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Stephen Lee Sabatini
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THE IMPACT OF THE CLOSED CIRCUIT TELEVISION
PROGRAM ON THE COMMUNICATION
PROCESS AT THE CHELSEA
HEIGHTS SCHOOL

by
Stephen Lee Sabatini

A Thesis Report

Submitted in partial fulfillment of the requirements of the
Master of Arts Degree
of
The Graduate School
at
Rowan University
(May 1, 2004)

Approved by
Professor

Date Approved 4-04-04

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ABSTRACT

Stephen Lee Sabatini
THE IMPACT OF THE CLOSED CIRCUIT TELEVISION
PROGRAM ON THE COMMUNICATION
PROCESS AT THE CHELSEA
HEIGHTS SCHOOL
2003/04
Dr. Dennis Hurley
Master of Arts Degree in Educational Leadership

This case study was conducted at the Chelsea Heights School in Atlantic City, New Jersey. The study required implementing a closed circuit television program for the Chelsea Heights School. The purpose of this study was to understand and measure the effectiveness of a closed circuit television program on the communication process and camaraderie at the Chelsea Heights School. The case study was designed to improve communication and camaraderie at the Chelsea Heights School. The program included the Flag Salute, Song of the Month, morning announcements, and special events.

For this case study the researcher used a small convenience sample. The study included the entire Chelsea Heights staff and the student participants were randomly selected.

The study required observing the students and staff before, during, and after the Chelsea Channel 2 Program. This information was recorded in a descriptive journal. The staff members were administered a survey on the impact of the program on the communication process and camaraderie.

The data was coded and entered into the SPSS Statistical Program. The research revealed that the Chelsea Channel 2 Program had a positive impact on the communication process and camaraderie at the Chelsea Heights School.

MINI-ABSTRACT

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Chapter 1

Focus of the Study

The case study was designed to improve communication and camaraderie at the Chelsea Heights School. The study required implementing a closed circuit television program for the Chelsea Heights School. The program included the Flag Salute, Song of the Month, morning announcements, and special events. On Fridays, the program aired The Chelsea News Show. This program included the local news, the school's news, weekend weather, and a lead story. The children starred in the production of the programs. The program was directed by the Music Teacher and filmed by the Technology Coordinator. The Science Teacher was responsible for the editing process. Once the children were trained they took command of the filming and editing process. Each television in the school was wired to a central monitor that feeds into a digital video camera. The monitor can also feed into a VCR so the entire school can view a program at the same time.

Students, parents, faculty, and staff members all had an active interest in the case study of the program. Communication was a key element in the success of any organization. Modern technology was an excellent means to implement communication.

Statement of Purpose

The study was designed to determine the effectiveness of the Chelsea Channel 2 Closed Circuit Television Program on the Chelsea Heights School in order to enhance the communication process and camaraderie of the Chelsea Heights School's students and staff members.

The purpose of this study was to implement and understand the effectiveness of the Chelsea Channel 2 Closed Circuit Television Program at the Chelsea Heights School using a case study design. The study resulted in a feasible report to inform the administration and teachers on the effectiveness of the program as it pertains to communication and camaraderie. The use of a closed circuit television program means providing administrators, teachers, and students with an opportunity to innovatively and creatively communicate simultaneously in an efficient manner.

This study made a contribution to the interest of the participants, which included the faculty, administration, and students at the Chelsea Heights School. Communication and camaraderie are of utmost importance in any organization or business. This would apply to an educational institution as well.

The Chelsea Heights School had no set time to conduct the flag salute and there were no morning announcements. This often caused confusion for students and staff, which lead to being misinformed about issues. The objective was to conduct the flag salute and morning announcements at a set time. It helped to develop a routing and camaraderie for students and staff alike.

Definitions

Editor: 1. A machine designed specifically to alter video/audio so as to make it more suitable for ones purpose.

2. Someone who edits (or changes) a manuscript, a book or series of books, a newspaper, a film, radio or television material.

3. Script: The written text of a play, movie or broadcast used in a production of a performance.

4. Storyboard: A visual and auditory description of a production.
5. Pre-production: The process where one brainstorms, develops, writes and lays out a presentation.
6. Production: The process where one records a project.
7. Post-production: The process where one manipulates the audio and video recorded in such a manner as to develop a final product.
8. Wide Shot: A camera shot where the audience sees most or all of an area or group of people.
9. Medium shot: A camera shot where the subject fills in part of the screen. (Example: person from the waist up)
10. Close-up: A camera shot where the camera is zoomed in tight on a subject showing great detail.
11. Head Shot: A camera shot showing a person from the shoulders up.
12. Zoom: Usually a rocker switch that moves between W (wide) and T (telephoto). It enables one to view objects at a distance.
13. Panning: Pivoting the camera to the right or the left.
14. Firewire: A cable that directly downloads both audio and video into your computer.
15. Import: To download something into your computer.
16. Clip Shelf (Bin): An area that holds all imported video on your computer.
17. Imovie: A computer program designed to edit the audio and video of film clips.
18. Thumbnail: It is the first frame of each clip you see in both the clip shelf and the clip viewer.
19. EMR: Educable mentally retarded

20. MH: Multiply Handicapped

Limitations

The major limitation of this study was the inability to generalize the findings to a larger population because the study used a small convenience sample.

The study could not be replicated someplace else because of socioeconomic status, demographics, and culture.

The study was limited to a short time frame.

Setting of the Study

Atlantic City Public School District is located in Atlantic City, New Jersey. Atlantic City started out as a small fishing village. Over the years, as the boardwalk, amusement piers, and hotels were constructed, they attracted thousands of tourists to the city each summer. The town was dubbed the, "The Playground of the World." The town was primarily a summer resort. The town had some famous hotels such as The Traymore, The Marlboro Glenhiem, The Claridge, The Shelburne, The Dennis, The Ambassador, and Haddon Hall. Some of these hotels such as The Claridge and Haddon Hall (Resorts Hotel and Casino) still stand as casinos today. After casino gambling passed for Atlantic City in 1976, the industry changed. By 1978, the first casino to open was Resorts International, which was formerly Haddon Hall. This event would change Atlantic City and its population forever.

Atlantic City is now a resort town whose primary industry is casino gambling and tourism. After casino gambling was passed the town became a year round resort. The

city has thirteen casinos, which attracts the majority of tourist to the area. The casino industry is by far the largest employer of the South Jersey region. Over 40,000 people are local residents of Atlantic City, however the city receives an influx of over 100,000 visitors every single day.

Atlantic County has a population just over a quarter of a million people. Whites (non-Hispanic) account for approximately 63.9% and 12.2% are Hispanic or Latino. Black or African Americans account for 17.6% of the population. American Indian and Alaska Native persons only account for 0.3% of the population. Almost 12% of the residents were foreign-born. High school graduates, percent of persons twenty-five or older account for 78.2% of the population. Residents with a Bachelor's degree or higher, percent of persons twenty-five or older account for 18.7% of the population. More than 20% of residents age 5 and greater report speaking a language other than English in their households (Census, 2000). Evidence of Atlantic County's increasing diversity can be seen further in the demographics of each school. In addition to its student population, Atlantic City Public Schools is a sending district for three additional municipalities in Atlantic County. They include Ventnor, Margate, and Brigantine, New Jersey.

Due to the fact that the casinos are open twenty-four hours a day, many parents find it difficult to attend school functions. Many of the students in the Atlantic City School District come from single family homes. Many of the children in Atlantic City come from a lower class income family.

The Atlantic City School District consists of eleven schools. There is one high school and ten elementary schools. The Atlantic City High School services 2,675 students, which includes EMR (Educable Mentally Retarded) students. The New Jersey Avenue

School services 526 students, which includes EMR (Educable Mentally Retarded) and MH (Multiply Handicapped) students. The grade levels range from Kindergarten through Seventh Grade. The Richmond Avenue School services 357 students, which includes a self-contained classroom. The grade levels range from Kindergarten through Fifth Grade. The Venice Park School services 38 preschool handicapped students. The Dr. Martin Luther King School services 709 students, which includes two self-contained classrooms. The grade levels range from Kindergarten through Eighth Grade. The Brighton Avenue School services 478 students. The Ohio Avenue School services 380 students, which includes one self-contained classroom. The Chelsea Heights School services 336 students. The Texas Avenue School services 406 students from Kindergarten through Sixth Grade. The Indiana Avenue school services 457 students, which includes one self-contained classroom. The grade levels range from Kindergarten through Seventh Grade. The Uptown School Complex services 845 students, which includes one self-contained classroom. The grade levels range from Kindergarten through Eighth Grade. All eleven schools in the district service 7,280 students. Of these students 3,647 are male and 3,559 are female (NJDOE, 2002).

The following information was taken from the 2002-2003 New Jersey Teachers' Salary Survey. The Atlantic City School District is one of the highest paid districts in the South Jersey area. The salary with a Bachelor's Degree ranges from \$39,990 to \$73,274. The Salary with a Bachelor's Degree plus thirty credits ranges from \$42,411 to \$75,695. The salary with a Master's Degree ranges from \$43,621 to \$76,950. The salary with a Master's Degree plus thirty credits ranges from \$46,042 to \$79,327. The salary data is based on fourteen increments. The salary data was also indicated the existence of

longevity. The average increase of the district for 2002 to 2003 was \$4,611 (NJEA Review, 2002).

The school budget was passed for the 1998-1999, 2000-2001, 2002-2003 and 2003-2004 school year.

The Chelsea Heights School is located in the Chelsea Heights area of Atlantic City. The Closed Circuit Television Project was conducted at the Chelsea Heights Elementary School. Chelsea Heights services 340 students from Kindergarten through Seventh Grade. The Kindergarten through Sixth Grade is conducted in the main school building. The Seventh Grade level is conducted in trailers behind the school.

Most of the children from the Chelsea Heights School come from families with a low socio-economic status.

As of September 3, 2003, 223 students receive free lunches. The number of students who receive reduced lunches is 64 and the number of students who receive paid lunches is 41.

The principal goes to great effort to have a successful open house. This includes notices sent home several times, a prize raffle for parents, refreshments and food. With all these enticements the total attendance rate for parents is only 57% for the Chelsea Heights School.

The percentage of students with IEPs (Individualized Education Program) is 13%. The first language spoken at home is 72% English, 18% Spanish, 3% Bengali, 2% Gujarati, 2% Cantonese, 1% Urdu, and 2% other. The Chelsea Heights classes are very diversified (NJDOE, 2002).

The average class size at the Chelsea Heights School as of the 2001-2002 school year was 17.4 students per class. This is lower than the state average which is 20.4 students per class. The average student attendance rate for the 2001-2002 academic year was 96.2%; the state average was 95.0%. The student mobility rate was rather high at 21.2%; the state average was 13.8%. The student suspension average was 12.4%; the state average was 4.6%. The student faculty ratio was 14.1 to 1; the average ratio was 12.3 to 1. The student/computer ratio was 1.8 to 1. The state average was 4.7 to 1. The students at Chelsea Heights School have five hours and fifteen minutes of student/teacher instruction time.

For the 2001-2002 academic year 76% of the faculty held Bachelor of Art or Bachelor of Science Degrees. The percentage of faculty that held Master's Degrees was 24%. No faculty members held a Doctoral Degree (NJBOE, 2003).

The following data reflects the ESPA (Elementary School Proficiency Assessment) results for the 2001-2002 academic school year. The percentage of students who were advanced proficient in Language Arts was 4.5%. The percentage of students who were proficient in Language Arts was 54.5%. The percentage of students who were partially proficient in Language Arts was 40.9%. The percentage of students who were advanced proficient in Mathematics was 0%. The percentage of students who were proficient in Mathematics was 27.3%. The percentage of students who were partially proficient in Mathematics was 72.2%. The percentage of students who were advanced proficient in Science was 4.5%. The percentage of students who were proficient in Science was 54.5%. The percentage of students who were partially proficient in Science was 40.9%.

The Chelsea Heights School is one of the smallest schools in the district. The students and staff create a friendly learning environment. Even though parent involvement is rather low, the parents that are involved in the school are very helpful for the most part.

Organization of the Study

The study required observing the students and staff before, during, and after the closed-circuit television program. The study also required surveying the staff members on the impact of the communication process of the program. The staff was randomly selected for the survey. Chapter Four consists of data analysis. The project conducted was a case study, which was of a structured nature. Due to the nature of the study, the observation data had to be analyzed on an ongoing basis. The study required administering a post survey at the end of the study. The data was organized into two major categories. The categories were the post survey of the students and staff and the observations of the students and staff. The data was coded and organized into graphs. The objective was to analyze the data to test the questions.

Chapter Two

Review of the Literature

The Chelsea Heights School had no set time to conduct the flag salute and there were no morning announcements. This often lead to confusion for students and staff, which can cause them to be misinformed. This lack of information also caused students and staff to feel uneasy about the days events. The objective was to conduct the flag salute and morning announcements at a set time. It helped to develop a routing and camaraderie for students and staff alike.

Clear, concise communication is vital for the success of any organization. Without good communication new projects and ideas cannot be properly utilized. A closed circuit television program is an excellent means to implement communication. A closed circuit television program can also be useful if the entire school needs to see a program at the same time.

For many years educators have used media to accomplish various instructional objective such as developing background for particular topics or motivating student reaction (Kortner, 1988). The strong appeal of visual media continues to make film, television, and video educational tools with high potential impact (Kortner, 1988).

The VCR makes it possible for educators to watch an exciting program for twenty minutes and then discuss elements of mood, suspense, characterization, setting and conflict and then view the film again and then discuss the topic again. Many educators feel the VCR is simple to operate, portable, and inexpensive (Farmer, 1987). Another teacher alleges that because students live in a media oriented world, they consider sight and sound a “user friendly” medium (Post, 1987).

Boyd and Robitaille (1987) offers suggestions for using mass media to generate topics for a composition workshop designed for the college writer but is adaptable for lower levels. They concentrate on advertising images but also use movies and television series to foster critical thinking while writing (Kortner, 1988).

The mass media is an important part of the environment in which today's students learn to listen, read, speak, and make meaning of their lives. With a properly designed course of instruction media can be used to channel a student's enthusiasm and route it to an educationally successful goal (Kortner, 1988). A closed circuit television program can allow an entire school or an entire grade level to view a program at the same time. This saves time and allows students to receive information at different grade levels simultaneously. A closed circuit follow up activity could include interviews of students at different age levels on their opinion or comments of the video, whatever the video may be.

Fourth graders in the Meroby School in Mexico, Maine produced a weekly news program that is transmitted to all classrooms by closed circuit television. The classroom teacher is responsible for the preparation of the program, working on the reading, writing, and oratorical skills of the children. Teachers and students use their creativity to come up with new programming ideas (Nielsen & Sassi, 1994). At this school, the gifted and talented teacher works with the classroom teachers on the programs. Students spend about three hours on a half-hour program. This is outstanding because it would be rather difficult to have a student work this long on a subject. The show can take many forms such as contemporary news, theme shows, or other special programs created by the students (Nielsen & Sassi, 1994). The program started out small with one camera, a

table and chair, and a small room and grew substantially over the years. Students involved in the projects often showed unexpected talents and ideas (Nielsen & Sassi, 1994). Students from the second grade gifted class all the way up to high school were able to adapt the general ideas of Broadcast News to suit the needs of the project. The students writing and communication skills improved as they wrote and performed for a real live audience. The teachers and students found ways to incorporate Science, Social Studies, Mathematics, Art, Music, and Physical Education into the programming (Nielsen & Sassi, 1994). The program's success was dependent upon the students, teachers, community, and administration. Broadcast News metamorphosed into a focal point project that encompassed many areas of the curriculum (Nielsen & Sassi, 1994).

Elementary school students from grades third through fifth at Hopkins Magnet Academy in Victoria, Texas write, produce, and broadcast their schools morning announcements using a closed-circuit video network system (Hamilton, 1997). The morning announcements are just one of the many multimedia publishing activities performed by the students at Hopkins Academy. The announcements have to be prepared each day on time and the real life excitement of a deadline seems to motivate the students. Different students are selected to write and broadcast the announcements each day. Teachers are responsible for the selection process of the news team. Volunteers are plentiful, so finding replacements for absent newscasters is never a problem (Hamilton, 1997). Third, fourth, and fifth graders are allowed to fill in for the newscaster positions. The lower grade students first learn the ropes by doing some type of technical duties (Hamilton, 1997). In addition to doing the morning announcements, teachers use the video publications team and the equipment to tape special events or produce infomercials

about programs and important happenings on campus (Hamilton, 1997). A closed-circuit television program is a great way for students to get involved in writing, investigating, reporting, and communicating what they have learned while they incorporate high-end technology (Hamilton, 1997).

A closed circuit television program can develop into many different forms, with many unique origins. The program can also tap into all areas of the curriculum. It can also discover many hidden talents of the children. Most importantly it can be used at any and all age and ability levels. The program can even be used for mass communication of any subject matter. The Chelsea Heights closed circuit television program was a great asset for the students and staff at the Chelsea Heights School.

Chapter 3

Design of the Study

The Chelsea Channel 2 Closed Circuit Television Program was implemented during the 2003-2004 academic school year. The classrooms each have a cable television set as well as the media center, offices, and support staff rooms. The fifth, sixth, and seventh grade instructors were required to help with the implementation of the program. The instructors hand picked the students to star in the program. The students learned how to film, edit, write a script, use a story board, and brainstorm for ideas for shows during pre-production. The students were responsible to film the shows during production. The students were required to learn each and every job. If any students were absent then another student could substitute their position in the production of the show. The members of the production were required to learn basic filming terminology. The crew members were given a vocabulary test at the beginning of the year. This helped them understand the fundamentals of film production. The film crew learned how to shoot wide shots, medium shots, close-ups, and head shots. They also learned to zoom in and out in order to get wider and tighter shots. The cameraman also learned how to pan the camera left or right during the filming of conversations between the reporter and the interviewee. During the editing process the students were required to import the images from the digital camera via the firewire to the iMovie computer program. After the shots were edited, the credits were added, and the sound track was manipulated the students would then export the information back to the digital camera so that a professional finished product could be shown to the students and staff.

This study was designed to measure the impact of the Chelsea Channel 2 Closed Circuit Program on the communication process and camaraderie at the Chelsea Heights School.

The case study required the use a small convenience sample. The study required the Chelsea Heights staff to be surveyed.

The data was organized into three major categories, which included the effects of the program on camaraderie, morale, and communication at the Chelsea Heights School. A Statement of Informed Consent accompanied the survey. The survey was disseminated to the staff members and returned in order for the data to be analyzed. (see Appendixes A & B) The staff members returned twenty-seven surveys for data analysis. The survey consisted of fifteen questions total. The first question required a yes or no response; which asked if the respondent ever viewed the Chelsea Channel 2 Program. Thirteen questions used a Likert Scale, which required a forced-choice response. These thirteen questions were worded positively. There were five possible choices, which included; strongly agree, agree, undecided, disagree, and strongly disagree. One question asked about the quality of the Chelsea Channel 2 Program. This question also required a forced-choice response and the choices were; outstanding, excellent, good, fair, and poor. The last question was open-ended which required a short written response.

The data was then coded in order to find patterns and meaning in the data. The data was organized and reduced to a manageable form on 3X5 cards (Mills, 2000). The two major categories were responses to the communication process and responses pertaining to camaraderie. The responses were given a rubric of 5-1. The response of strongly agree, were given a five. The responses of agree, were given a four. The responses of

undecided were given a three. The responses of disagree, were given a two and responses of strongly disagree, were given a one.

The case study then required to data to be placed into the SPSS Statistical Program for further data analysis to be computed. The two major categories: the impact on the communication process and the impact on student and staff camaraderie were then further analyzed and the information was placed into bar charts and histograms for easy readability. The bar charts and histograms were included in the appendixes of the report. Also included in the report is a table, which contains all the percentage responses to each of the survey questions.

Chapter 4

Presentation of the Research Findings

The Chelsea Channel 2 Program had a positive impact on the communication process at the Chelsea Heights School. The Chelsea Heights staff was administered a survey pertaining to the effectiveness of the Chelsea Channel 2 Program on the communication process and morale of the students and staff members. A descriptive journal of the students, staff, and administration was kept during the Chelsea Channel 2 Program case study. Most staff members agreed that the Chelsea Channel 2 Program had a positive impact on the communication process and morale of the staff at the Chelsea Heights School. Most staff members also agreed that the Chelsea Channel 2 Program had a positive impact on the communication process, morale, and camaraderie on the students at the Chelsea Heights School. An entire breakdown of the data from the survey was organized into a table for easy readability. This information is included in Table 1. (see Appendix C)

The last question of the survey asked, “What would you like to see included on the Chelsea Channel 2 Program in the future?” (see Appendix D)

The CC2 Program included the Morning Announcements as well as special educational programs. The Morning Announcements included the Flag Salute, the Song of the Month, the Weather Report including the Weekend Outlook, the Lunch Menu, along with a special daily message for the students and staff. The program was filmed by the Chelsea Channel 2 Staff daily. The Chelsea Channel 2 Staff edited the program on Mondays, Wednesdays, and Fridays. One crews were responsible for the editing process,

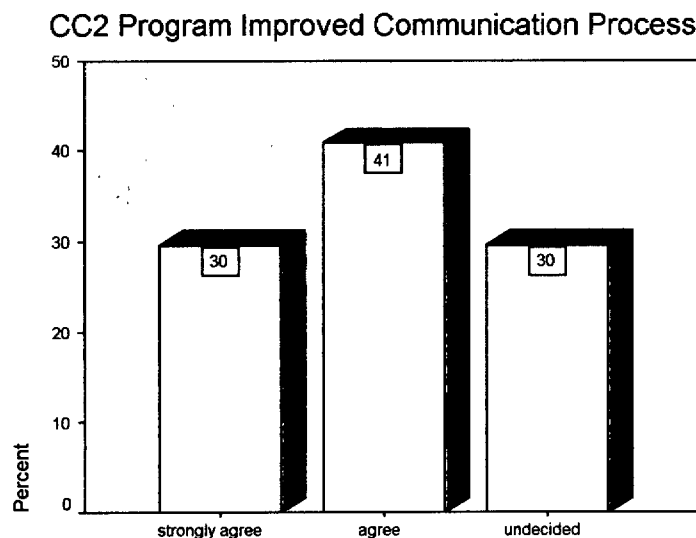
another crew was responsible for the filming of the programs, another crew was responsible for the cue cards for the stars of the programs, and still another crew was responsible for the shows props. Each member of the Chelsea Channel 2 staff was able to perform any duty, however certain students began to adopt certain jobs. Some students preferred to be on film while other students enjoyed working behind the scenes. By the beginning of December 2003 the students usually were doing the same job on a regular basis.

The principal also gave important messages to the students and staff members via the Chelsea Channel 2 Program. The Chelsea Channel 2 staff members were responsible to write the scripts and gather the information for the Chelsea Channel 2 Program. For example, a crew of students was responsible for the Weather Report. They would have to locate the weather report on the Internet and write a script to be recorded for the program. Another crew of students was responsible for converting the lunch menu into a script that could be recorded for the program. Other crews were responsible for the Song of the Month and the Flag Salute.

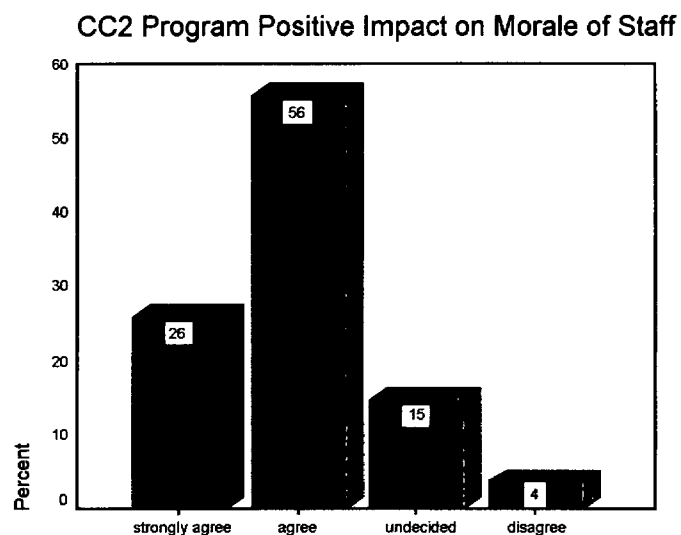
Crews were also given special assignments. One crew was responsible for interviewing the physical education teacher for a Special Physical Education Report on the Presidential Physical Fitness Award. Another crew was responsible for interviewing the school nurse for a Special Health Report. Still another crew was responsible for interviewing teachers and recording special lessons for educational programs on the Chelsea Channel 2 Program. Assemblies such as the Winter Festival and Award's Assemblies were recorded and edited for the Chelsea Channel 2 Program. This way the

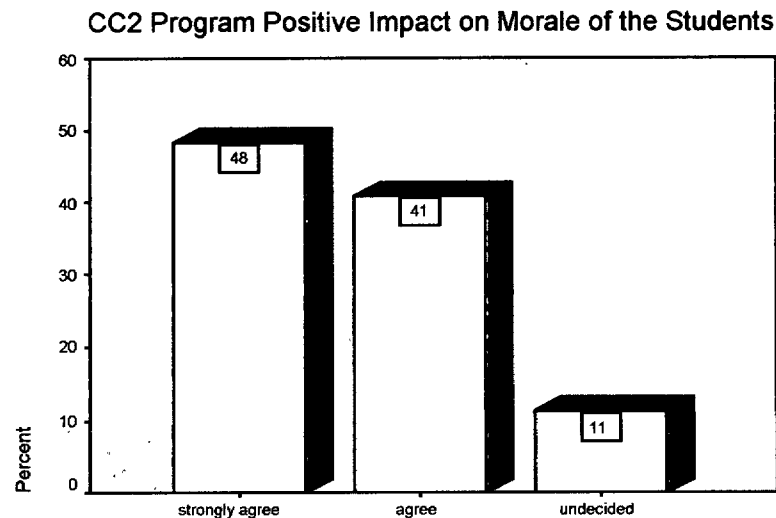
entire school could see the program at the same time. Also, the students that were in the program could see themselves on the television program.

The students that were involved in the filming and editing process were extremely critical of their work. The students never before performed this level of professional work ethics. The students were also very conscious of the time constraints of the program. The students knew they had deadlines and they were sure to finish the production on time. It was observed that the Chelsea Channel 2 crewmembers enjoyed producing the shows. The students and staff often mentioned how they enjoyed watching the Chelsea Channel 2 Program. The staff and students would comment about how the Chelsea Channel 2 Program improved the communication process by giving them an idea of what their day would include. The program also allowed communication between students and teachers at different grade levels. The students also commented how it was convenient knowing what was being served for lunch. The following graph was the output result of the Chelsea Channel 2 Television Survey as it pertains to the communication process.



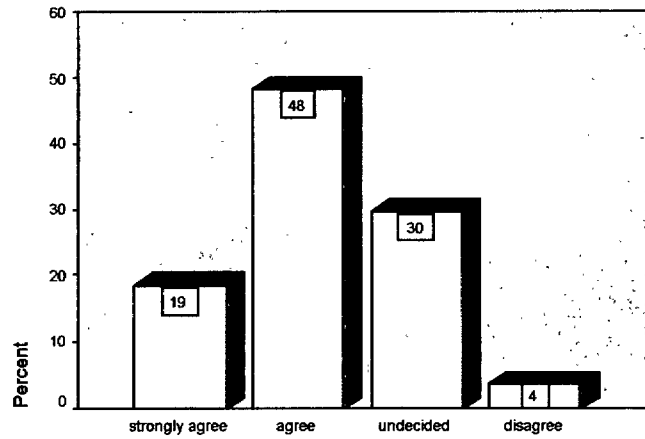
The administration was greatly appreciative of the Chelsea Channel 2 Program. They commented on how it improved communication of the students and staff on a daily basis. The administration also liked the fact that both the students and staff were involved in the program. The students, staff, and administration considered the Chelsea Channel 2 Program a success as it relates to the morale of the students and staff. As the program continues it will improve even more. The following graphs are the output results of the Chelsea Channel 2 Staff Survey.



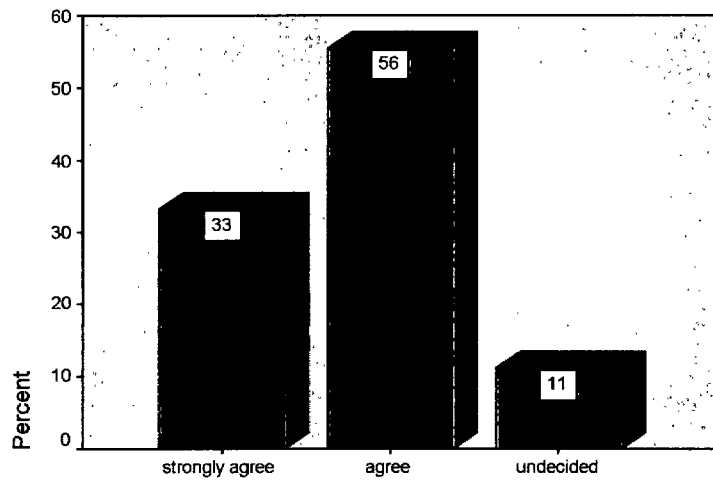


The students commented on how they liked to see fellow students on the Chelsea Channel 2 Program. Other students and staff members alike often complemented the stars of the program for doing a fine job. The students seemed to enjoyed seeing themselves on film. The students also seemed to enjoy viewing their classmates on film. The students and staff members involved in the programs were extremely helpful with the production. Once people got involved their enthusiasm and effort increased and then even more people were involved with the production. The students and staff members working together to attain a common goal increased camaraderie. The students and staff members were both involved with ideas for special programs. The following graphs are the output results of the Chelsea Channel 2 Staff Survey.

**CC2 Program Positive Impact on Comaraderie
of the Staff**

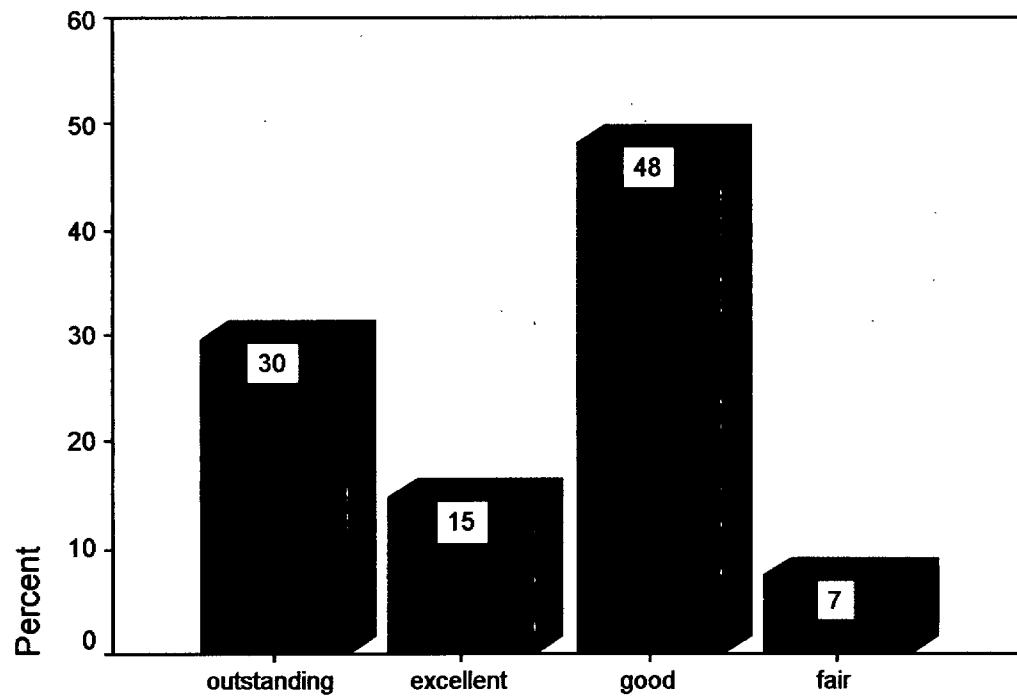


**CC2 Program Positive Impact on Camaraderie
of the Students**



The Chelsea Channel 2 Program grew with ideas throughout the year. Both the students and staff discovered new ideas and the ideas morphed into more creative ideas. For example, the science teacher had a fossil lab filmed by the Chelsea Channel 2 crew. This particular show documented the students creating their own fossil out of Plaster of Paris. After this, the science teacher decided to document the beach replenishment of Absecon Island. The beach replenishment started at the North end of the island in the Inlet, which is in Atlantic City. The Chelsea Channel 2 crewmembers decided to host the documentation of the Beach Replenishment Special. This would have never been possible without the Chelsea Channel 2 Program. The majority of the staff at the Chelsea Heights School agreed that the program was of a quality standing.

The Quality of the Chelsea Channel 2 Program



Chapter 5

Conclusions, Implications, and Further Study

The Chelsea Channel 2 Program had a positive impact on the communication process at the Chelsea Heights School. Both the students and staff at the Chelsea Heights School looked forward to watching the Chelsea Channel 2 Program each scheduled day. Prior to the Chelsea Channel 2 Program many of the classrooms did not salute the flag in the morning. The Chelsea Channel 2 Program made it easy for each and every classroom to salute the flag each day. This helped develop a routine for the teachers and students alike. The days when the program did not air the children still wanted to do the flag salute, they would even sometimes remind the teacher about saluting the flag.

The morning announcements also included the Song of the Month. This included songs like America, America the Beautiful, and The Star Spangled Banner. These songs also helped develop a routine and also even made it possible for many students to learn these patriotic songs. Surprisingly some of the children never heard these songs before. In essence these songs gave the students and staff structure and gave them a feeling of being part of this great country, America.

The weather with the Weekend Outlook was included in the Morning Announcements. The crewmembers of the Chelsea Channel 2 Program were responsible to research the weather. This aspect of the program was highly educational. A crewmember was responsible to research the weather via the Internet. The crewmember would usually use www.weatherchannel.com. The weather would then be printed out from the computer.

Another crewmember was responsible to transcribe the weather text on a cue card. The researchers and the actors of the program developed a close working relationship. For example, the researchers knew exactly what size wording the actors preferred. The researchers also knew intuitively what style of writing the actors liked to work with. In fact, certain actors preferred to work with only certain researchers. In time the crews developed into a tight knit team that functioned as one. It was fascinating to see different personalities develop. It was also interesting to see each crewmember adopt certain roles. Each member took pride in their work and they were all conscious of the strict timelines of a television production.

The next part of the program was the lunch menu. The crewmembers would get the food items of the day from the monthly lunch menu. The actors would often overemphasize certain words to make the menu seem more appetizing. It was rather humorous to see the actors develop into their own stage persona. The students and staff seemed to enjoy knowing what was to be served for lunch each day.

Finally, the program would end with an inspiring message of the day. These were often words from the principal. For instance, the message would be, "Success is the only option" or "Not knowing how to read is a crippling disease."

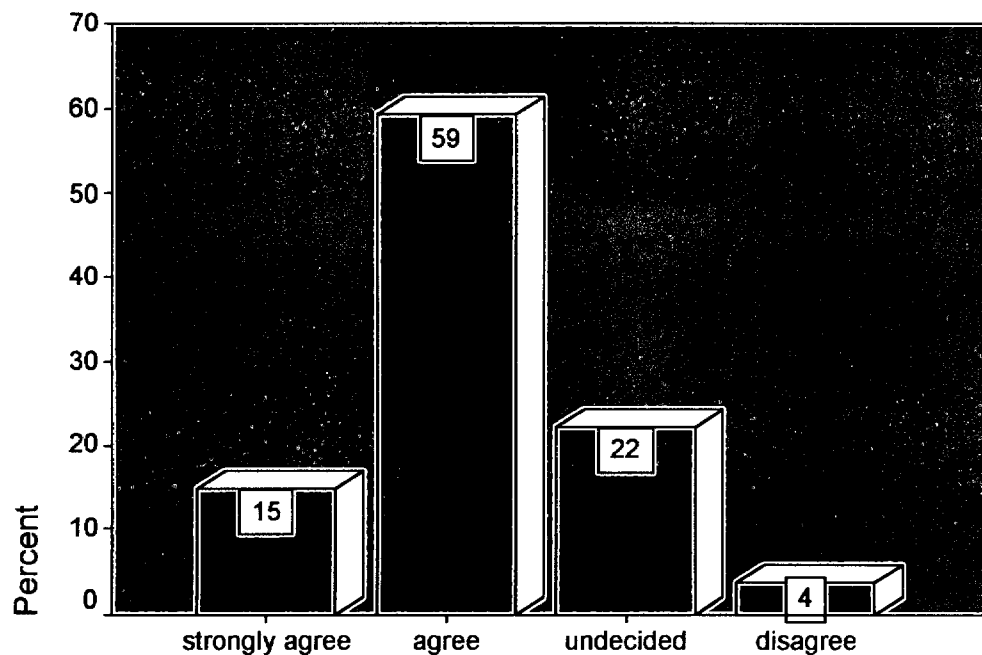
The Morning Announcements would air on Mondays and Fridays. The Chelsea Channel 2 crewmembers were constantly working on the program.

The camera crew and editing crew were the most intense of the group. They basically ran the show. Teachers were only needed for supervision. Each crew knew its job and took pride in their trade. It was an amazing and rather refreshing site. Camaraderie and morale appeared to be at its highest ever.

The Chelsea Channel 2 aired special programs once every few weeks. They included a Special Health Report, a Physical Education Special, a Beach Replenishment Special, a Winter Festival Show, and several Spanish Lessons. The program even had guest teachers perform mini-lessons such as creative ways to do long division and interesting Science labs. Everyone seemed to get involved in the program as time went on. As more feedback was received from the staff the program improved even more. New ideas were always being introduced into the program.

After researching the data and observing the staff and students it became apparent that the Chelsea Channel 2 Program was also educational for many reasons. The Chelsea Channel 2 Television Survey results on education are shown below.

CC2 Program Positive Impact on Educational Process



The staff of the Chelsea Channel 2 Program was required to research any and all information included in the program. The Chelsea Channel 2 staff members had to research the information, write a script, rehearse the act, record the program, import the program into iMovie, edit the program, add credits and effects to the film, export the final product back to the camera via the firewire and then finally air the program. The crew had to deal with technical difficulties, they had to learn new technical terms, learn to manipulate a new computer program, along with reading, writing, recording, acting, and editing. It was beautiful to see the children working together in such harmony.

The Chelsea Channel 2 Program itself was also educational in its content. The Flag Salute and Song of the Month helped develop a routine and patriotism in the classroom. The Health Special on communicable diseases helped teach children how to prevent the spread of germs and how to have good hygiene. The Physical Education report taught children how to develop a work out routine to stay in good shape. The Beach Replenishment Special taught children about erosion and their local environment. The beach replenishment took place on Absecon Island where the children reside. The Chelsea Channel 2 Program became an intricate part of the school day.

Throughout this case study the researcher learned about many different aspects of leadership growth. Most importantly, a researcher cannot do it alone. An educational leader without followers is a person working alone. Without followers there can be no leadership growth. The researcher also learned that people need to be trusted and at the same time must be periodically checked for progress. The majority of the staff members adopted the program from the start while others took a while to get on board. There were

some laggards that never really joined the program even though they watched it. Perhaps these individual will be more interested in the program in the 2004-2005 academic year. It is imperative for a researcher to have a detailed proposal in order to conduct a quality case study. It is also paramount to document any and all information attained during the study. The task list was extremely helpful in order to keep a general idea of time increments and what needed to be accomplished in that time period.

The Chelsea Channel 2 case study was related to ISLLC Standard 1: “A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community (Ubben, Hughes, & Norris, 2001, p.392).” The strand further states, that an administrator has a knowledge and understanding of effective communication (Ubben, Hughes, & Norris, 2001). The Chelsea Channel 2 Program had a positive impact on the communication process. On a daily basis communication was improved between both students and teachers alike. Furthermore, the administration was able to disseminate pertinent information to the students and staff.

The Chelsea Channel 2 case study was related to ISLLC Standard 2: “A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth (Ubben, Hughes, & Norris, 2001, p.393).” The strand further states, that an administrator has a knowledge and understanding of the role of technology in promoting student learning and professional growth (Ubben, Hughes, & Norris, 2001). The Chelsea Channel 2 Program was

educational in its content. Furthermore, the crew members of the Chelsea Channel 2 Program were required to research information via the Internet and any other sources that were necessary. The crew was then responsible to transcribe the information into a script, rehearse the program, record the program, import the file, edit the file, export the file, and then air the show. Each of these steps required learning new skills and developing new ideas. Educational programs such as, Special Health Reports, Beach Replenishment Programs, and Science and Mathematics mini-lessons were aired during the academic year.

The Chelsea Channel 2 Program was related to ISLLC Standard 4: “A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interest and needs, and mobilizing community resources (Ubben, Hughes, & Norris, 2001, p.395).” The strand further states, that an administrator has knowledge and understanding of emerging issues and trends that potentially impact the school community (Ubben, Hughes, & Norris, 2001). The researcher recorded and aired the District Wide Oratorical Contest and aired the program for the Chelsea Heights School. As it turned out a students from the Chelsea Heights School won the contest. Without the Chelsea Channel 2 Program the students, teachers and classmates would not have been able to see the winning presentation.

The Chelsea Channel 2 Program was also related to ISLLC Standard 6: “A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing larger political, social, economic, legal, and cultural context (Ubben, Hughes, & Norris, 2001, p.397).” The strand further states,

that an administrator has knowledge and understanding of the importance of diversity and equity in a democratic society (Ubben, Hughes, & Norris, 2001). The Chelsea Channel 2 Program was bilingual. The program aired shows in both Spanish and English. There was also educational mini-lessons teaching proper Spanish. The researcher was sure to see that each ethnic group from the school was represented on the programs. Everyone had an equal opportunity to take part in the programming.

After the Chelsea Channel 2 Program was introduced to the school morale and camaraderie was improved. This was noted from data analysis and a descriptive journal. The program gave students on the Chelsea Channel 2 crew a common goal which helped them to learn teamwork. The students appeared to enjoy seeing each other on television and would often complement each other on their performance. More and more students and staff members became interested in the program as the academic year progressed. Next year the program should be an even greater success with better ideas and improved programs. To attain even more conclusive evidence, the researcher would have to conduct another cycle of research.

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Appendix A
STATEMENT OF INFORMED CONSENT

Statement of Informed Consent

I agree to participate in a study entitled "The Impact of the Closed Circuit Television Program on the Communication Process at the Chelsea Heights School", which is being conducted by Stephen L. Sabatini, the Science Teacher at the Chelsea Heights School. The purpose of this study is to evaluate the impact of the Chelsea Channel 2 Program on the communication process at the Chelsea Heights School. The data collected in this study will be analyzed and will be submitted for publication in a research journal.

I understand that I will be required to answer a survey pertaining to the communication process in our school.

I understand that my responses will be anonymous and that all the data gathered will be confidential. I agree that any information obtained from this study may be used in any way thought best for publication or education provided that I am in no way identified and my name is not used.

I understand that there are no physical or psychological risks involved in this study, and that I am free to withdraw my participation at any time without penalty.

I understand that my participation does not imply employment with the state of New Jersey, Rowan University, the principal investigator, or any other project facilitator.

If I have any questions or problems concerning my participation in this study I may contact Stephen L. Sabatini at (609) 343-7272 ext. 4825

(Signature of Participant) (Date)

(Signature of Investigator) (Date)

APPENDIX B
CHELSEA CHANNEL 2 TELEVISION SURVEY

Atlantic City Public Schools
1809 Pacific Avenue
Atlantic City, New Jersey
08401

Chelsea Heights School
4101 Filbert Avenue
Atlantic City, New Jersey
08401

Note: When answering this survey please keep in mind the viewers of the program, as well as the students and staff involved in the production of the program.

Chelsea Channel 2 Television Survey

1. Did you view the Chelsea Channel 2 Television Program?

Circle One

Yes

No

2. The Chelsea Channel 2 Program improved the communication process at the Chelsea Heights School.

Circle One

strongly agree agree undecided disagree strongly disagree

3. The Chelsea Channel 2 Program had a positive impact on the morale of the staff at Chelsea Heights School.

Circle One

strongly agree agree undecided disagree strongly disagree

4. The Chelsea Channel 2 Program has a positive impact on the camaraderie of the staff at the Chelsea Heights School.

Circle One

strongly agree agree undecided disagree strongly disagree

5. The Chelsea Channel 2 Program has a positive impact on the morale of the students at the Chelsea Heights School.

Circle One

strongly agree agree undecided disagree strongly disagree

6. The Chelsea Channel 2 Program has a positive impact on the camaraderie of the students at the Chelsea Heights School.

Circle One

strongly agree agree undecided disagree strongly disagree

7. The quality of the Chelsea Channel 2 Program is:

Circle One

outstanding excellent good fair poor

8. The Chelsea Channel 2 Program has a positive impact on the educational process at the Chelsea Heights School.

Circle One

strongly agree agree undecided disagree strongly disagree

9. The Chelsea Channel 2 Program has a positive impact on the communication process as it relates to the students' writing skills.

Circle One

strongly agree agree undecided disagree strongly disagree

10. The Chelsea Channel 2 Program has a positive impact on the communication process as it relates to the students' oratorical skills.

Circle One

strongly agree agree undecided disagree strongly disagree

11. The Chelsea Channel 2 Program has a positive impact on the communication process as it relates to the students' listening skills.

Circle One

strongly agree agree undecided disagree strongly disagree

12. The Chelsea Channel 2 Program has a positive impact on the students' reading skills.

Circle One

strongly agree agree undecided disagree strongly disagree

13. The Chelsea Channel 2 Program is interesting.

Circle One

strongly agree agree undecided disagree strongly disagree

14. The Chelsea Channel 2 Program should continue next year.

Circle One

strongly agree agree undecided disagree strongly disagree

15. What would you like to see included in the Chelsea Channel 2 Program in the future?

Short Answer

APPENDIX C

CHELSEA CHANNEL 2 TELEVISION SURVEY RESULTS TABLE

Table 1

Questions	Extent of Agreement in Percent				
	SA	A	U	D	SD
2. The Chelsea Channel 2 Program improved the communication process at the Chelsea Heights School.	29.6	40.7	29.6	X	X
3. The Chelsea Channel 2 Program had a positive impact on the morale of the staff at Chelsea Heights School.	25.9	55.6	14.8	3.7	X
4. The Chelsea Channel 2 Program had a positive impact on the camaraderie of the staff at the Chelsea Heights School.	18.5	48.1	29.6	3.7	X
5. The Chelsea Channel 2 Program has a positive impact on the morale of the students at the Chelsea Heights School.	48.1	40.7	11.1	X	X
6. The Chelsea Channel 2 Program has a positive impact on the camaraderie of the students at the Chelsea Heights School.	33.3	55.6	11.1	X	X
7. The quality of the Chelsea Channel 2 Program is:	X	X	X	X	X
8. The Chelsea Channel 2 Program has a positive impact on the educational process at the Chelsea Heights School.	14.8	59.3	22.2	3.7	X
9. The Chelsea Channel 2 Program has a positive impact on the communication process as it relates to the students' writing skills.	14.8	33.3	40.7	11.1	X
10. The Chelsea Channel 2 Program has a positive impact on the communication process as it relates to the students' oratorical skills.	51.9	40.7	7.4	X	X
11. The Chelsea Channel 2 Program has a positive impact on the communication process as it relates to the students' listening skills.	33.3	51.9	11.1	3.7	X
12. The Chelsea Channel 2 Program has a positive impact on the students' reading skills.	11.1	44.4	37.0	7.4	X
13. The Chelsea Channel 2 Program is interesting.	25.9	63.0	7.4	3.7	X
14. The Chelsea Channel 2 Program should continue next year.	59.3	29.6	11.1	X	X
15. What would you like to see included on the Chelsea Channel 2 Program in the future?	X	X	X	X	X

SA=Strongly Agree A=Agree U=Undecided D=Disagree SD=Strongly Disagree

APPENDIX D
OPEN ENDED QUESTION RESPONSES

Open-Ended Question Responses

15. What would you like to see included on the Chelsea Channel 2 Program in the future?

- Other classes being interviewed about various topics.
- Variety of students in front of camera. Sound much improved, topics must be reformatted; Administrative support of involvement (principal daily positive words to students).
- Current events.
- What is going on in the classrooms? - Short shots
- Implementation of Science, Social Studies, and Language Arts skits/projects.
- Staff interviews. Spot light on students- i.e. Student of the Month. Student in community doing something above and beyond. *Keep up the good work!
- Trivial Pursuit/ Jeopardy "Game Show"
- 1. Holiday information such as a little History/Skit/Readings. Veterans Day, MLK, Presidents, etc.
 - 2. A total set time when all staff definitely will tune in.
 - 3. Great Job!
- Entertainment.
- Spanish Program.
- Different formats that highlight different students, teachers, staff members, parents, and classrooms.
- A chance for all grades to participate in some way.
- Interview with support staff, professional staff, students, and parents. Mini-lesson (brief but profound) on a volunteer basis.

- Current programs are good. Would like to see more activities that inform the happenings within the school.
- Continue doing the great job.

Biographical Data

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