

# Pottsgrove School District

## Guidelines for Media in the Classroom

**Preface:** PGSD values media as instructional resources and tools to promote engagement, learning, debate, and differentiated instruction. PGSD supports this value by purchasing and maintaining databases and streaming media collections. There are many exemplary uses of media in our classrooms. The purpose of this document is to make explicit the acceptable/non-acceptable uses of media and the professional judgment that should accompany its use. The same policy/guidelines also apply to all resources used in the classroom.

### **Classroom use of film/video *may not* serve the following purposes:**

- Reward for student behavior, achievement, after testing, or early finish of unit/lesson
- Time filler
- “Drop in” substitute lesson plan
- Study hall activity
- Entertainment, including before holidays, half days, and testing
- Any use that does not connect to an explicit and direct curricular context and instructional purpose (see below)

### **Classroom use of film/video *must*:**

- Abide by copyright law and “Fair Use” provisions
- Relate directly to the curriculum (essential questions, skills, content/concepts, vocabulary, processes, and applicable standards)
- Correlate specifically to explicit instructional objectives of the lesson
- Include use of organizers, activities, questions/discussion, formative assessments

**\*\* Requirement: In all cases, as part of the planning process for using a full length, fiction film/video during the school day, the teacher must preview the film/video and in advance submit form (see attached) for approval by the building principal or designee.**

### **Professional judgment *must include decisions about*:**

- Selecting segments, scenes chosen specifically for a purpose versus showing the entire film/video
- When and how reading the book/story and viewing a film/video version of the book/story is valuable and justifies the amount of time to do so (see above, “Selecting segments...”)
- Choosing the most appropriate and highest quality film/video available
- Developing viewing guides, application activities, formative assessments, etc. to accompany the film/video viewing and to implement the instructional objectives
- Determining appropriate places to stop the film/video for processing (to clarify, question, or comment)
- Providing a context for the viewing and providing questions to ask about the film/video (e.g., filmmaker’s perspective/bias--“There is no such thing as a neutral text,” issues surrounding fiction versus nonfiction, and cultural context issues of time and place.)
- Choosing appropriately for age of students: grade level and developmental stage

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## Approval Form: Full Length Film/Video for Classroom Use

**Note: This form must be submitted and approved before the film/video may be used in the classroom. Submit form to building principal, who will then review the form and advise the teacher and director of education of the decision.**

Teacher(s) \_\_\_\_\_ Date \_\_\_\_\_

Course/Grade level \_\_\_\_\_ Unit \_\_\_\_\_

Title of film/video \_\_\_\_\_ Copyright date \_\_\_\_\_

Rating \_\_\_\_\_ Length of film/video \_\_\_\_\_

Number of other full length films/videos included in current curriculum for this course/content area  
\_\_\_\_\_

Summary of critical reviews:

Instructional purpose (learning objectives):

Rationale for showing film/video in entirety rather than using excerpts:

Standards/Benchmarks addressed (number and descriptor):

Skills addressed:

Content addressed:

**Concepts addressed:**

**Learning activities that will implement learning objectives (before, during, and after) viewing of film:  
(Attach lesson plan)**

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**Principal's Signature** \_\_\_\_\_

**Approved**\_\_\_\_\_ **Not Approved**\_\_\_\_\_

**Comment(s):**

Copies to Teacher and Director of Education