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The Seven Methods of Co-Teaching

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THE SEVEN METHODS OF CO-TEACHING

A Capstone Experience/Thesis Project
Presented in Partial Fulfillment of the Requirements for
the Degree Bachelor of Arts with
Honors College Graduate Distinction at Western Kentucky University

By
Courtney S. Cheatwood

Western Kentucky University
2013

CE/T Committee: Approved by
Dr. Sam Evans, Advisor
David Brinkley
Ami Carter

Advisor
College of Education & Behavioral Science
ABSTRACT

How a person is taught in the classroom can shape who they’ll become in their future. While each teacher has a different style and approach to success, there’s always room for improvement. Co-teaching is a recently developed process that involves a primary and secondary pair of teachers who instruct a classroom simultaneously through seven different methods. “The Seven Methods of Co-Teaching” is a video project that fully outlines the co-teaching process with interview, descriptions and demonstrations of the methods and benefits of co-teaching. These videos will be used to ensure that P-12 classroom teachers have background knowledge on co-teaching, and they will serve as training modules for student-teaching cooperating teachers and classroom teachers working with teacher candidates during early clinical experiences. They will primarily be distributed to student teachers at Western Kentucky University, but they will also be shared with other institutions across the Commonwealth of Kentucky that interested in the co-teaching process.

Keywords: Co-Teaching, Western Kentucky University, School of Journalism and Broadcasting, Undergraduate Capstone, Television Production
Dedicated to my family and friends, my biggest supporters
VITA

March 9, 1991……………………………………Born – Elizabethtown, Kentucky

2005-2009……………………………………Elizabethtown High School,
Elizabethtown, Kentucky

2009-2013……………………………………Western Kentucky University,
Bowling Green, Kentucky

2012……………………………………………..High Five Entertainment Intern,
Nashville, Tennessee

2013……………………………………………..Hitcents Intern,
Bowling Green, Kentucky

FIELDS OF STUDY

Major Field: Broadcast Communication - Concentration: Television and Film Production

Minor Field: Creative Writing

Minor Field: Digital Advertising
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CHAPTER 1

PREFACE

At the beginning of this semester, I was torn about what to produce for my Capstone/Thesis Project. After graduation, I plan to focus on producing commercials and PSA’s, so I was thinking about producing a series of one of the two. Then, through a mutual friend, I was put into contact with Dr. Sam Evans, the Dean of the College of Education & Behavioral Science, who needed someone to produce instructional and informational videos about the process of co-teaching for the Student Teaching Program at WKU. I was thrilled about this opportunity, because although it isn’t a commercial or a PSA, the instructional and informational aspects of it make the function similar. Although I’ve done these types of pieces before, producing for a real-world client and working with real-world subjects have proven to make the toughness of this project beyond that of any previous projects I’ve produced. Not only has this project been tough to plan and produce, but it’s given me knowledge of a world outside of broadcasting. Learning about the growing process of co-teaching and the impact it has on education has been one of the most rewarding aspects of this entire project. I’m proud to have produced a quality piece for my senior Capstone/Thesis project, but I’m even more proud to know that my efforts will be used to help shape the future of education.
CHAPTER 2

INTRODUCTION

Co-teaching is a newly developing process of teaching where two teachers simultaneously teach a classroom of students through one or more of the seven methods involved. Typically, one teacher will be the main, full-time teacher and the other teacher will be the assistant or student teacher. The idea behind utilizing two teachers at once is to give students more student-to-teacher time so that they will receive the attention and education they need. Although many may not realize it, most teachers have already used at least one of the seven co-teaching methods. St. Cloud State University took a deeper look into the co-teaching process and discovered that implementing the co-teaching process in a classroom has proven to be more beneficial to both the students and the teachers involved. For this reason, many educational institutions want to implement the process into their programs in hopes of one day switching the entire teaching/learning process from the traditional style to the co-teaching style.

Just like other institutions across the United States, Western Kentucky University also wants to convert their education program to the co-teaching method. Dr. Sam Evans, the dean of the department, and the professors within the department are hoping to make the traditional style of teaching obsolete in their student teaching program so that one day, it may be obsolete in all schools.
Because of the complexity of the co-teaching process, Dr. Evans believed that a DVD as an educational aid would be very beneficial to those learning about the teaching process. Not only will the students learn about co-teaching through classroom lectures, but teachers will also be able to show the DVD or parts of it to complement their lessons. Dr. Evans also plans to keep several copies available for students to rent if they need to spend one-on-one time watching and studying the different chapters of the DVD on their own time. The DVD will also be used as an aid in the co-teaching training seminars that teachers and student teachers are required to go through to be eligible to co-teach. If needed, Dr. Evans will also share the DVD with other institutions throughout the Commonwealth of Kentucky who also want to learn about and/or implement co-teaching into their institution. Although the DVD format is the primary format of “The Seven Methods of Co-Teaching,” I also will create a YouTube channel and upload individual videos per request from Dr. Evans. This distribution format will be more convenient and will be capable of achieving a farther reach.

The final DVD includes five chapters. The first chapter of the DVD serves as an introduction to co-teaching. This chapter includes sound bites and interview clips with accompanying text slides that introduces the process to the viewer and explains what co-teaching entails. The interviewees are professors at Western Kentucky University who have received extensive training on co-teaching and are eligible to give factual statements and trusted opinions on the process.

The second chapter of the DVD outlines the benefits of the co-teaching process. In this chapter, the same interviewees explain the benefits that the process can bring for both teachers and students. It compares co-teaching to traditional teaching and describes
the ways in which co-teaching provides a more desirable and specialized experience for all involved. This chapter will also include sound bites and interview clips with accompanying text slides.

The third chapter of the DVD outlines the steps that are needed to be taken in order to implement the co-teaching process in an institution. This chapter will describe what steps teachers, student teachers, and school administrators need to take to ensure that the process is implemented successfully. It also describes the challenges that may be faced during the implementation process.

The fourth chapter of the DVD outlines the seven different methods that are involved in the process of co-teaching. As each method is being described verbally, the viewer will see accompanying text slides and b-roll footage from three real-life classrooms as the teacher and student teacher in the classroom conducts the method. The classrooms involved are Mr. Alex Hall’s classroom at Greenwood High School in Bowling Green, KY, Ms. Wanda Faulkner’s classroom at Bowling Green High School, and Ms. Heather Payne’s classroom at Cravens Elementary School in Owensboro, KY.

The fifth and final chapter of the DVD will serve as a conclusion chapter that briefly summarizes what all other chapters have covered. It also ties up any loose points and covers any miscellaneous information that is important for the reader to know. This chapter also includes sound bites and interview clips with accompanying text slides.

The production of “The Seven Methods of Co-Teaching” involved an extensive pre-production phase. This phase lasted from February to March. The length of this phase was necessary due to everything that had to get covered before production could begin. During the pre-production period, I spent time to understand what Dr. Evans and his
colleague, Dr. Rebecca Stobaugh, wanted to see from the final product and outline their ideas into video format. I also had to retrieve names from teachers in surrounding counties that have both a student teacher and knowledge of co-teaching. Once I retrieved these names, I had to email each teacher to ask for their participation and help with the video. Once I received the permission, I sent them the necessary release forms and emailed the principal of their school to describe my project and ask for their permission to visit the school. Then, I had to schedule dates to visit each classroom and film. During this time, I also scheduled an interview date with Dr. Stobaugh. While doing all of this, I worked on constructing the thesis for the Honors College and the production book for my BCOM 482 class, and I retrieved the necessary equipment from WKU.

Once the pre-production planning was complete, I was able to begin production. On their respective days, I conducted an interview with Dr. Stobaugh in her office at Gary Ransdell Hall. For the interview, I used a camera with a DVCAM tape, a tripod, a lavaliere microphone, and lights. I made sure to have back-up DVCAM tapes and camera batteries with me. The interview lasted approximately forty-five minutes, but with set-up and breakdown, I was with the interviewee for approximately an hour. When I went to visit the classrooms, I arrived at the schools on their respective days and was there when the school day began. With Mr. Hall, I only filmed his first period class, which lasted approximately an hour and a half. With Ms. Payne, I was able to stay with her class longer since there aren’t as many class shifts in the elementary school. With Ms. Faulkner’s class, I visited her first and second period class. When I visited each school, I brought with me a camera with a DVCAM tape, a tripod, and a boom microphone. As with the interview, I made sure to have back-up tapes and batteries with me.
After production was completed and I had collected all of the shots and interview that I needed, I began post-production. To begin post-production, I transcribed my interviews. This process alone took a lot of time, but it was necessary to see what sound bites I had so that I could pick and choose the strongest ones and then organize them by topic. After I completed the transcribing, I uploaded the interview and b-roll from the classrooms to a timeline in Adobe Premiere Pro CS5, my preferred non-linear editing program. Once I had all of my footage in Premiere, I was able to start organizing the clips into the order they needed to be in. I then created text slides to go with the interview so that the viewers can easily take notes if they desire to. After organizing the interview clips, text slides, and b-roll into their appropriate positions, I laid quiet background music over top of the video to add some dimension to the final product. Once the entire piece was cohesive and complete, I asked for approval from various production experts, including Professor Brinkley. After I felt confident in the final piece, I was able to start exporting it to DVD.

The final product will be delivered to Dr. Evans on DVD. He is able to share it with whoever he pleases and can make copies if necessary. Also, per his request, I will upload each component of the final product to a YouTube channel for him to share with others.
CHAPTER 3

METHODOLOGY

To ensure that “The Seven Methods of Co-Teaching” was as professional as possible, I chose to use a Sony HDV camera from the School of Journalism and Broadcasting’s rental room. I decided that for my interview shots, it was best to use the traditional stationary camera style of interviewing. I made this decision because my project isn’t meant to be creative and artistic, it’s meant to inform and instruct. While creative and moving interview shots are interesting, I didn’t want to let those types of shots distract from the purpose of the video. However, during the b-roll shoots, I decided to move my camera from place to place. While I couldn’t use a dolly or any other similar piece of equipment because of the limited space to move in the classrooms, I did move the camera around to get different angles of each method. Also, I needed to be as discreet as possible so that I wouldn’t distract the students from their lessons.

The method of filming that I chose for my project seemed to be the most appropriate choice for the style of video that I needed to achieve. Collecting my footage in this way allowed me some creativity while still maintaining a professional, learning environment for the viewers.

To collect the audio, I chose to use two separate types of microphones. For the interview, I used a lavaliere microphone to achieve the most personalized sound from my interviewee. For the b-roll shots, I used a boom microphone to collect enough sound so
that the viewer could figure out how the method was working without being distracted by what the teachers were teaching at the time. These two types of microphones were the most appropriate choices for a producer who is producing a piece on their own, because they are both manageable by one person and don’t require maintenance other than frequently checking the levels, yet they also fulfill their purpose.
CHAPTER 4

CHALLENGES AND SOLUTIONS

Throughout the production of “The Seven Methods of Co-Teaching,” I faced numerous challenges that were demanding and difficult to overcome. When I first took on this project, I predicted that it would be challenging because of the need to reach into the community. The challenges I faced throughout each phase of production not only tested my patience, but also tested my time management skills, my problem solving skills, my production skills, and my dedication. Although I knew from the beginning that this project wouldn’t be an easy task, I chose to take it on anyways, because I knew that I would receive a valuable experience from it. I had every opportunity to create a project based off of my own ideas solely for myself and my Capstone requirements, but I chose to not go this route. In order to be able to face the real-world after graduation, I needed to give myself a real-world experience by working with a real client. Knowing that this project was being created for someone else’s purpose put a lot of pressure on me, but also made me serious about completing it well.

Most of the challenges I experience with this project came during the pre-production phase. The first challenge I experienced was finding school teachers who met the requirements for my video but were also willing to participate. I met with Dr. Stobaugh several times to discuss teachers in Warren County and Owensboro who met the criteria. From there, I had to find contact information for each teacher on my list and
either send them an email or give them a phone call. Although I attempted to contact nearly twenty teachers, I only had approximately four reply that were eager to help out and get in on the project. From here, I had to decide which teachers to choose by keeping their experience and demographics in mind. Finally, I was able to confirm with three teachers.

The second and biggest challenge I experienced with this project was the mix-up with the IRB. I questioned Dr. Baylis on whether or not my project required approval from the IRB because I saw it listed on the Honors proposal form, and she referred me to Paul Mooney for a definite answer. I described my project to Mr. Mooney in as much detail as possible, but a misunderstanding occurred due to inconsistencies in the definitions of certain Broadcasting terms. In thinking that my project might need IRB approval, I had to put the majority of my project on hold. During this time, I wasn’t able to communicate with the school teachers, because if approval was needed, I would’ve had to have gained the approval before I could contact anyone that would be involved in the video. Finally, I was able to meet with Professor Brinkley who was able to submit a letter to the IRB and more successfully describe my project and why it didn’t qualify. Professor Brinkley’s letter was approved by the IRB and I was allowed to resume work on the project. This three week process was stressful, but I’m thankful that I was able to get clarification instead of taking a risk.

The third challenge I experienced was scheduling. This challenge was probably the most frustrating of them all, because it’s extremely difficult to get the schedules of five busy people to agree with each other. With the school teachers, I was told to give them a week’s notice, but that I could come on any day. Once I finally found a date that
worked with my schedule and I emailed them about it, they informed me that they had forgotten to tell me about their Spring Break, and that my proposed date fell during that time. With Mr. Hall and Ms. Faulkner, I was able to reschedule immediately after their Spring Break. With Ms. Payne, though, I was informed that her student teacher was leaving to teach in Spain on the day they returned from Spring Break. She had another student teacher that she could use, but she had to give that student teacher the required training first. For this reason, my visit to her classroom was pushed far back. Then, I had to decide when to schedule an interview with Dr. Stobaugh. This wasn’t as challenging as scheduling with the school teachers, but it was still difficult because we were all very busy. I finally was able to secure a date and time with Dr. Stobaugh, and the interview went well.

The next challenge I encountered was the interview set-up. I conducted the interview in the interviewee’s office in Gary Ransdell Hall. The office is small and cramped, so it was a bit difficult to successfully arrange the equipment in it. The lighting in the interview is not ideal, because I wasn’t able to move the lights where I needed them to go and there was a lack of outlets. Therefore, I had to make-do with the space I had and sacrifice perfect lighting for the sake of obtaining the entire interview within the time frame I was given.

The fifth challenge I encountered occurred during the classrooms. While it wasn’t an impossible challenge, I had to figure out how to successfully collect all of the footage I needed without distracting the students from their lessons. This was extremely important as I had promised the teachers that I would be discreet before I arrived to film. I didn’t want to anger them and make them regret offering their help, so I had to be
careful with the movements I made. I kept to the corners of the rooms as much as I could and made sure that my transitions between shots were smooth and silent.

The final challenge I encountered is a challenge that comes along with nearly every video production: making post-production decisions. While having a lot of great footage is a good problem to have, it’s also difficult having to choose which parts to cut, even if those parts hold value. Also, figuring out the best possible arrangement for the footage is a difficult task. I always find myself wishing that I had the time to play around with every possible combination, but in real-world productions, that just isn’t feasible.

Despite the stress I felt from the challenges that were presented to me during this project, I’m thankful that I experienced them. I feel that working through these challenges has made me a stronger producer and has made the project more rewarding.
CHAPTER 5

STRATEGY

Although it may have been audacious, I decided to take on all roles in involved in the production of “The Seven Methods of Co-Teaching” with only the guidance of my mentors and the employees of the Technology and Resource Center, who helped with post-production questions. I chose the strategy of making this project a one-man’s job for several reasons.

First, I wanted to be able to experience all aspects of a full production. While assigning crew members to tasks and managing them within those tasks is important to know, I had already had experience in that role. Making myself experience all of the roles needed in a full production helped to make me more knowledgeable and confident in myself. Also, not being able to rely on someone else to get the job done showed me great independence.

Secondly, I knew that my busy schedule would not be able to conform to a crew’s work of schedules. If I was to have a full crew for this production, I would’ve needed a flexible schedule that could work with around ten people. Since Fridays have basically been my only day to work on this project throughout the semester, I knew that I wouldn’t be able to accommodate that many people. Realizing this ahead of time kept me from relying on others for a job and then having to go to plan B when something went wrong.
Lastly, I knew that I would be visiting schools and I didn’t want to bombard a classroom with crew. Having one camera was distracting enough for the students, so I know that a full crew would’ve been out of question. Also, for these reasons and for security purposes, I thoroughly believed that the teachers and principals would be more willing to give their approval for one person to visit than they would have if ten people were to ask permission.

The sole producer strategy that I took on with this project has definitely proven difficult, but I’m glad that I chose it. Although it will be rare that I’m the sole producer of a project in the real-world, I now feel confident that I would be able to fulfill more roles in future job opportunities.
CHAPTER 6

REFLECTION

My four years at Western Kentucky University have shaped me into an adult. Even more, though, the School of Journalism and Broadcasting has shaped me into a better student and is to thank for teaching, preparing, and motivating me to boldly take on the real-world after graduation. My time at this university and within this school hasn’t been easy. I’ve had to overcome many obstacles and tests throughout the way. Producing “The Seven Methods of Co-Teaching,” however, has proven to be the biggest challenge yet. Although this project has been the most challenging, it’s also been the most satisfying experience. While I’ve enjoyed every project I’ve working on during my time here, this project has felt like it belongs to me the most and it has given me the most realistic look into what I’ll be faced with after graduation. Just as any final project should, it has caused me to pull knowledge and experience from every aspect of my college experience. Without the motivation of the SJ&B, the intellectual drive from the Honors College, and the encouragement from WKU as a whole, I would not have been able to complete it. I’ve always put school first throughout my entire life, and this project was no different. Although I’ve always been a strong student, WKU, SJ&B, and the Honors College have helped me exceed everything I used to think I could possibly do.
With achievement, comes downfall. One of the main reasons I’ve become so much stronger over the past semester is because of the lessons I’ve had to learn. Looking back, there are several decisions I made that I would choose to change.

First and foremost, I would’ve started sooner. Although this project didn’t fall into my path until right when the semester began, being able to tackle a project sooner is always the better choice. My particular situation may not have been preventable, but in the future, I’ll know to get started as soon as possible.

Second, I would’ve started the project with more stamina. I’ll admit, at the beginning of the semester, May seemed like centuries away. Because of this, I didn’t feel the pressure to hit the ground running and instead, I took my time with the beginnings of the pre-production planning. Before I knew it, April was here and I had a month left. Now, I realize how much procrastination can hinder my work.

Third, I would’ve placed more of my attention on the project to ensure it was the top priority. Of course, this project has always been at the top of my list, but as my last semester in college, I wanted to take on so many other opportunities. At the time, I felt confident that I could handle everything, but I realize now that I filled my plate entirely too full. While the other experiences were amazing and beneficial, I would’ve made sure to not take on so many commitments at once.

Fourth, I would’ve been more verbose while communicating. I relied on email communication for the most part. Email is great, but many people have inboxes that fill too quickly which prevents them from giving a quick reply. While many of those I corresponded with replied promptly, there were many people who replied slowly, or
never replied. If I could, I would’ve sent more follow-up emails and made phone calls more frequently.

Although there are things that I could’ve done differently, I am proud of the work I’ve produced, and I owe so much to those who helped me make this possible. Not only do I owe Dr. Evans everything because he gave me the project, but also for his excitement and support throughout the process. Professor Brinkley has helped me to stay as sane as possible this past semester. He constantly reminded me of my potential and worth, and helped me to realize that everything would work out in the end. Dr. Stobaugh helped to make the project possible by helping me to learn about the process of co-teaching, and connecting me with everyone I could have possibly needed. Dr. Baylis was there to answer every nit-picky question I had along the way, and to keep me on task by reminding me of deadlines. She also helped me adapt my video project into a written thesis so that it could make sense to me.

Overall, I’m very happy with “The Seven Methods of Co-Teaching.” I am excited to distribute the project and not only get my name out there, but help enlighten others with my work. Knowing that my efforts will shape the future of our education is a remarkable feeling and has made this project completely worth the work. Now that I’m zeroing in on graduation, I can honestly say that I will leave this school with a sense of pride, not only of my accomplishments, but of the university and programs I had the privilege to be involved in. Thanks to WKU, the Honors College, and the SJ&B, I can step into the real-world with confidence and ambition.
### APPENDIX A

#### EQUIPMENT

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<td>DVCAM tapes</td>
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APPENDIX B

PROPOSAL

My WKU Honors College CE/T Project will correlate with WKU’s School of Journalism and Broadcasting Capstone requirement. My project will include the usual stages of a production, including pre-production/planning, production, post-production/editing, distribution, and various other stages that may be included as the project develops. The primary purpose of this project is twofold. First, the videos will be used to ensure that P-12 classroom teachers have the background knowledge on the seven co-teaching methods. The videos of the seven processes will be made available to colleges and universities throughout the Commonwealth of Kentucky to serve as training modules for all student teaching cooperating teachers and classroom teachers working with teacher candidates during their early clinical experiences. Second, the videos will be developed as a means of informing and instructing future student teachers at WKU and at other institutions across the Commonwealth on co-teaching, a teaching process that involves a primary and secondary pair of teachers that instruct a classroom simultaneously by mixing and matching seven different methods, through visual aide. Future student teachers at WKU will be required to participate in this process as a part of their education at WKU, and they will be able to watch the instructional and informational video to learn about all aspects of the process and see how the process works in real situations. Likewise, the videos will serve a similar purpose at other
institutions. This project may also be distributed to others who are interested in learning about the co-teaching process. Throughout the process of creating this project, I will gain real-world experience in working with clients and producing a piece that will be distributed into the community for real-world purposes.

To create this project, I will go through all of the essential processes involved in producing an instructional video. Through frequent meetings throughout the semester, I will collaborate with Dr. Sam Evans and Dr. Rebecca Stobaugh to ensure that I am transforming their vision into a real-life production. On my own, I will conduct research on all aspects of the co-teaching process and every method involved. Once the process is understood, I will outline what aspects should be included in the video. This video outline will consist of but will not be limited to an introduction to co-teaching, why it’s a commendable teaching process, how to implement the process, the seven different methods of co-teaching, how to apply it in real classrooms, and a summary. I will then meet with Dr. Stobaugh to choose which elementary, middle and high school displays the most exemplary example of co-teaching. Once the schools are chosen, I will go through the process to gain permission to film in the classroom from all subjects involved through release forms and such. Then, I plan to create an even more specific outline of what I want to capture while visiting each classroom. After scheduling times to visit, I will rent cameras, tripods, microphones, extension cords, and whatever else is needed to produce the piece. I will primarily rent the equipment from WKU. Other equipment may be rented from other outlets if needed. Then, I will collect all of the audio and video I will need in order to clearly inform and instruct the future viewers of co-teaching. Once all footage has been collected, I will edit the piece to Dr. Evans and Dr. Stobaugh’s approval. My
plan is for the final piece to include a title menu that will allow for the viewers to choose which section they want to watch. The sections will consist of but will not be limited to the elements I mentioned for the outline. Each section may range from 2-3 minutes. The total running time of the project will be around 15-20 minutes. After editing is completed, we will then distribute the videos to institutions across the Commonwealth and to others as appropriate.

Towards the end of the process, I will gather every piece of information that I have needed or used through all stages of production, and I will compile them into a production book to turn into Professor David Brinkley and Dr. Leslie Baylis. During the process, I will also create a working budget that will include all expenses of the project from equipment rentals/purchases to travel costs. These costs will be funded by money that Dr. Evans has secured from the Council on Postsecondary Education to support training on the seven co-teaching methods.

Following is a temporary schedule for the production of my project:

- Jan. – Early Feb.: Research and development of all aspects of the concept and pitch idea
- Late Feb.: Pre-production / Secure release forms, permission, locations and equipment
- March: Production / Gather all video and audio
- April: Post-production / Edit and finish production book
- May: Screening

Additions and deletions to the schedule are likely and will be added to the production book.
The demographic that my project will reach will range from middle class young
adult students to middle class adults who are already teaching but are looking for new
processes to adopt. Ultimately, my main goal for this project is to produce a professional,
real-world instructional and informational video on the process of co-teaching so that it
will either inform those who are new to the process or serve as a teaching aide to
instructors who are trying to implement the process into their program and to P-12
classroom teachers working with teacher candidates. Personally, I hope to gain real-world
experience throughout the stages of the production process and to further my knowledge
and capabilities in the field of production.
APPENDIX C

PRODUCTION SCHEDULE

- **January - Early February:** Development of project and pitch to staff panel of School of Journalism and Broadcasting faculty
- **February – Mid-March:** Preproduction planning/ Acquisition of equipment / Meetings with Dr. Evans, Dr. Stobaugh and Professor Brinkley / Email and phone correspondence with school teachers
- **April 5th:** Interview with Dr. Stobaugh – GRH at 1:00 p.m.
- **April 12th:** B-roll at Mr. Hall’s classroom – Greenwood High School at 7:00 a.m.
- **April 16th:** B-roll at Ms. Payne’s classroom – Cravens Elementary School at 9:00 a.m.
- **April 23rd:** B-roll at Ms. Faulkner’s classroom – Bowling Green High School at 8:30 a.m.
- **April 10th – April 23rd:** Post-Production / Mentor reviews of video draft / Video draft edits
- **April 24th – April 25th:** Final touch-ups / Exportation to DVD / Final Production Book edits
- **April 26th:** Capstone defense – MMTH at 10:00 a.m.
- **May 8th:** Final Capstone/Thesis submission to the Honor’s College – all Capstone/Thesis components turned in by this date
## APPENDIX D

### BUDGET

<table>
<thead>
<tr>
<th>Item(s)</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Equipment rental</td>
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<tr>
<td>DVCAM tapes (2)</td>
<td>$28</td>
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<tr>
<td>DVDs (30-pack)</td>
<td>$25</td>
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<td>Gas for travel</td>
<td>$40</td>
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Budget Total: $93
The following emails consist of the main/most important emails between Dr. Evans and me. There are emails from a few other people included when it was necessary to keep with the flow.

Hello Dean Evans! My name is Courtney Chestwood. I received the email that Natalie West sent out to our sorority today mentioning that you're interested in collaborating with a broadcasting student in a video for your department. I'm a senior in TV Production and I have to do a Capstone project this semester. I was hoping you could possibly give me some more details on what you want from the project so I can see if it would work as something I could do for my Capstone project. I'm really excited about this and I hope it works out for the both of us because I've been stressing out over what to do my project on! I look forward to hearing from you soon. Thanks!

Courtney Chestwood

Dear Courtney,

Your note is greatly appreciated and I would welcome the opportunity to meet with you to discuss this project. I will ask Tammy Spinks to work with you to find a time that will work with both of our schedules. I do have some funds to help facilitate the project and have a faculty member from the School of Teacher Education who is heading up the initiative.

Thanks and I look forward to our conversation.

Sam Evans
Dr. Evans and Dr. Stobaugh,

I am attaching what I have typed up for my proposal. I have to get the proposal form signed in person, but I was hoping you could read over the explanation section to make sure I have covered what you have in mind. The project title is temporary and will change later on. At the bottom of the document called “proposal form,” there is an outline that describes what the explanation should consist of. Let me know if you both approve, and I will bring the printed form in to get a signature. Dr. Evans, although I would like approval from both you and Dr. Stobaugh, I figured I would have you sign off for it since you are the one who is overseeing the project. Let me know if this works for the both of you and if you have any additions to the proposal or questions!

Thanks,
Courtney Cheatwood

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Dear Courtney,

Thanks for forwarding these materials. I will get it reviewed by tomorrow at the latest.

Sam

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In response to the message from Cheatwood, Courtney, S, 1/21/2013

To: [sam.evans@wk.edu]

Courtney,

I have reviewed your proposal. I believe it captures the essence of what we discussed. I look forward to working with you on this project!

RS

Dr. Rebecca Stobaugh
Dr. Stobaugh,

Thanks for providing your assessment. I will get it reviewed and back to everyone tomorrow at the latest.

Courtney,

Should we sign the form electronically?

Thanks,
Sam

Dr. Stobaugh,

Thank you! I am looking forward to this as well!

Dr. Evans,

Can your actual signature be on the form if it's signed electronically? I've never had anything electronically signed!

Thanks,
Courtney Cheatwood

Dear Courtney,

It will not be my actual signature. I can easily print it out tomorrow and sign when I get back in town.

We are looking forward to your work on this.

Thanks,
Sam Evans
Evans, Sam [sam.evans@wku.edu]

To: Cheatwood, Courtney, S
Cc: Stobaugh, Bectie
Attachments: Courtney’s Proposal for VI--1.doc (28 KB) [Open in Browser]

You replied on 1/21/2013 9:23 PM.

Courtney,

I have made some edits in the proposal and will ask Dr. Stobaugh to review. With seven methods/processes, it would appear that we would want seven videos. I realize that this might be a bigger projects than time allows; however, we can cut back if needed. I edited the piece as the narrative indicates that the seven methods/processes will be shot in the classroom, with some narrative on the methods/processes. Let me know how the narrative sounds.

I will get back late tomorrow afternoon and can print out the form and have it signed. If I remember correctly, there was a place for Dr. Stobaugh to sign. If she prints it out and signs, it will be ready for me when I get back. I will send you an e-mail when it is ready.

I believe this is going to be a great project.

Thanks,
Sam Evans

Cheatwood, Courtney, S

To: Evans, Sam [sam.evans@wku.edu]

Dr. Evans,

I like what you've added to the proposal. However, I can make a separate video for each method, but Dr. Stobaugh and I discussed the possibility of having a title menu type situation where the viewer would insert the DVD and would be brought to a main screen. Once there, they could choose to watch the introduction, the explanation of co-teaching, etc. One of the categories would be the seven methods and from there, they could choose individual methods to watch. We figured that each method would run about ten minutes long. We discussed that this would be a more feasible option because they wouldn't have to invest a great deal of time in watching the videos and therefore, would be more likely to want to watch them. This could also help them locate each method easier and rewatch if needed. For internet purposes, we could upload each section separately.

If you want the videos to be longer, I could try to do that. A 25-30 minute video would take hours to film because in editing, only seconds are used here and there. I recently shot a 30 second PSA and it took 3-4 hours to film. This would add up to a lot of time for each method. I would be okay with investing this much time in each video as long as we could ensure that the videos didn't become repetitive or boring. Would you have suggestions as to what I could include to extend the length of the video for each method?

The second reader on the form is for my professor, David Brinkley, to sign. I'm having you as the first reader, Professor Brinkley as the second reader, and Dr. Leslie Eaylis with the Honors College as the final reader. I did want Dr. Stobaugh's approval though. I felt that since you were overseeing the project, you should sign it but if you feel that she should, that is fine with me as well. I'll be looking for your email tomorrow.

Have a great first day of the spring semester!

Thanks,
Courtney Cheatwood
Courtney,

Let’s go with the idea you have identified. You will have a much better idea than I on the process and as long as we have enough footage so they can see the process associated with each method, I am OK. If it is too long it does become repetitive and will not be used.

Thanks,
Sam Evans

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Dear Courtney,

The approval form has been signed and is attached. Tammy has the original copy if you would like to pick it up. Please send me a final copy of the proposal and I will keep it in my file.

Best wishes on the project and I look forward to working with you.

Sam Evans

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Dr. Evans,

This should work! Thank you so much! I'm still waiting to hear back from my professor and then I will send you a final copy.

Thanks,
Courtney Cheatwood
Dr. Evans,

I just wanted to let you know that I am presenting my proposal to the class tonight. I haven’t sent you the final copy of it, because I wanted to see if any of my classmates have suggestions beforehand. I will send you a copy by tomorrow. Also, I have a form that I need for you to sign. The Honors College requires a form for my "Intent to Defend" and since you will are technically the project advisor, it requires your signature. I was unaware that I needed to send them this form until I received an email about it today. They are allowing me to turn it in to them as late as Thursday. I called and they said they would like an actual signature, not an e-signature. Is it possible for me to bring the form by your office tomorrow or Wednesday to have you sign it really fast? It’s a simple, one-page form that doesn’t require any reading so it should only take a few seconds. If you’re unavailable, the Honors College will allow you to email them letting them know that you approve of me defending the project this semester. Let me know what works best for you.

Thanks,
Courtney Cheatwood

Evans, Sam [sam.evans@wku.edu]

Courtney,

I will be leaving early tomorrow for an out-of-state conference and will not return until late Friday night. Would next Monday be acceptable for a signature? I will have access to my e-mail during the conference. Best wishes on the presentation tonight.

Sam Evans

Courtney Cheatwood [courtney.cheatwood353@toppe]

Dr. Evans,

Since you’re out of town, I will turn in the form tomorrow. Would you care to email the Honors College and let them know you approve? I’ve attached a picture of what the form entails in case you want to look over it before emailing the Honors College your approval.

Sincerely,
Courtney Cheatwood
Mr. Bergman,

I turned in the Intent to Defend form to the Honors College today. I was unable to get Dr. Evans signature because he is out of town until Monday. I've asked him three times to email you all but I don't think he has. I'm not sure if he understands what I'm asking. Below is the most recent email he sent me. Would this count until he gets back into town? I'm sorry for being difficult. I was unaware that the Intent to Defend form was due until I received that email yesterday, or I would've had it in sooner! Let me know if there are any issues!

Sincerely,
Courtney Cheatwood

From: Evans, Sam [sam.evans@wku.edu]
Sent: Tuesday, February 05, 2013 8:19 PM
To: Honors
Cc: Cheatwood, Courtney; Evans, Sam
Subject: FW: Project Updates

I am out of town until Monday and will sign the form and forward it to your office. Please accept this e-mail as my approval for the project.

Sam Evans

Dr. Evans,

I am attaching my final proposal. Also, have you had the chance to view the form I attached to the last email and email the Honors College your approval? They said they just need your email by Thursday! Let me know if you have any questions!

Thanks,
Courtney Cheatwood

Dear Courtney,

I sent in my approval a few minutes ago. I will sign the document when I get back in town and send up.

Best wishes on your project.

Sam Evans
In response to the message from Chestwood, Courtney, S, 2/6/2013

To: Baylis, Leslie
Cc: Chestwood, Courtney, S; Evans, Sam
Attachments: Sam Evans Ph D 2.vcf (3 KB)

Dear Leslie,

I am out of state and will return this weekend. I know that Courtney need the letter signed by Thursday. Last night I send an e-mail to honors@wku.edu regarding my approval of the project. If by chance the e-mail did not arrive, please accept this e-mail as my approval and I will get the letter signed this weekend.

Thanks,
Sam

Baylis, Leslie [leslie.baylis@wku.edu]

Thursday, February 07, 2013 7:40 AM

Dear Sam,

Thank you for your email "signature" and there is no need for you to sign the form when you return. I will use this email in lieu of a signed form. Hope your trip goes well.

Best,
Leslie

The following emails consist of the main/most important emails between Dr. Stobaugh and me. There are emails from a few other people included when it was necessary to keep with the flow.

Stobaugh, Rebecca [rebecca.stobaugh@wku.edu]

Monday, January 14, 2013 1:24 PM

To: Chestwood, Courtney, S
Cc: Evans, Sam
Attachments: Rebecca Stobaugh.vcf (22 KB)

Hello Courtney!

I hear you are going to work on a co-teaching video. Attached is a link to a Prezi with some information about co-teaching and videos of the strategies. If you can review this prior to our meeting, that may help you understand the project. I look forward to meeting you!

Dr. Stobaugh
Cheatwood, Courtney, S

Wednesday, February 20, 2013 7:15 PM

To: Stobaugh, Rebecca

Professor Stobaugh,

I am wanting to go ahead and get started on scheduling interviews and filming b-roll for the videos. I would like to meet with you whenever you can to discuss the schools I should go to, the people I should interview, and what you expect from each section of the video. When would be a good time for you to meet?

Thanks,
Courtney Cheatwood

Stobaugh, Rebecca [rebecca.stobaugh@wku.edu]

Wednesday, February 20, 2013 10:26 PM

To: Cheatwood, Courtney, S

- You replied on 2/20/2013 10:34 PM.

How about my office -- GRH 1015? Let's meet at 2:15 then if that works for you.

Rs

Cheatwood, Courtney, S

Wednesday, February 20, 2013 10:24 PM

Okay, sounds great. See you then!

Thanks,
Courtney Cheatwood

Stobaugh, Rebecca [rebecca.stobaugh@wku.edu]

Wednesday, February 20, 2013 1:04 PM

To: Cheatwood, Courtney, S

- You replied on 2/25/2013 12:42 AM.

Great! I do have another meeting that is yet unscheduled by my boss. If that interferes with our meeting, I might have to reschedule. I'll let you know if there is a conflict.

RS
Cheatwood, Courtney, S  
Tuesday, February 26, 2013 12:42 AM  
Sent items

in response to the message from Stobaugh, Rebecca 2/20/2013  
To: Stobaugh, Rebecca [rebecca.stobaugh@wku.edu]  
Attachments: Teacher Email.docx (12 KB) [Open in Browser]

Dr. Stobaugh,

I'm attaching the draft of the email to send out to teachers. I may have missed some important aspects, so please let me know if you have any additions or deletions.

Thanks,
Courtney Cheatwood

Stobaugh, Rebecca [rebecca.stobaugh@wku.edu]  
Tuesday, February 26, 2013 10:53 PM

I picked some other teachers that I knew a little better. We'll see if we get any interest.

RS

Cheatwood, Courtney, S  
Tuesday, February 26, 2013 16:58 PM  
Sent items

We should find some WKU staff that we could get to do the interviews. I think you'd be a valuable interviewee as well. If you'd like, I can meet with you again to discuss which WKU staff we should ask or we can continue to communicate over email. I'm free to video chat as well! Whatever works best for you!

Thanks,
Courtney Cheatwood

Stobaugh, Rebecca [rebecca.stobaugh@wku.edu]  
Tuesday, February 26, 2013 10:56 PM

To: Cheatwood, Courtney, S

- You replied on 2/26/2013 11:01 PM.

Absolutely—Dr. Gail Kirby, myself, and Dr. Wanda Chandler would be good for the video. Why don't you come up with the questions you want us to answer and we can set up a date for our interview? I can go first if you'd like.

RS
Awesome sound great! I'm happy we're moving along. I promise I won't ask any off the wall questions, though. You three are 10x more knowledgeable about the topic so I doubt I'd be able to stump you all with anything that comes up. Also, keep in mind that the interviews will be edited so mess ups, pauses to think, and restarting of answers are completely okay! I will just make sure to edit them out in post-production and you three will look like nothing short of geniuses on the topic :) Please let me know if you have any questions or concerns, and I will be in touch with you to let you know when I've completed the list of questions, and/or if I have anything I need to clear up!

Thanks,
Courtney Cheatwood

Dr. Stobaugh,

What are the schools we're looking at filming at? I need to get approval letters from them. If we can keep the schools to as few as possible, that will be the best!

Thanks,
Courtney Cheatwood

Ms. Bertke,

Can you tell Courtney the name of the schools where your 2 teachers work?

Courtney, I'm having trouble getting a high school teacher to sign on to this project. I've tried contacting another and no luck so far with that either.

RS

Heather Payne is at Cravens Elementary is a 4th grade. I think she emailed Courtney, and Mrs. Nash is at Audubon Elementary she is kindergarten and her aid is her co teacher. She has not responded as a yay or nay, I though I forwarded the emails. I will look again.

Patricia E Bertke
In response to the message from Stobaugh, Rebecca, 3/5/2013

To: Stobaugh, Becky

Dr. Stobaugh,

If we're unable to get a participating high school teacher, would it work to just use an elementary and middle school teacher? I'd like to have one of each, but I think we should have a plan B as well. Are there any people you'd like for me to contact?

Thanks,
Courtney Cheatwood

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In response to the message from Cheatwood, Courtney, 3/5/2013

To: Courtney Cheatwood, S

- You replied on 3/5/2013 11:03 AM.

You are welcome to try. Here's some you might contact. I've not contacted any of them. I put the best ones at the top. We need to get 2 to agree.

Alex Hall---Greenwood HS
Michele Lentor---WCHS
Amy Faine---WCHS
Kate West---BGHS
Sarah Rucker---BMHS
Holly Whittinghill---Greenwood HS
Stephanie Downing---South Warren HS
Chris Gage---South Warren HS
Melissa Marr---Warren East HS
Aaron Davis---WEMS

I'm getting ready to go out of the country and won't be able to work on this for the next 2 weeks. So, please press on and confirm those that will be involved. We need at least 1 from middle/high school and one from the elementary school. We could only have 2 teachers in the video.

RS

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In response to the message from Stobaugh, Rebecca, 3/5/2013

To: Stobaugh, Rebecca [rebecca.stobaugh@wk.edu]

Okay, I will work on this. Do you think I can find their emails on the school websites?

Courtney Cheatwood

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Stobaugh, Rebecca [rebecca.stobaugh@wk.edu]

Tuesday, March 05, 2013 11:07 AM

Yes and if you get stuck call the schools for email addresses.

RS
Dr. Stobaugh,

I've emailed all the teachers but haven't heard back from many. Alex Hall at Greenwood HS said he's interested and Heather Payne from Cravens Elementary in Owensboro said she's interested. I'm trying to figure out how to get release forms to Ms. Payne without having to drive an hour just to drop them off and without making her print them herself. Maybe it'd be more convenient to get an elementary school in Warren County if that's possible? Also, Stephanie Downing from South Warren is interested but she's unfamiliar with co-teaching. Do you think it'd be okay to just have the two then?

Thanks,
Courtney Cheatwood

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To: Courtney Cheatwood

I think we need an elementary person on board. I'd scan the forms and email them to her. I can do a training with Stephanie if needed, but probably Alex would be best since he's in the main subjects.

RS

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Dr. Stobaugh,

I agree about needing an elementary teacher on board. I just didn't know if we could find one in Warren County. I received an email from Ms. Payne, though, and she's willing to print the forms out so I will email them to her. However, she isn't fully informed on the process right now. She is attending a class about it tomorrow, so that should help. Mr. Hall said that he typically conducts two of the seven methods. Hopefully he will be able to demonstrate at least one more for me as well. Then, we will need Ms. Payne to at least conduct the others. So as of now, our teachers are Ms. Payne and Mr. Hall. I will email both teachers the release forms tonight so that they can start distributing them. I'd like to go to one of the schools next Friday to start filming. Also, I need to set up a time to interview you, Dr. Kirby, and Dr. Chandler. Since the RE is no longer involved, you all are allowed to see the interview questions. I'll attach them to this email. I'll also attach the release form that you, Dr. Kirby, and Dr. Chandler will need to sign. Have you mentioned this to Dr. Kirby and Dr. Chandler, or should I send them an email?

When would you like to meet next week? I'm starting an internship tomorrow that I will be at most Mondays and Wednesday from 8-5 so my plate has become a little more full and my schedule has become a little tighter. Other than those days and times, I can meet Tuesday between 11 and 12:30 and between 2:15 and 3:15.

Thanks,
Courtney Cheatwood
Dr. Kirby knows. I would start with the 2 of us. You may not need 3.

To have a phone conference with the teachers we'll probably have to do it after 3. See what days they could do it.

You could get a teacher in BG. Dr. Janet Tassell could recommend a good elementary teacher.

RS

Dr. Stobaugh,

I agree. I'm okay with only having you two. I could only do a phone conference around 3 if I skip my last class on Tuesday. Do you think it's necessary or can I just tell the teachers individually? I'm okay with staying with Ms. Payne. I just have to visit her classroom before the 8th because she told me today that her student teacher is leaving for Spain then. I'm going to ask her if I can visit next week.

Thanks,
Courtney Cheatwood

Not really--only if you need too.

RS

Okay, I'll let you know within the next few days if I feel that I do. Thank you so much for being so helpful with this. I really appreciate you!

Courtney Cheatwood

I will be in the office just Monday and Tuesday. I have a writing deadline and am working the rest of the week on it. Maybe the next week on Thursday or Friday?

RS
Dr. Stobaugh,

I emailed Ms. Payne at Cravens Elementary yesterday asking if I could visit her classroom this Friday, the 29th to film and I just received a response from her saying that Friday is the first day of their Spring Break and they return on April 8th, which is the day her student teacher leaves for Spain to student teach. She told me to come before April 8th which is why I requested the 29th, but she just informed me tonight of their Spring Break. She said she emailed her student teacher to ask her when she is returning and will let me know as soon as she knows. However, I’m worried she won’t return in enough time before my project is due (April 26th). I asked her if she could recommend any other teachers who would qualify in case it won’t work out with her, but I’m going to email Dr. Tassell too just in case.

I’m going to email Mr. Hall at Greenwood now to see if I could visit his class this Friday, but if he needs more of a notice, would you be available for the interview? If so, I can email Dr. Kirby and ask her if she’s available as well.

Thank you,
Courtney Cheatwood

Dr. Stobaugh,

I’m not sure if I’ll be able to obtain the equipment I need before Tuesday because I will be at my internship from 8-5 Monday and have class all of Tuesday morning, otherwise that would’ve worked. Are there any other times you’re available during the week, and I can see if those times can work with my schedule? If not, we can work on setting a time the following week. I’ll email Mr. Hall to see if I can visit him Friday and if not, I’ll email Dr. Kirby to see if she’s available.

Also, I emailed Dr. Tassell and asked for recommendations from her. I’ll keep you updated on what I hear from her and Ms. Payne.

Thanks,
Courtney Cheatwood

Dr. Stobaugh,

Friday should work fine with me! I’ll be flexible with a time on that day, so let me know what works best with you when you know. I’ll email Dr. Kirby and ask her if she’s available this Friday.

I’m a bit frustrated, because both of the teachers I’ve been in contact with didn’t tell me about their Spring Breaks until yesterday. I emailed Mr. Hall and he said their Spring Break is the same week as Ms. Payne’s. I realize they can’t help this, but they told me they would be fine to help whenever and so I cleared my schedule only to find out they can’t do it whenever.

Ms. Payne emailed me back and told me her student teacher is gone until May 9th, so that has added another problem. She said she’s working with another student teacher and can prepare her to co-teach for the video, but she said it would be best for me to wait to come the week of the 15th. Technically, that can still work, but it’s cutting close on the deadline of the 26th. I emailed Dr. Tassell and I’m waiting to hear back from her. Depending on what she has to say, I may have to switch to another available teacher. If not, I will have to make due with Ms. Payne’s schedule. I’m thinking that if I can get all of the interviews completed and visit Mr. Hall’s class the week after Spring Break, I can edit everything and just plug in the footage from Ms. Payne’s class after I get it. It shouldn’t take too long, but I wish I could have it sooner.

Sorry if it seems like I’m ranting, I suppose I just need someone to talk to about this! I feel like everything will work out despite all of the problems I’ve been experiencing. I suppose this is just a look into what it will be like working in TV Production in the real world, so I guess it’s good preparation if nothing else! I will let you know what Dr. Tassell says when I hear back from her.

Thank you for being so helpful!

Courtney Cheatwood
The following emails consist of approval from the principals of each school.

Lyddane, James - Cravens Principal [james.lyddane@owensboro.kschools.us]

No problem

Cheatwood, Courtney, S

Dear Mr. Lyddane,

My name is Courtney Cheatwood and I'm a senior at WKU. As part of my senior experience, I am required to conduct a senior project. I am a broadcasting major so I am creating a video project. I was put into contact with Dean Sam Evans and Dr. Rebecca Stobaugh in the College of Education at WKU, because they were looking for someone to create an instructional and informational video on the process of co-teaching so that they could use it to implement the process into the student teaching program at WKU. I was more than happy to be the one to help them with this project. In order for the project to be successful, though, I need help from one of your teachers, Ms. Heather Payne. I have contacted Ms. Payne about this project already, and she is willing to help me with it. After getting release forms signed by the parents of all of the students in her class, I would go in one day and film while Ms. Payne and her student teacher, Ms. Grable, perform some of the methods of co-teaching. As you probably know, Ms. Payne and Ms. Grable have started to implement the process into their classroom, so I felt they would be a prime example.

I hope that I have described my project to you, but if you have any questions before you want to give your approval, please feel free to contact me at this email address, courtney.cheatwood555@topper.wku.edu. I check my email frequently throughout the day so I will get back with you as promptly as possible. Ms. Payne and I haven't set the date for me to come in yet, but I will be sure you let you know as soon as we figure one out. Thank you in advance for your time and consideration.

Sincerely,

Courtney Cheatwood

Dunn, Greg [greg.dunn@warren.kschools.us]

Hi Courtney,

Sounds like a neat project. I am fine with you doing this as long as the students have their parents sign the permission form. In addition if you don't mind having Dr. Stobaugh or Dean Evans email me something requesting this for my records. We look forward to you visiting with us at Greenwood High School.

Thanks,

Greg Dunn

Dear Mr. Dunn,

My name is Courtney Cheatwood and I'm a senior at WKU. As part of my senior experience, I am required to conduct a senior project. I am a broadcasting major so I am creating a video project. I was put into contact with Dean Sam Evans and Dr. Rebecca Stobaugh in the College of Education at WKU, because they were looking for someone to create an instructional and informational video on the process of co-teaching so that they could use it to implement the process into the student teaching program at WKU. I was more than happy to be the one to help them with this project. In order for the project to be successful, though, I need help from one of your teachers, Mr. Alex Hall. I have contacted Mr. Hall about this project already, and he is willing to help me with it. After getting release forms signed by all of the students in his 1st period class, I would go in one day and film while Mr. Hall and his student teacher, Samantha McMahan, perform some of the methods of co-teaching. As you probably know, Mr. Hall and Ms. McMahan have already implemented the process into their classroom, so I felt they would be a prime example.

I hope that I have described my project to you, but if you have any questions before you want to give your approval, please feel free to contact me at this email address, courtney.cheatwood555@topper.wku.edu. I check my email frequently throughout the day so I will get back with you as promptly as possible. Mr. Hall and I haven't set the date for me to come in yet, but I will be sure you let you know as soon as we figure one out. Thank you in advance for your time and consideration.

Sincerely,

Courtney Cheatwood