. Processing or development is not necessary.
7. Programs can be viewed with full room light." (9:28)

Since videotaping provided the best alternative in reaching the constituents who were unable to visit the school, the program was planned fulfilling the steps of communication. The videotape process now could offer "teletransportation" (372:45) to community members who were unable to personally visit a school.

Chapter III

PROCEDURES OF THE STUDY

Methods Employed

Several major indexes such as Education Index, (13) and Current Index into Journals in Education (9) offered a variety of informational sources. The most helpful in producing the videotape were two outstanding resources: Video, the Better Way (28-31) and The Book of Movie Photography (5).

Available literature was reviewed. This included a search on the ERIC computer (Educational Research Index Clearing House) which provided a comprehensive view of the literature in the areas of videotaping and communication in relation to schools and school effectiveness. Videotape technicians were consulted. Local city and county libraries were visited and searched for related materials as well as the Washington State Library and the Evergreen State College Library. Available periodicals and professional journal indexes were explored and reviewed.

The purpose of the tape was determined and the production was organized with administration and staff. The story was planned with administration and staff to reinforce the chosen theme, the overview of the school and its activities. A storyboard which depicted the scenes, the camera work, the shooting and running time and the narrations and sound effects was planned. (Appendix A) Arrangements were made for equipment to produce the tape. Student work samples, which included children's drawings of their school and its activities, were gathered and depicted a variety of curriculum in each grade level. (Appendix F)

The final edited videotape, including a display of children's work samples, became a presentation to the Tumwater School Board of Directors. The tape was approved and made available for distribution to the community.

Research of the literature had indicated that organization of the "actors" (9:47) would be the key to success in the videotaping process. A majority of the students and staff participated in the production. This required teachers' input on scheduling and programming. The information sheet (Appendix B) was circulated for the purpose of involving and scheduling staff members. The staff who chose to participate returned the information sheets. A schedule was formulated. The final schedule was posted and necessary changes made. Student work samples were collected. (Appendix F) Approximately 85% of the 545 students and 30 staff members were included in the production.

Procedures Employed

To actually produce the videotape, the following steps were taken to evaluate the needs of the project, target the groups involved in the production, plan and implement the program, view the film and evaluate the reactions to the videotape presentation.

1. Researched the process of videotape production (Appendix A and B)
2. Reviewed the plan with the principal and teachers to solicit support and interest
3. Circulated an informational sheet of the project idea including teacher's choice of desired curriculum (Appendix D)
4. Evaluated information sheets

5. Wrote the script for the production to include scenes desired by teachers
6. Created a storyboard with illustrated key scenes, camera work, shooting and running times and narration-sound effects necessary (Appendix C)
7. Scheduled staff for visitations
8. Arranged for necessary videotape equipment on filming days
9. Arranged for cameramen to film sequences
10. Filmed scenes
11. Viewed tapes for content, length in seconds and evaluated need to refilm certain scenes
12. Rescheduled visitations
13. Arranged for the titling camera to film titles
14. Arranged for children to draw, color or paint their perceptions of the school and its activities
15. Compiled a collection of children's work to complete the presentation materials
16. Organized the equipment to film slides of the art work
17. Arranged for the slide adaptor on the video camera
18. Scheduled the editing equipment from the high school and the student editor for compiling film sequencing
19. Revised storyboard plan for actual scenes available
20. Selected the scenes for recording on first tape
21. Edited approximately 150 selected scenes from all videotapes and created the first film
22. Reviewed the first cut sequencing and evaluated its effectiveness
23. Revised the editing in problem areas

24. Viewed the second copy of film
25. Timed sequences with stop watch to achieve accurate time blocks
26. Developed the written script within time restraints of scene sequences
27. Scheduled script speakers from staff, administration and each grade level
28. Recorded script speakers using tape recorder
29. Audio-dubbed the voice script onto film
30. Viewed and evaluated the final product
31. Arranged three-quarter-inch videotape to improve the quality of the edit cuts
32. Submitted the tape to a professional editor for final editing and included final timed-sequences in seconds with recorder numbers
33. Reviewed final product
34. Viewed the film with the principal for evaluation and approval
35. Arranged for equipment to show film to the Tumwater Board of Directors
36. Compiled children's work samples and created display to support the video presentation
37. Scheduled viewing by the teachers
38. Teachers reviewed the film and display and evaluated presentation.
39. Made final presentation to the Tumwater School Board of Directors
40. Letters were submitted to the author by those who viewed the film in response to the presentation
41. As a final step students and parents viewed the film on Peter G. Schmidt's Open House-Fun Night Program.

Materials Used

The following equipment and materials were needed in the production of this videotape:

Panasonic Omnipro Color Video Camera - PK 802

Panasonic VHS Video Cassette Recorder - NV 8410

Panasonic NC Adaptor - NV-B 55

G. E. Flood Light

Television: RCA Lyceum - JAS 970 W

Quasar - QS 3000

1 - 50 foot Extension Cord

15 Video Cassettes

Panasonic Film Transfer Adapter - PK F-35

Panasonic Remote Control Unit - VSQ 0130

Tripod for Video Camera

Pentax 35 MM Camera

2 Rolls of Kodak 35 MM Slide Film - ASA 100

Panasonic Tape Recorder

Panasonic Microphone

1 Cronus Stopwatch - LC-AJ

Butcher Paper in Various Colors and Lengths

Assembly of required materials and implementation of the production process was lengthy and required approximately 425 hours. All the variables had to align in order to produce the videotape product.

Reactions were received verbally and in writing (Appendix G) from Tumwater School Board of Directors, teachers and students who subsequently viewed the film. At the Open House-Fun Night held May 5, 1983, parents and students grouped in front of the display and enjoyed the presentation. Children shared feelings of excitement in being the "acting" part of the program and parents reacted favorably to viewing their participation. These reactions substantiated the goal of the project and made the author's efforts, to utilize videotaping as an informational tool, worthwhile.

Chapter IV

A VIDEOTAPE PRESENTATION OF THE POSITIVE LEARNING ENVIRONMENT AT PETER G. SCHMIDT ELEMENTARY SCHOOL

The videotape, "A Tour through the Sunshine School", opens with a view of Peter G. Schmidt Elementary School in the early morning. The facility is empty and quiet with only natural sounds. A child's drawing of the school bus is shown with the children's choir singing "Its a Small World." The next scene depicts a bus arriving and the children unloading. Slowly the playground fills with children. Scenes have begun to reflect the positive environmental attitude that prevail throughout the school. Interspersed throughout the film are sequences of children's art and a view of: the office, the curriculum of kindergarten through sixth grade, the resource room and the specialist programs. Views of the "Buddy Reading Program" show community involvement with residents of a Retirement Home adjacent to the school intermingled with second graders. Care for the school is exhibited in the grounds clean-up program. The final school bell rings and the children exit from the school. The buses are boarded and depart. The film concludes with the choir singing "Rainbow Connection" and a child's perception of the yellow school bus leaving for home.

The presentation included both the videotape and a display of various grade level samples of children's work. (Appendix F) The teachers of Peter G. Schmidt Elementary School viewed the film and display and offered their reaction and approval to use at the Tumwater School Board of Directors meeting. The Board of Directors of the Tumwater School District viewed the

entire presentation and responded verbally and in writing. (Appendix G) The film was used at the Open House — Fun Night for viewing by the parents and children of the school.

A copy of the videotape, "A Tour through the Sunshine School", and the display remained on file at the Peter G. Schmidt Elementary School for use within the community.

Chapter V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The survey of the literature substantiated the premise that it was imperative that educators inform the citizens about the nature and effectiveness of their schools. Considerable attention was given to the need for interaction between the citizens and parents in the community and the students, teachers and administrators in an effective communication effort.

The importance of a warm and accepting attitude within a school was recognized as an significant indication that an effective or positive learning environment existed.

Visitation to the school was acknowledged as an effective way by which parents and citizens could interact with those in the school setting. When parents and citizens were unable to visit schools during school hours, the literature indicated that the use of videotapes would be an effective way of communicating the climate of the school.

A videotape, "A Tour Through The Sunshine School," was produced at the Peter G. Schmidt Elementary School for use in communicating to parents and citizens. A representative sample of children's work was collected for display when the videotape was used.

The videotape and the samples of children's work were presented to the members of the Board of Directors of the Tumwater School District. The reactions were favorable and the Board of Directors gave its approval for using the videotape and students' work samples in public presentations. A public presentation was made at the school's Open House -- Fun Night Program.

Several conclusions were drawn as an outcome of this project:

1. The Members of the Tumwater School Board of Directors were highly pleased with the videotape format. Their reactions indicated support for use of this medium as an effective communication tool. (Appendix G)
2. By the reactions of the parents who viewed the videotape, it was possible to project the positive image of a successful program to community constituents without the necessity of direct visitations to the building. It offered the opportunity to utilize other forms of electronic media which could facilitate the flow of information from the school to the community it serves.

The following recommendations could be considered for future projects of this nature:

1. Any project which attempts to describe and reveal the environment of a school and its program, must clearly define the parameters of its objectives. The initial research can easily lead the writer to expand the project beyond a reasonable perspective.
2. Prior to undertaking a project of this nature, considerable time and effort should be given to researching methods to become familiar with the technological knowledge necessary to produce communication through this media. (Appendices D and E)
3. The selection of the electronic equipment is critical since the film is limited to the quality of the equipment available.
4. It is recommended that any person considering the production of a public relations videotape give careful consideration to developing the wholehearted cooperation of all persons that may become involved in the process.

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APPENDICES

STORYBOARD SCRIPT

Appendix A

Topic of Scene

Scene
Illustration

Camera Work

Shooting
Time

Running
Time

Narration-Sound Effects

NAME: _____ GRADE LEVEL: _____

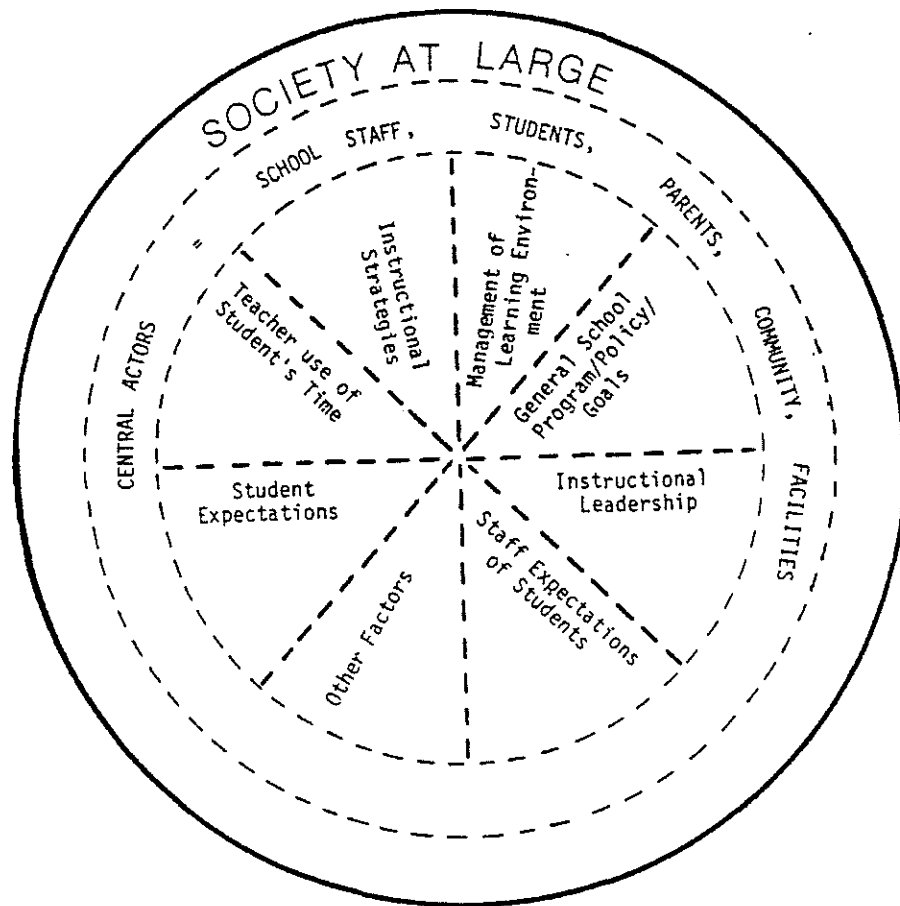
PROGRAM TO BE VIEWED: _____

TIMES TO BE VISITED: (1) _____ (2) _____ (3) _____

SPECIAL CONSIDERATIONS: _____

DESCRIBE SCENES TO BE FILMED:

I would _____ would not _____ like to participate in the Peter G. Schmidt Videotape presentation. I give my permission to use the scenes in this Videotape Program.



THE INTERRELATEDNESS OF THE EFFECTIVE SCHOOL

CHART 1 MEDIA SELECTION INFORMATION

STEP 1: DETERMINE SIZE OF
TARGET POPULATION

STEP 2: (SMALL GROUP)
DETERMINE MESSAGE
CHARACTERISTICS

STEP 3:
SELECT
MEDIUM*

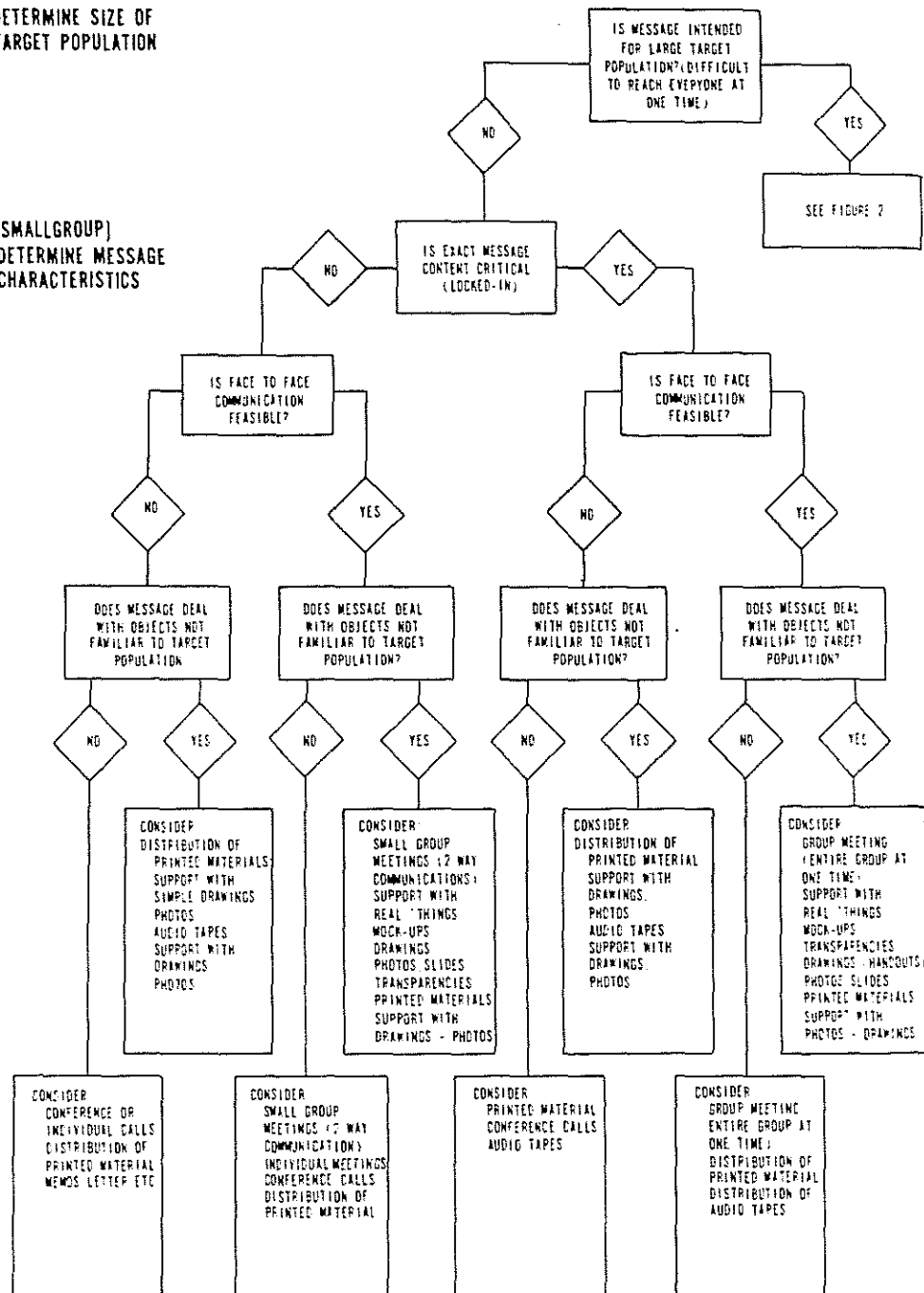
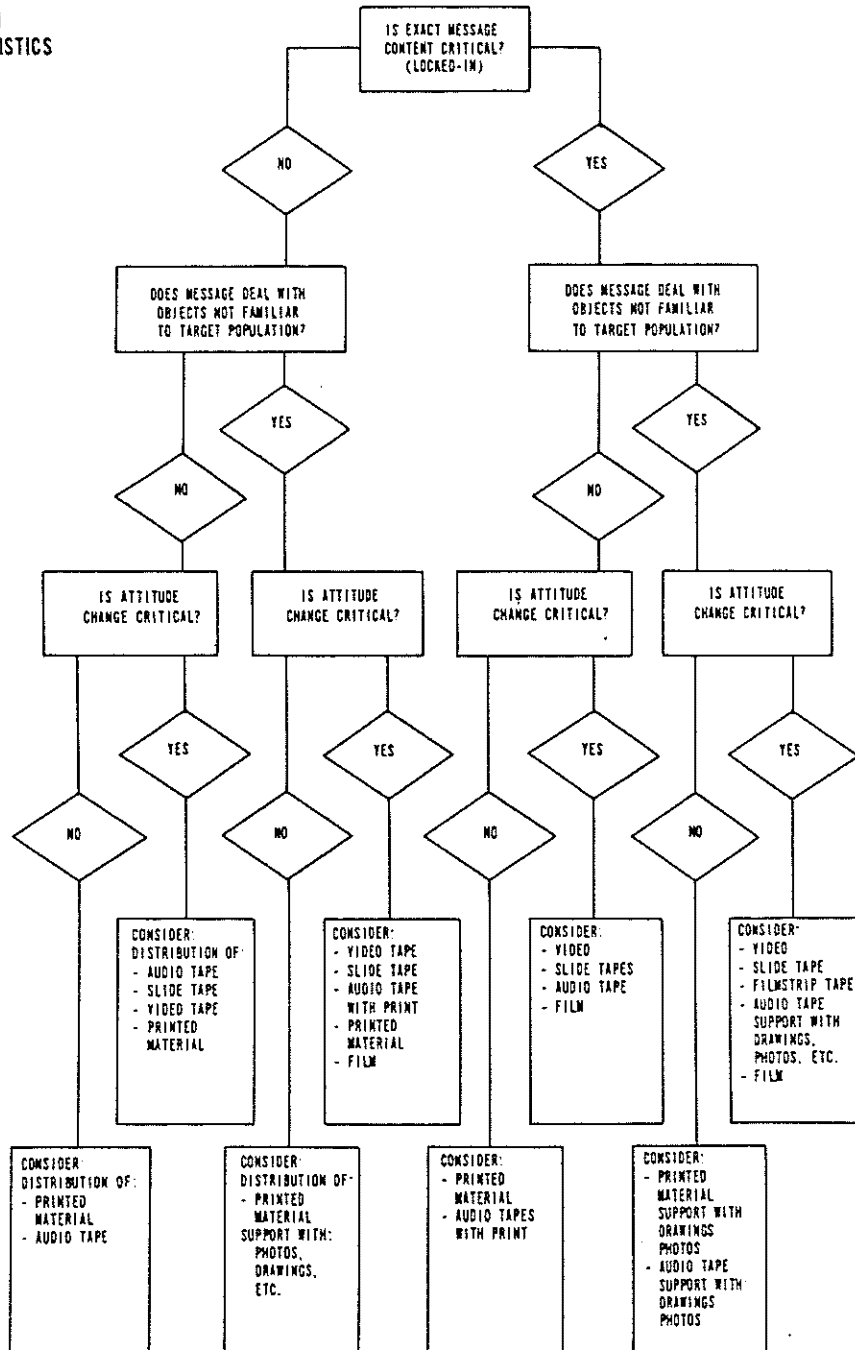


CHART 2

MEDIA SELECTION INFORMATION

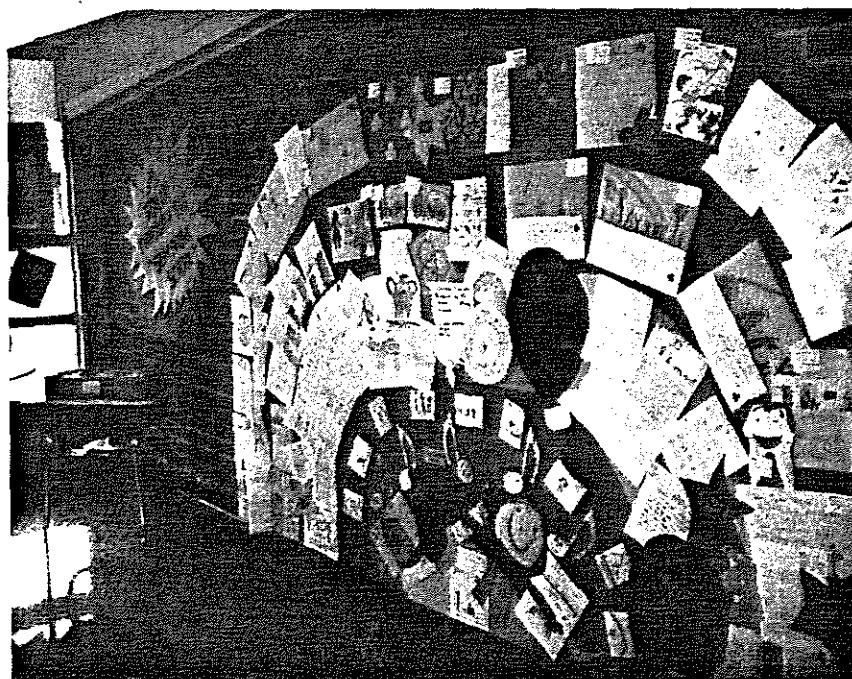
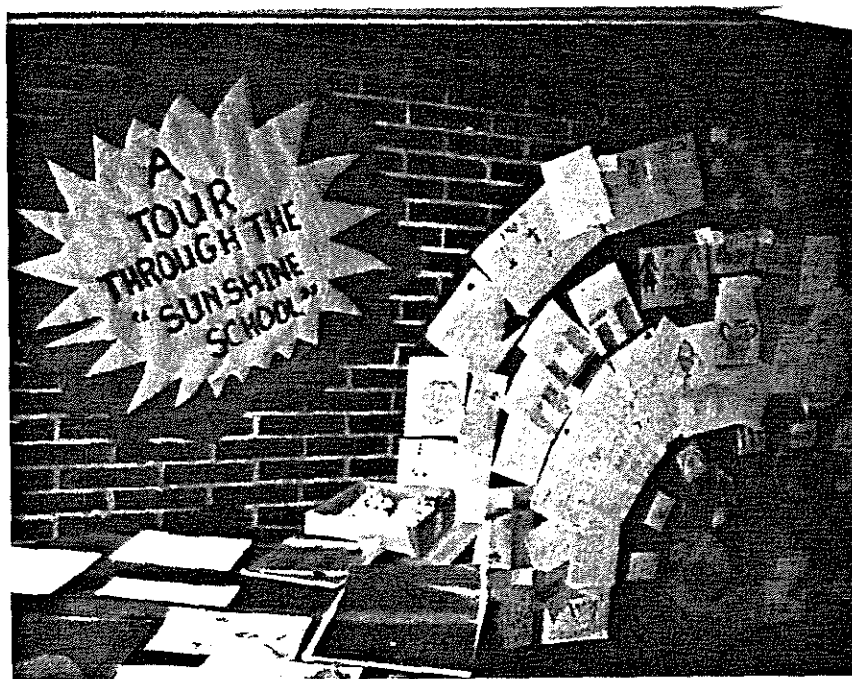
STEP 2 (LARGE GROUP)
DETERMINE CHARACTERISTICS
OF MESSAGE

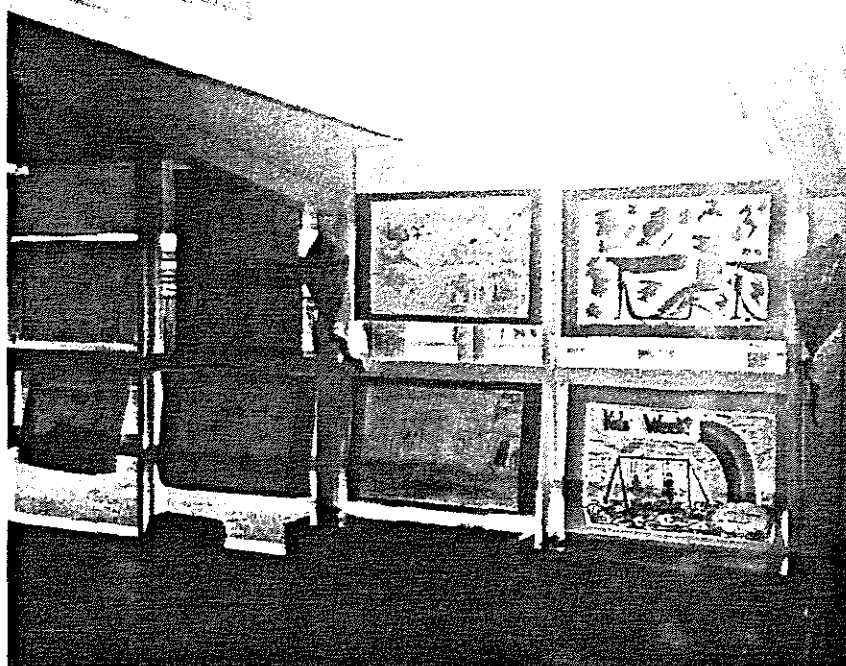
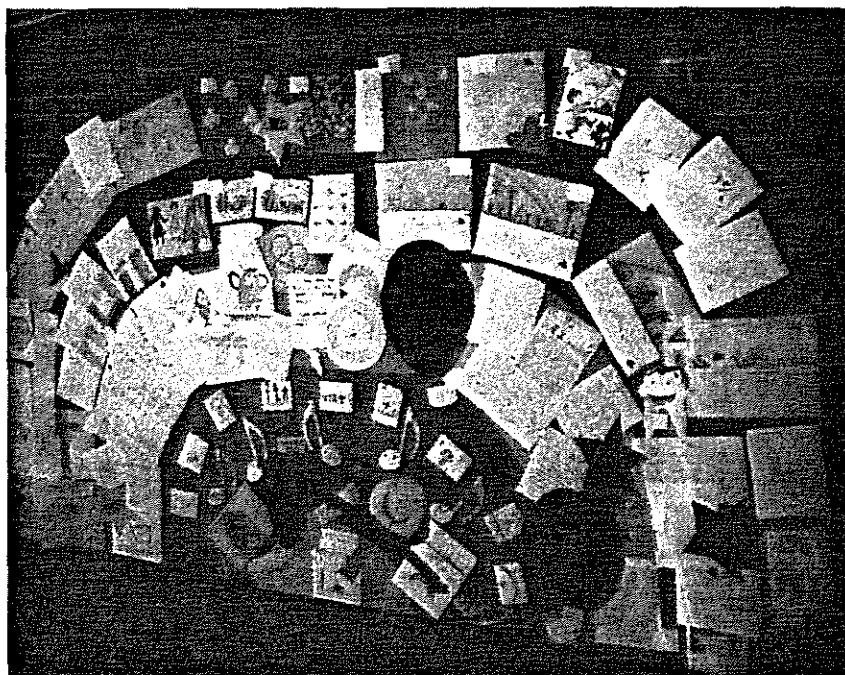


STEP 3
SELECT MEDIUM *

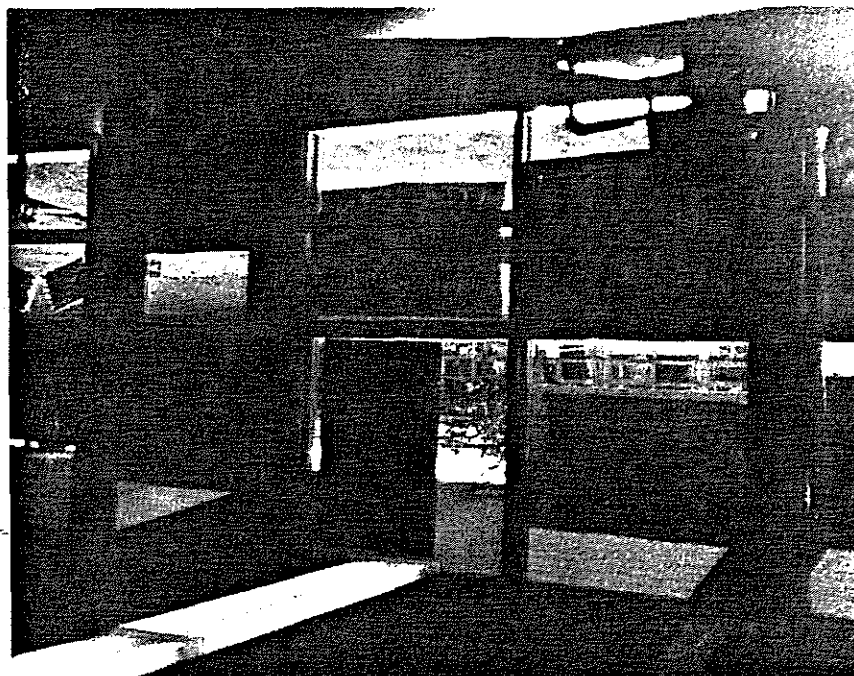
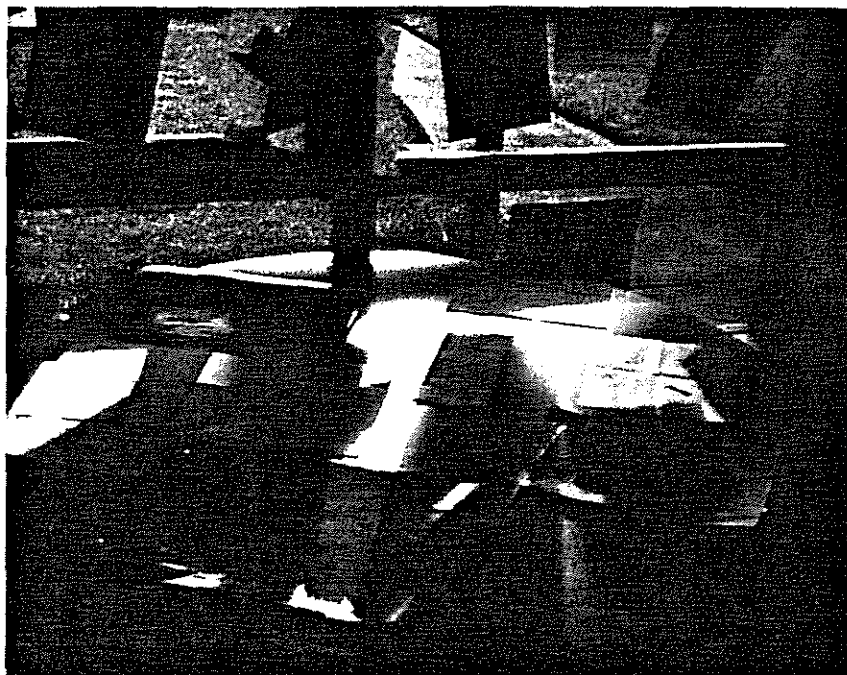
INDIVIDUAL MEDIA SUGGESTED ORDER OF PRIORITY

PICTURES OF PRESENTATION

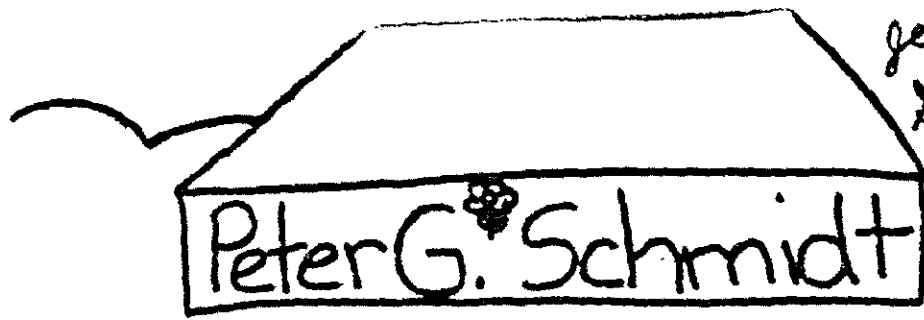




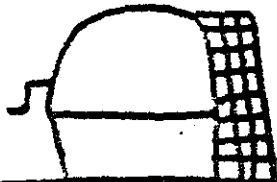
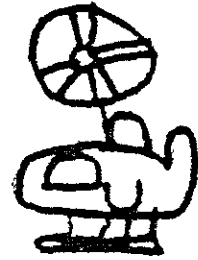




LETTERS



Genoa
Shepard
RM.12



Peter G.



TUMWATER SCHOOL DISTRICT NO. 33

6600 CAPITOL BOULEVARD • TUMWATER, WASHINGTON 98501-5598 • TELEPHONE 943-2276

March 25, 1983

Merle Davis, Principal
Peter G. Schmidt Elementary School
6600 Capitol Boulevard
Tumwater, Washington 98501

Dear Merle:

On behalf of the school board I extend thanks to you and Administrative Intern Donna Mellander for the fine program presentation you made during our March 24 meeting.

The displays of student work were impressive as well as colorful and the videotape provided a nice orientation to the school, its people and programs. The theme "Tour of the Sunshine School" was particularly engaging.

The entire presentation was obviously the product of a great deal of work and planning and indicates the kind of positive learning climate which exists at Peter G. Schmidt.

Thanks for a job well done.

Sincerely,

Sandi Gray
President,
Tumwater School Board

SG:is

Please note: A signature has been redacted due to security concerns.

NORMAN R. WISNER
Superintendent

BRUCE D. RANDALL
Asst. Superintendent

GEORGE R. WOODRUFF
Asst. Superintendent

May 3, 1983

Donna Mellander

Dear Donna:

Thanks for your recent presentation of the "Sunshine School" videotape you produced as part of your administrative internship at Peter G. Schmidt Elementary. As a member of the school board, I was impressed with the initiative and creativity you demonstrated in planning and completing this project.

The use of videotape as a means of orienting students, parents and visitors to a school is an excellent idea and should prove to be most worthwhile at Peter G. Schmidt.

Sincerely,

Mary Baker, Member
Tumwater School Board

TUMWATER SCHOOL DISTRICT NO. 33

6600 CAPITOL BOULEVARD • TUMWATER, WASHINGTON 98501-5598 • TELEPHONE 943-2276

April 15, 1983

TO: Donna Mellander--Michael T. Simmons
FROM: George R. Woodruff
SUBJECT: School Board Presentation

Let me express my appreciation for the last two presentations you have made before the School Board. Your presentation and video-tape of the Peter G. Schmidt students was an excellent way to represent program and staff/student feelings.

I also enjoyed your review of the TOPS program.

GRW/vlw
cc: Bruce Blaine

Peter G. Schmidt Elementary School

6600 CAPITOL BOULEVARD
TUMWATER, WASHINGTON 98501

MERLE E. DAVIS
PRINCIPAL

TELEPHONE
357-6692

Donna Mellander as part of her administrative internship at Peter G. Schmidt Elementary School, assessed the staff in all areas and using this information produced a video tape presentation of life here at the school. The presentation involved the area of curriculum as well as the general school life.

The video production was presented to the school board and also shown to the public at the annual Kid's Fair.

Mrs. Mellander devoted a great deal of time and energy to this project and the results were excellent and well received by the staff, school board and the parents.

Merle E. Davis
Principal

Please note: A signature was redacted due to security concerns.

TUMWATER SCHOOL DISTRICT NO. 33

6600 CAPITOL BOULEVARD • TUMWATER, WASHINGTON 98501-5598 • TELEPHONE 943-2276

April 7, 1983

Donna Mellander
Peter G. Schmidt Elementary
6600 Capitol Boulevard
Tumwater, Washington 98501

Dear Donna,

As a staff member of Peter G., I would like to extend my appreciation for your efforts in the creation of "A Tour through the Sunshine School". The product was truly an outcome of your enthusiasm and exhibited the feeling of our school and its climate. This process was well utilized to show all of our staff and students to the community members who are unable to visit.

Thank you for taking the time, effort and energy to share the feelings of Peter G. with all who viewed your film. You let "our sun shine".

Very truly yours,

Kathy Wise

Please note: A signature was redacted due to security reasons.

NORMAN R. WISNER
Superintendent

BRUCE D. RANDALL
Asst. Superintendent

GEORGE R. WOODRUFF
Asst. Superintendent

April 8, 1983

Mrs. Donna Mellander
Peter G. Schmidt Elementary School
6600 Capitol Way
Tumwater, Washington 98501

Dear Mrs. Mellander:

I had the opportunity to view your videotape "A Tour of the Sunshine School" and the children's work at the Fun Night on April 6, 1983. As a retired school teacher of 25 years and an aunt of one of the children at Peter G., I found this an enchanting way of showing-off the children and their school. You really transported me back to the classroom which brought back many fond memories.

This seems like a good method of communicating to the public a school and its climate. The children truly love their school and it is apparent that this caring is shared by and from their teachers and other staff members. I appreciated the opportunity to view this film and hope that it continues to be available to share with other parents and relatives from this area.

Sincerely,

Madeline Turpin
Retired Teacher - Federal Way School District

Peter G. Schmidt

Kids Fair

April 21, 1983

BAKE SALE: It's time to tempt our senses and share our favorite recipes at our PTO BAKE SALE, FRIDAY MAY 6th. This year the bake sale will be part of our Kids Fair activities. Kids-Fair - unlike our past carnivals - will be a free event. Parents will not be buying tickets nor paying admittance. So we'd like lots of cookies, cakes, pies, brownies, cupcakes, candies, snacks etc. to make this our biggest and best bake sale ever. If you can contribute please bring all food items to the school Friday May 6th from 8:30 am to noon. Please have all items wrapped and clearly labeled - and please no items that require refrigeration. Thanks so much - every year our bake sale has been a huge success thanks to all of you. Any questions call : Lori Olmstead

FINGERPRINTING will be done in the music room during Kids Fair. Several of our dads in Law Enforcement and cadets from the Sheriff's Dept. will be on hand. This is a no cost activity, but a parent or guardian must be present. The cards will be given to adults only to take home for your records. Any questions call: Sue Engelke

PLANT SHOW DISPLAY - for grades K-6th. Let your imagination run free and share the results with all at Kids Fair. Possibilities are endless - potted flower arrangements, cut-flower arrangements, houseplants, cactus gardens, decorated trees and???????. Bring all displays to the school before class Friday May 6th. Certificates will be presented to all who participate. Any questions call: Becky Adams

CAKE DECORATING DISPLAY - for grades K-6th. Try not to eat too much of the icing off as you decorate any size cake any way you want. All cakes will be sold in a silent Chinese auction between 6-7pm during Kids Fair. Please bring all decorated cakes to the school Friday May 6th from 8:30 am to noon. Certificates will be presented to all. Any questions call: Lori Olmstead

ALL OF THIS AND MORE AT KIDS FAIR FRIDAY MAY 6TH!!!!!! DON'T MISS IT!!

SPECIAL NOTE: Stop by and take "A Tour through the Sunshine School" Videotape presentation of our school featuring YOUR children as the "actors"! We assure you of an enchanting trip through Peter G., a happy place to be. . . .!