



## CURRICULUM EVALUATION

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## CURRICULUM EVALUATION

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### INTRODUCTION

The Teaching *The Levees* curriculum project has been fast paced and far reaching. From its inception, the project offered an opportunity to use a prominent national event to illustrate the catastrophic failures of governance before, during, and after Hurricane Katrina to promote democratic dialogues about race and class, and raise the questions, “*What kind of country are we? What kind of country do we want to be?*” Implemented immediately following the second anniversary of Hurricane Katrina, the curriculum, including educational materials, supporting website, and a copy of Spike Lee’s HBO documentary “*When the Levees Broke: A Requiem in Four Acts*”, has been distributed to approximately 30,000 individuals spread all across the United States.

This report seeks to assess the effectiveness of this curriculum project thus far. It builds on a previous report produced by Margaret Crocco and Maureen Grolnick (submitted to the Rockefeller Foundation on September 29<sup>th</sup>, 2008) which presents the broader history of the project to date as well as the findings of previous attempts to garner feedback on the curriculum. Based on this preliminary research it was suggested that:

Almost three-quarters of respondents reported that the curriculum was effective in:

- Engaging participants in a dialogue, an exchange of ideas and opinions about the key social and political issues of the Katrina tragedy.
- Creating a positive climate for constructive dialogue in which participants listened to and respected opposing viewpoints and ideas.
- Encouraging participants to take positions on the issues.

This current report provides details of subsequent efforts that have been made to evaluate the effectiveness of the Teaching *The Levees* curriculum project. It presents research conducted by the *EdLab @ Teachers College*, Columbia University that sought to build upon this preliminary feedback, specifically providing an informative look at *who* received the curriculum, and investigating the *scope*, *use*, and *impact* of the curriculum. Guided by the underlying principles of the TTL curriculum, this effort has focused on the extent to which the project has met its primary goals, namely promoting democratic dialogue and civic engagement.

This document provides a methodological and statistical summary of this *Edlab* TTL evaluation project in its entirety, using information garnered from a number of sources. It is broken down into two main sections. Section 1 presents descriptive data on all the individuals who our records show received a copy of the TTL curriculum. This data highlights the scope of the project, its geographical reach and its general area of use.



Additionally, this section presents qualitative data and initial feedback garnered from video interviews conducted with *early adopters* of the curriculum. These individuals were identified by the *Eddlab* as being some of the first individuals to have utilized the curriculum and thus give a descriptive indication of the early impact of the project.

In addition to this broader analysis, this report also presents results of in-depth research which sought to gain a more specific understanding of the impact of the project, gaining further insight into who exactly has used the curriculum, what groups they have used it with, and in what ways. This research was executed in two major parts: the first involved conducting a survey with a small subset of all the individuals who requested the curriculum, and the second involved conducting more focused phone-interviews with select individuals from this subset. Section 2 presents data obtained from this analysis.

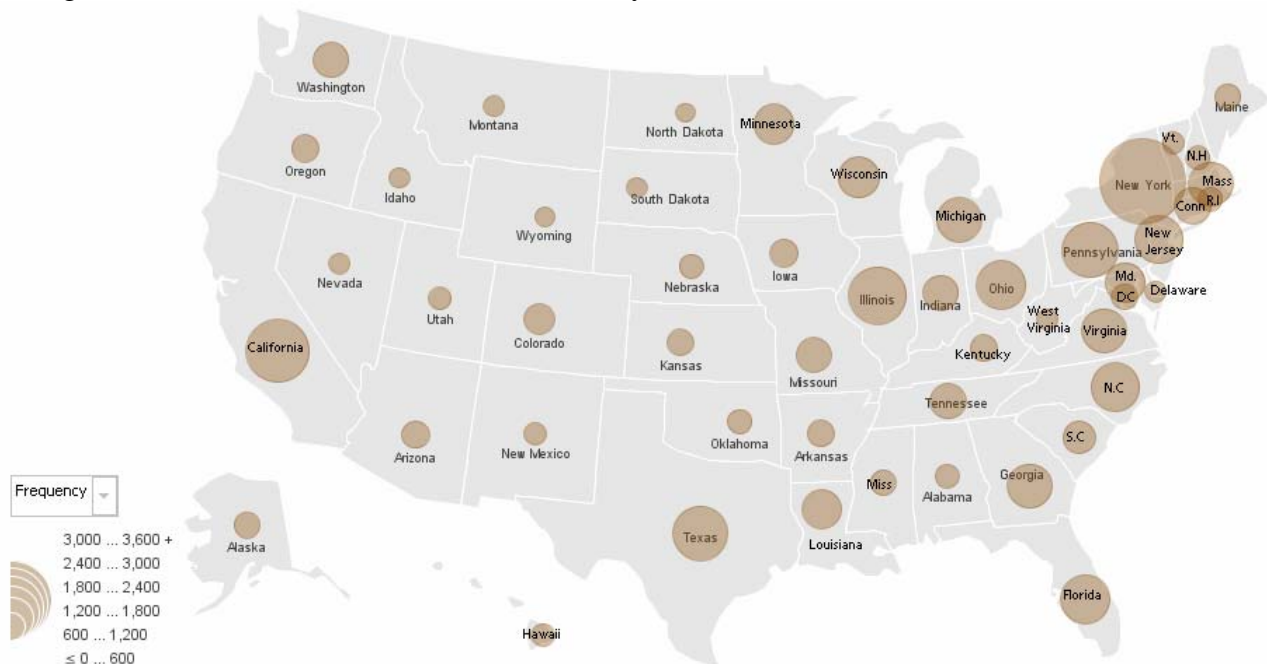


## SECTION 1: Project Scope and Reach

The Teaching *The Levees* curriculum was distributed to 28,092<sup>1</sup> individuals across the USA. This distribution was through two main methods. The first was through the *Teachers College Press* which identified approximately 14,000 educators across the nation utilizing existing mailing lists and databases for education related publications. These individuals were automatically selected and sent a copy of the curriculum. The second method involved advertising the curriculum through a number of media and utilized the Teaching *The Levees* website to allow interested individuals to request a copy of the curriculum. Ultimately 16,000 individuals requested the curriculum through this method<sup>2</sup>. The total from these two methods combined yields the distribution total of 28,092.

As the graphic below indicates, a copy of the TTL curriculum has reached every state in the USA. Unsurprisingly, given its central nature to the project, the largest numbers of curricula were distributed in New York, a total of 3,590 curricula or 12.8% of the total sent. Other prominent areas to which the curriculum was distributed were California (1,930; 6.9%), Illinois (1,577; 6.6%), Pennsylvania (1,468; 5.2%) and Texas (1,402; 5%). Many curricula were received by the remaining Gulf States with Florida (1098; 3.9%) receiving the most, followed by Louisiana (647; 2.3%), Mississippi (198; 0.7%) and Alabama (150; 0.7%). For a full list of distribution statistics, please see Appendix 1.

**Figure 1:** Total distribution of TTL curricula by US State



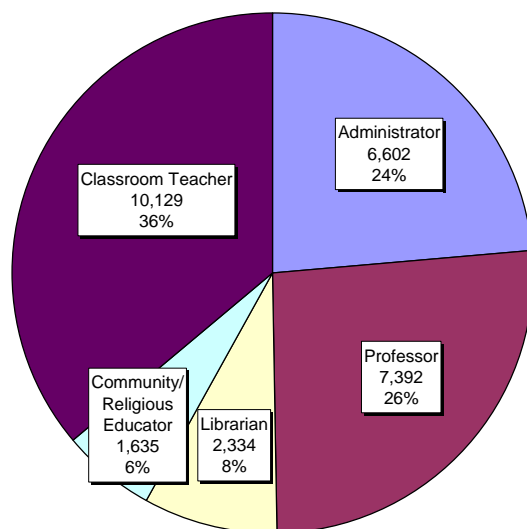
<sup>1</sup> Note this figure does not contain the curricula that were informally distributed by the project which represents the difference between this figure and the 30,000 total copies produced. This informal distribution is not included in the data presented in this report.

<sup>2</sup> This was the maximum scope of the project. Many more expressed interest in obtaining copies of the curriculum.

The TTL curriculum was distributed to individuals in a variety of education related positions servicing students of different age ranges. The varied nature in which this curriculum was disseminated has created difficulties in tracking the exact nature of these individuals<sup>3</sup> but sufficient data exists to make the approximations detailed below.

Over 60% of the recipients of the curriculum can be categorized as being in classroom positions such as *classroom teachers* and *professors*. The remaining 38% are in non-classroom positions such as *school and education administrators*<sup>4</sup> (24%), *community & religious leaders/educators* (6%) and *librarians* (8%).

**Figure 2:** Organizational role of individuals who received the curriculum



The age ranges with which these individuals work are representative of these educational roles and highlight the broad target audience of the TTL project. Of all curriculum recipients, approximately 61% work with upper grade level students, 33% with college level audiences and 6% with older, more adult audiences.

<sup>3</sup> Whilst accurate information was obtained for individuals who requested the curriculum via the TTL website, more limited information was available for those individuals who were identified by TC Record. Estimates were made for these individuals based on specific data obtained from the relevant mailing lists used to contact these individuals.

<sup>4</sup> The term *Administrator* in this analysis is an umbrella term encompassing individuals who categorized themselves as administrators as well as those from contact lists showing the roles *curriculum designers, developers and specialists*.

## EARLY ADOPTERS

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After the initial implementation of the project and the distribution of the first wave of the curriculum, it became clear that certain individuals were utilizing the materials for very specific and immediate purposes. These individuals were termed ‘*early adopters*,’ as they were some of the first recipients who were using the curriculum in a purposeful and predetermined way.

At this early phase of distribution, staff from the *Edlab* met with these individuals to conduct face-to-face video interviews in an attempt to gain insight into this early use. Information from these interviews illustrates the curriculum’s early use and application and gives a preliminary gauge of the project’s efficacy.

The following themes emerge from the video interviews with these early adopters:

*Time*: Many early adopters devoted significant amounts of teaching time to the use of the curriculum, showing of the documentary, and subsequent activities. Users discussed spending up to 6 weeks using the curriculum and discussing the issues it raised.

*Integration*: The curriculum was heavily integrated with existing teaching practices through the modification of content. Early adopters reported altering language and modules to suit a wide audience and ensure that it could be utilized in various educational settings.

*Scope*: Even at this early stage, the curriculum was used to address numerous issues ranging from government and democracy, to economics and poverty. The current nature and timeliness of the issue (i.e. Katrina) was said to help ‘bring these issues to life’, stimulating learners and promoting thought and dialogue.

*Addressing the ‘unmentionables’*: The curriculum’s scope allowed these users to address sensitive social and political issues by utilizing its many messages as a vehicle for these conversations. Users discussed how the curriculum promoted the ‘organic’ emergence of these themes, allowing issues such as abortion, police brutality, and even same-sex marriage to be addressed.

*‘Eye Opener’*: Many individuals discussed how the film and the associated curriculum really ‘opened their eyes’ to the situation. It was highlighted how media coverage was not as effective at presenting the issues as clearly and as starkly as in the curriculum. One adopter even utilized the curriculum solely to make that point. Users reported the immense ‘shock’ and ‘guilt’ that the curriculum generated as the issues were presented in a ‘new and thought provoking way’, and the immense learning that came with this shift.

*Inspiration*: The curriculum inspired some to alter their teaching, some to alter their perspective, and some to talk about the issues that are difficult to address.

## SECTION 2: EDLAB RECIPIENT OUTREACH PROJECT

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In November 2007, the project hired Gaylen Moore of *Gaylen Moore Program Evaluation Services* to assess the effectiveness of the Teaching *The Levees* Curriculum in achieving its desired outcomes. As a result, a 30 item survey was posted on the project website inviting individuals to provide feedback on the curriculum. However, because of the small size of this voluntary sample, the project commissioned the *Edlab* @ Teachers College, Columbia University to administer a second survey in an attempt to further investigate the scope, reach, and impact of the project.

In an attempt to expand on the feedback and evaluation of the curriculum beyond this voluntary survey the *Edlab* assembled an evaluation team to conceptualize, plan, and implement a multi-stage survey and interview process.

The purpose of this evaluation was to examine how TTL was used by educators and its design was guided by the following questions:

1. *What are the characteristics of these educators who requested TTL curriculum materials?*
2. *How and why did they use/not use TTL curriculum?*
3. *How did students/participants, according to these educators, respond to TTL curriculum?*

### **Stage 1: Online Survey**

Based on these guiding questions and the overall mission of the curriculum to promote democratic dialogue and civic engagement, the *Edlab* evaluation team developed a questionnaire to collect data from randomly selected curriculum recipients. The survey was conducted entirely online using the *Edlab*'s own survey tool, *Survey Sidekick*. After several revisions, the survey was finalized to include thirty-two questions taking the following format (for a full list of survey questions, see appendix II):

- 25 substantive questions in three sections, namely “*About You*”, “*Curriculum Use*”, and “*Curriculum Impact*”, reflecting the three guiding research questions
- 5 *optional* questions gathering demographic information
- 2 *logistical* questions, one pertaining to the survey incentive and another asking permission for follow-up interviews.

Five hundred individuals were randomly selected from the 16,000 individuals who requested the curriculum through the *TTL* website. The survey was carried out in three implementations and individuals were provided an incentive to respond either in the form of a \$10 gift card for *amazon.com* or a donation on their behalf to the *Red Cross disaster relief fund*. In the first implementation, a pre-contact email was sent to introduce the survey to the sample and to ensure our emails would not be blocked by email filters. After this the formal survey invitation was sent. For the second and third implementations, the



survey invitation was sent without pre-contact. In all three implementations, reminder emails were sent within several days of the survey close date.

The survey was designed to provide recipients with the opportunity to praise and critique the curriculum. The results from this online survey provide an overall quantitative description of the curriculum usage as well as some qualitative information regarding the curriculum's impact, website utilization, and effectiveness.

## **Stage 2: Follow-up Interviews**

The second stage of the outreach project involved conducting follow-up interviews with select respondents from the survey. These interviews sought to gain a more detail-rich perspective on the TTL curriculum usage by contacting individuals who reported interesting usage of the materials.

The evaluation team analyzed trends in survey responses in order to develop an interview protocol to meet this objective. This protocol had two broad themes. First, we sought to elicit general information that provided further insight into how the curriculum was used in various educational settings and what its specific impact was. Second, we sought to uncover some of the unique and idiosyncratic ways the curriculum had been utilized by asking highly individualized questions that were tailor-designed for each respondent based on their survey responses.

The interview sample was selected based on their responses to the online survey. Users were predominantly selected if they reported using the curriculum in some shape or form. In addition, respondents were selected if they provided promising information on curriculum impact and/or utilization of website resources, indicated some sort of curriculum modification, reported using the curriculum with a large number of people, or if they shared it with numerous others. For comparison purposes, a small number of respondents who did not use the curriculum were selected in the hope that they would provide constructive criticism of the project, informing future endeavors and ensuring a somewhat balanced analysis.

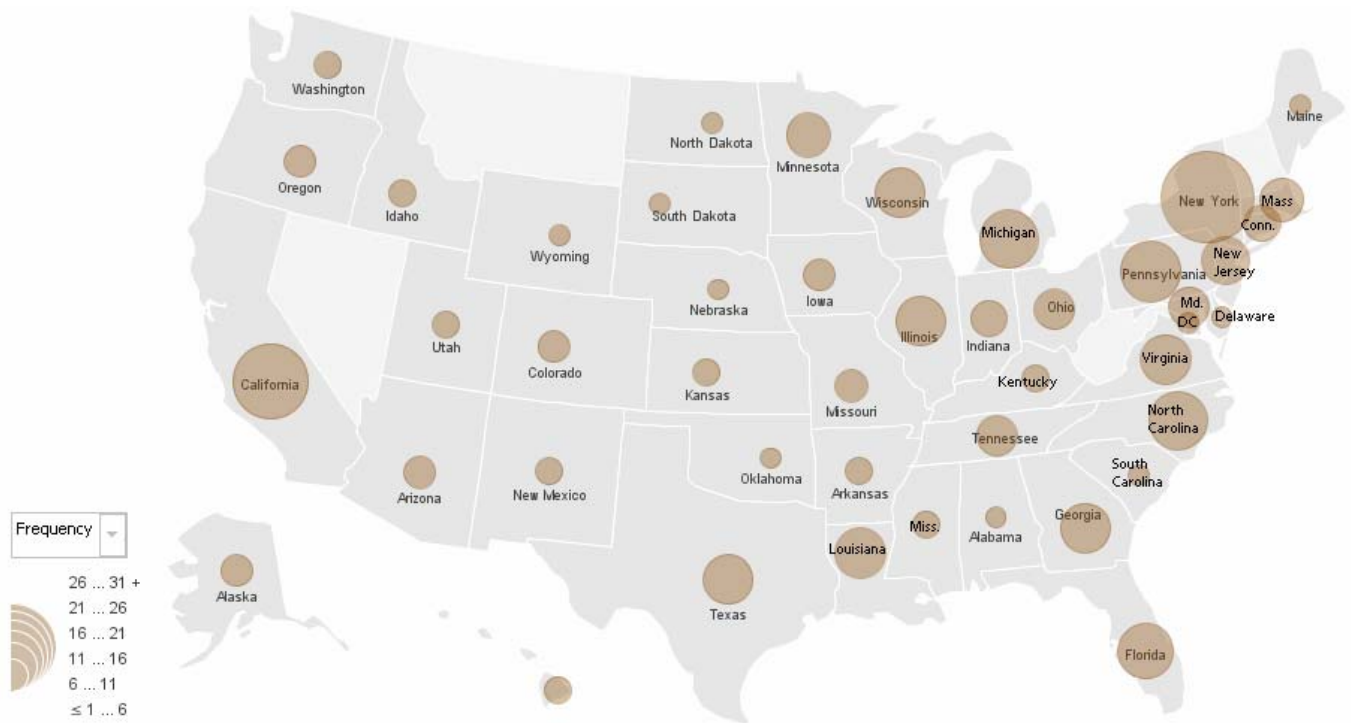
## **ONLINE SURVEY AND FOLLOW UP INTERVIEW RESULTS**

The following results are from the TTL Follow-up surveys and interviews conducted by the *Edlab @ Teachers College, Columbia University* between August and December 2008. From the random sample of 500, 228 people responded, a response rate of 46%. The responses of these individuals provide more detailed insight into the use and impact of the curriculum.

### **Returned Sample Demographics**

Analysis of the basic demographics of the survey respondents indicates that this survey was broadly representative of all those who received the curriculum. As the graphic below illustrates, respondents were located in 45 states throughout the USA. The distribution of survey responders mirrors the distribution of all curriculum recipients (see figure 1) with New York (28 respondents; 12%) and California (19; 8%) again being the most prominent states (for a full breakdown of respondent by geographic region, see appendix III).

**Figure 3:** Total distribution of survey respondents by US State



In a further attempt to see the extent to which the survey respondents were representative of all those who received the curriculum, respondents were asked to report their organizational roles and the age level of the students with whom they worked. 55% of the returned sample occupies formal classroom positions, with 62% reporting being high school teachers, 27% professors/lecturers, and 11% middle school teachers. Of those characterized as in non-classroom positions (45% of the returned sample), 59% were librarians, 31% school administrators, and 10% community or religious educators.

**Figure 4: Organizational Role of Survey Respondents**

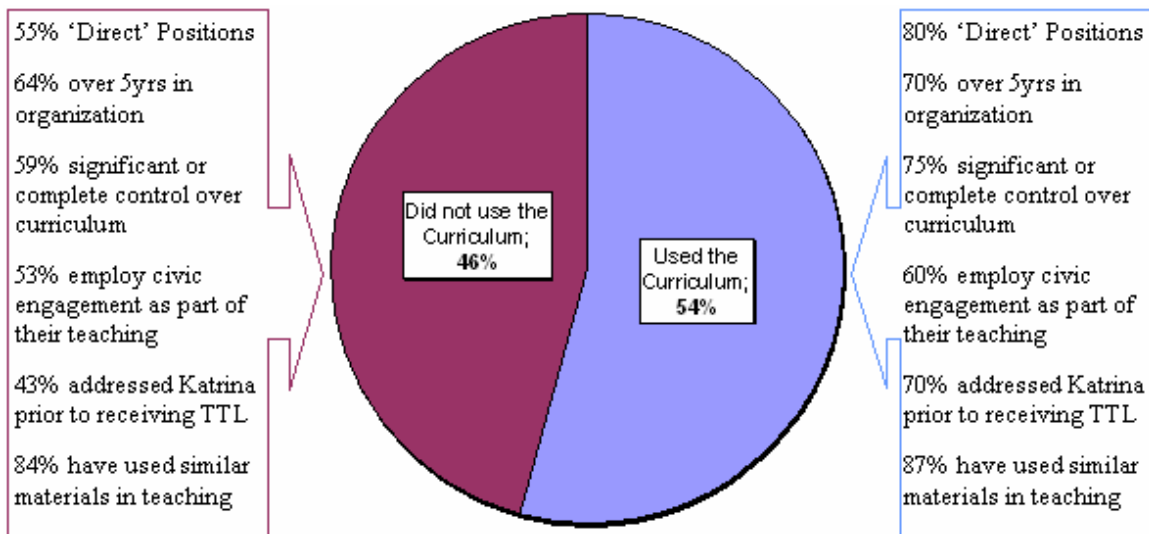


Combined, all respondents indicated using the curriculum with predominately upper grade level students 8-12 (69%). However, 20% of respondents indicated that they had used the curriculum with college level individuals and 11% with adult populations.

## Curriculum Use

Over half of the individuals surveyed indicated that they had used the curriculum in some form. 54% of survey respondents indicated they had used the curriculum. A comparison of this group with those who reported not using the curriculum at all highlights some interesting differences:

**Figure 5:** Comparison of respondents who reported using the curriculum with those who reported not using the curriculum



The above comparisons show that individuals who used the curriculum, when compared to those who did not, were more likely to work in classroom settings, had longer tenure in their organizations, reported more control of their teaching and more had used similar materials before. In addition, people that used the curriculum were more likely to have previously used civic engagement as part of their teaching and addressed Hurricane Katrina in their teaching prior to receiving the curriculum.

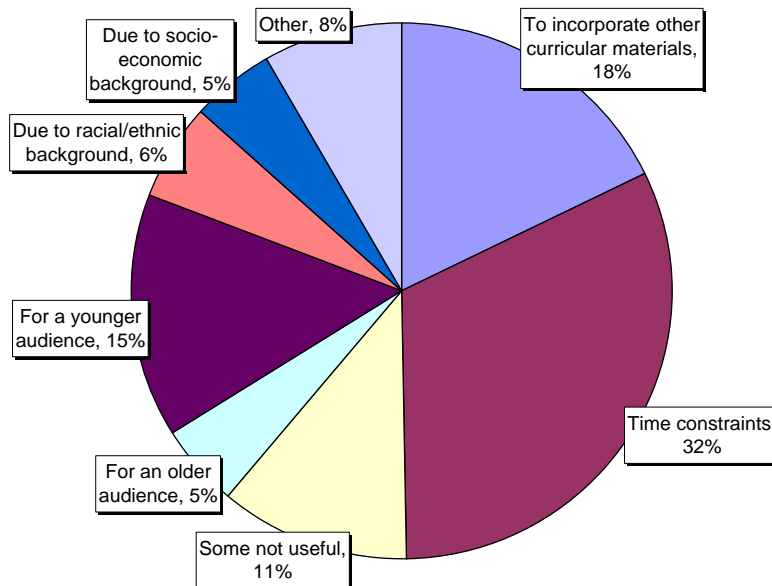
Two reasons were commonly given for why the curriculum was not utilized: 33% of respondents indicated that they did not use the materials because they *could not find the opportunity to incorporate it into their curriculum* and 34% indicated that they only requested the curriculum to *house it in their respective school/community/library*. Encouragingly, only a small percentage of respondents (3%) indicated that they didn't use the curriculum because they were *not satisfied with the DVD or materials*. Many other respondents indicated that the main barrier to use was that the curriculum was *too mature* (in content & language) for younger age groups (e.g. Middle school). For example, in a follow up interview, a middle-school teacher from Arkansas indicated that the language in the film was inappropriate for her 9<sup>th</sup> grade civics class students in her conservative school setting, and that the usage of TTL in the class was disapproved by her principal. However, she believed the curriculum was valuable and demonstrated this by passing it on to an AP teacher in the hope that it could be used in other classes. In fact, many respondents alluded to the fact they had passed the curriculum on to other individuals and thus the statistics provided here may even be a *conservative* estimate of the curriculum's use.

Whilst the survey sought to gain a balanced critique of the curriculum, the primary focus of the survey and follow up interviews was to better understand those who had used the curriculum. As such, respondents who indicated that using the curriculum were asked more specific questions on *how* they used the curriculum, *who* they used it with, and the *impact* they thought it had.

**How was the curriculum used?**

The survey results indicate that the curriculum was perceived to be well created and comprehensive and all components of it were reported as being used. Results indicate that all segments and activities in the curriculum were utilized in some form with no one segment seeming more popular than others. Further, the curriculum was used both in its original format (i.e. unmodified) and in some modified form. When asked to elaborate on why the curriculum was modified, respondents offered the following reasons:

**Figure 6:** Reasons given for the modification of TTL content

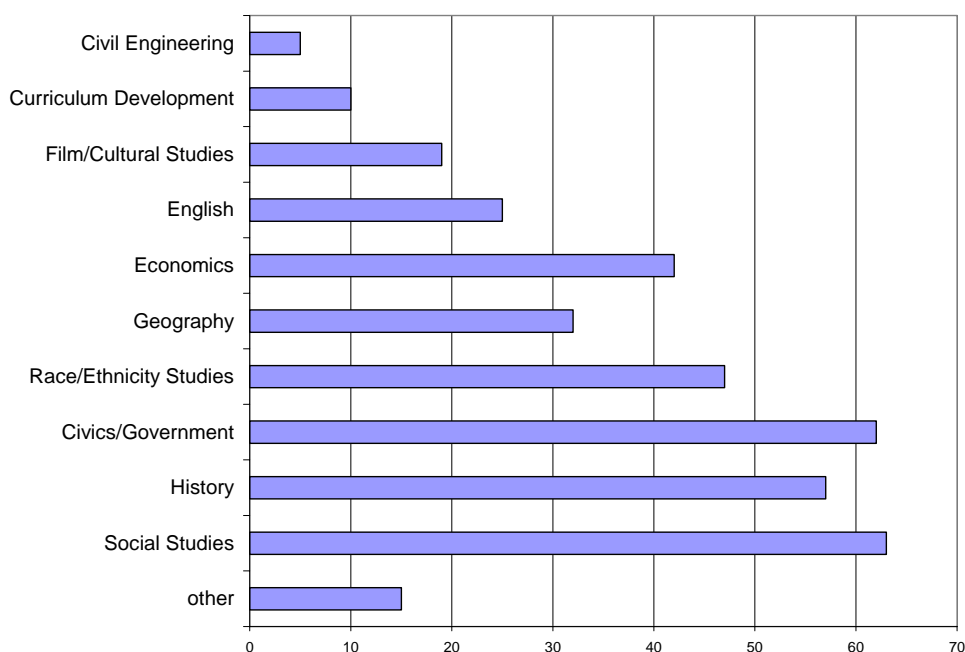


Follow-up interviews revealed more information of *how* and *why* the TTL curriculum was modified to suit various contexts. A junior high school teacher from New York used the materials with a special class of 6th grade boys who had been identified as "challenging" due to severe behavioral issues. In order to allow her students to better understand the curriculum, this teacher adapted all of the questions to fit the students reading level. In addition, finding that her students had difficulty concentrating without guidance while watching film, she stopped the film frequently during viewing to make sure students understood the content. By the end of the experience it was reported that these students were really "*angry and infuriated* [with the issues raised by the curriculum] *and motivated to implement change*". This account indicates how the curriculum may have been used in multiple settings and provides an illustration of the compelling nature of the issues it raises.

### Who was the curriculum used with?

In addition to describing who requested the curriculum materials, the survey sought to gain an understanding of *who* the curriculum has been used with. Unsurprisingly the materials have been used overwhelmingly in formal educational contexts, primarily high schools and colleges. Within these contexts, the curriculum has been used to address a broad range of subject areas. Results indicate the curriculum has been utilized primarily to address issues associated with *Social Studies*, *Civics/Government* and *History* but that it has also been applied to teach concepts of *Economics*, *Geography*, *Race Issues*, *English*, *Curriculum Development*, *Film/Cultural Studies* and *Civil Engineering*.

Figure 7: Subject areas the TTL curriculum has been used to address



Follow-up interviews reveal more details on how TTL was used in various subject areas and settings. A high school teacher from California used TTL in both U.S. Government and Geography classes. She pointed out that a video of such a current event with well designed curriculum materials was useful to “*captivate student minds*”. She indicated that “*students respond so well to visual*” and that the well structured curriculum provided an effective guide to walk students through the movie. Similar comments came from another high school English teacher from Missouri who used TTL in an elective course addressing fiction and social issues. She found the documentary was very engaging to students, indicating that she played it in its entirety, and also modified the TTL curriculum to integrate it with her English class. She suggested that similar curricula need to be developed for English educators.

TTL was also used in higher education institutions. One respondent, a college instructor, used TTL in a class to teach about *Communications Theory*. A professor from Florida used



TTL in a graduate *Educational Design* course as an example of how various educational materials can be created and integrated together. The professor discussed how a strong component of this curriculum was its use of the documentary as an anchor point and indicated that this project should act as a benchmark and inspiration to similar projects in the future.

The curriculum has been used in varying physical and political contexts with survey results indicating no real bias across settings. Respondents reported using the curriculum in predominately urban settings (44%) but also suburban (32%) and rural contexts (24%). When asked to speculate about the racial profile of the individuals who had been exposed to the curriculum, respondents indicated that these individuals were predominately white (30%), black (26%), Hispanic/Latino (19%) and Asian (13%). The curriculum was reported to be used across the range of political settings as well, encompassing liberal (36%), moderate (36%) and conservative (28%) settings.

The survey allows us to calculate a crude estimate of the scope of this project. Respondents indicated using the curriculum *up to 15 times* since receiving it, with the majority of respondents indicating that they had used the curriculum between 1 and 5 times. In addition, respondents indicated using the curriculum with *up to 600 people* since receiving it with a total of 33 respondents reporting using it with over 100 people. 28 respondents indicated that they had used the curriculum with between 50 and 100 people and 52 had used it with under 50.

### **What was the *impact* of the curriculum?**

Overall the curriculum was very well received. An encouragingly large proportion of respondents (over 90%) agreed that the curriculum *was effective in enhancing participants' understanding of Katrina and the complex social issues it raised*, that it was *effective in facilitating participant's ability to consider and appreciate multiple points of view*, and that it was *effective in enhancing participants' ability to articulate their position using evidence and information*. Even more encouragingly, less than 1% of respondents disagreed with these statements. Results also indicate that the TTL curriculum has had a positive effect on teaching practices with 38% indicating that it directly increased their use of group discussion in their teaching practices and 79% of respondents indicating that it helped promote civic engagement among participants.

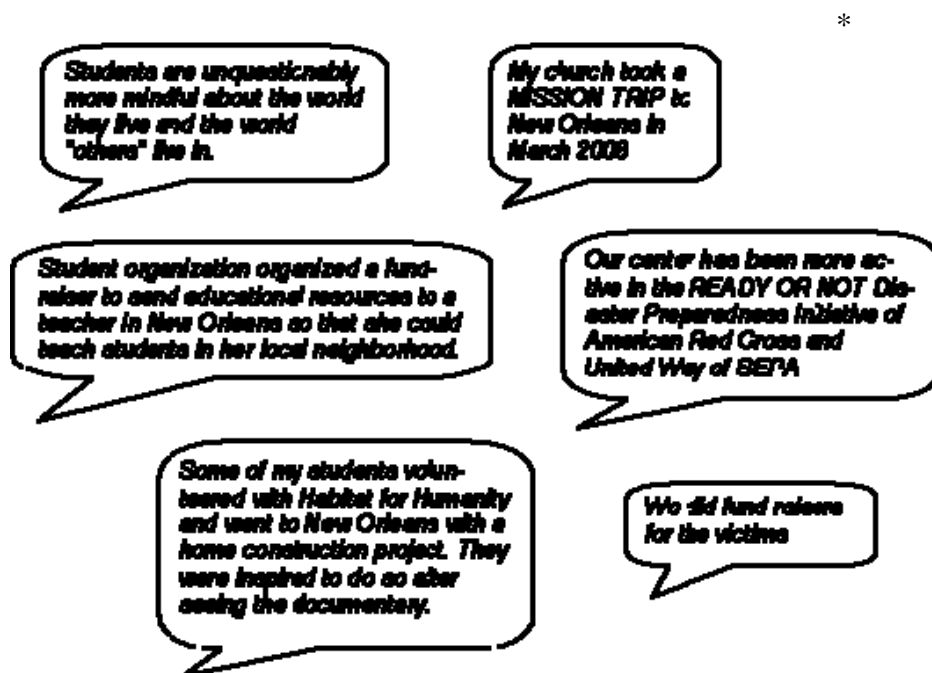
Follow up interviews reveal more details on how students responded to the curriculum. A junior high school teacher from New York who used TTL with six-grade students explained that the students she was working with are generally apathetic but that the TTL curriculum *"made them care"*. *"They were really hooked on the whole 'brownie you're a jerk'... They were just like really angry with FEMA. It was interesting to watch. It was exciting to see them actually care. And, actually, they got it."*

In addition to developing a sense of empathy in students, the TTL materials also seemed to provide students with a diverse range of perspectives and enhanced their interests and skills



in democratic dialogue. A high school English teacher indicated that TTL provided great resources to make students *informed citizens*, something he considered to be the first step for social change. Interviews also revealed that students deeply engaged in the curriculum: *"They were really into it and it was actually having the effects I wanted [which is] making them question things and try to figure out answers themselves, which is what every teacher wants."* A high school U.S. Government teacher from Texas noted in the interview that *"The curriculum provides a different perspective and helps one understand what it is truly like to be in a disaster"*. Further she elaborated on how the curriculum had also helped students become even more empathetic and enthusiastic in discussing a similar disaster caused by Hurricane Ike in Galveston, TX (an area near to the school).

Some respondents reported that many civic action projects were initiated by students/participants after they used TTL curriculum. One instructor used TTL at a church where a discussion of the film aimed to prepare youth for a mission trip to New Orleans' Lower 9<sup>th</sup> Ward. Other respondents gave the following examples of civic engagement projects promoted by this curriculum:



\* Real user comments transcribed verbatim from survey responses and follow-up phone interviews

## **Supporting Website: Use and Impact**

The curriculum's supporting website, *teachingthelevees.org*, proved to be an integral part of the project's impact. The website housed various curriculum materials of numerous media types and provided the opportunity for users to share, blog, and discuss a myriad of issues related to the curriculum.

The table below provides a snapshot of the website use (all data correct until September, 2008):

<b>Usage metric</b>	<b>Number of occurrences</b>
Total visitors to homepage*	223,367
Downloads of the Curriculum in PDF format*	3,920
Requests for Periodic Updates*	3,120
Multimedia Content Views (Hits)**	2,270
Multimedia Content Views (Visitors)**	1,987
Total postings to discussion board / Total responses on discussion board**	28 / 33
Total lesson plan postings / Total responses to shared lesson plans**	8 / 6

\* Since December 2006

\*\* Since July, 2007

\*\*\* Since September 2007

It can be seen that the website was immensely popular with over 200,000 visitors in just under 2 years. Further, in addition to the 30,000 curricula distributed by the project, an additional 3,920 were downloaded in PDF format direct from the website. In addition to these curriculum downloads over 2,000 supplementary digital resources housed on the site were also downloaded.

The forum and discussion boards were also active and these areas can provide yet further insight into how the curriculum was used.

<b>Forum and Blog Activity</b>	<b>July-August 2007</b>	<b>August 2007 – September 2008</b>
Total postings to discussion board / Total responses on discussion board	8/5	28/33
Total lesson plan postings / Total responses to shared lesson plans	4/1	8/6
Total comments on the blog	3/0	56



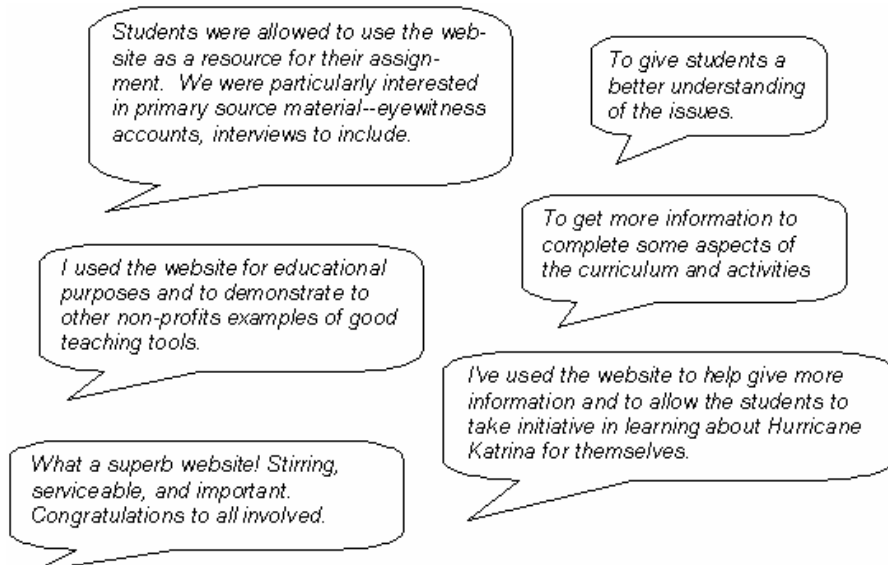
The forum developed into a place where some users went to discuss all things TTL related. Here is how the forum was most predominantly used:

*Curriculum Ideas & Sharing:* Forum users sought advice on how to best utilize the curriculum, how to integrate outside materials and sources, and how to modify it for specific audiences. In addition, users utilized the forum as a space to share lesson plans and resources, enhancing the use of the curriculum and creating an online community.

*Issue discussion:* The forum was used as a space to pose questions and discuss issues raised by the events of Katrina, the film, and the curriculum as a whole. The forum housed discussion of issues pertaining to the running of the US government, the general reaction to Katrina, lessons learned, and wealth.

*Catharsis:* In addition to the issues discussed above, many used the forum space as a medium to express opinion, voice concern, and present the personal impact Katrina had on their lives. Many thoughtful and emotionally laden posts revolved around the state of the United States, race relations and treatment of those less fortunate, and how we, as humans, relate to each other. A variety of perspectives were provided ranging from the regional, city specific, to the more global & international perspective.

The popularity of the website is supported by the survey results but also suggests that many users who didn't receive the curriculum utilized the TTL website. Survey results show that over half (56%) of curriculum users visited the TTL website. Further, of these individuals 65% indicated that they integrated the website into their teaching, utilizing it for educational purposes. It seems the website was primarily used to supplement the curriculum materials. Here are some actual user comments:

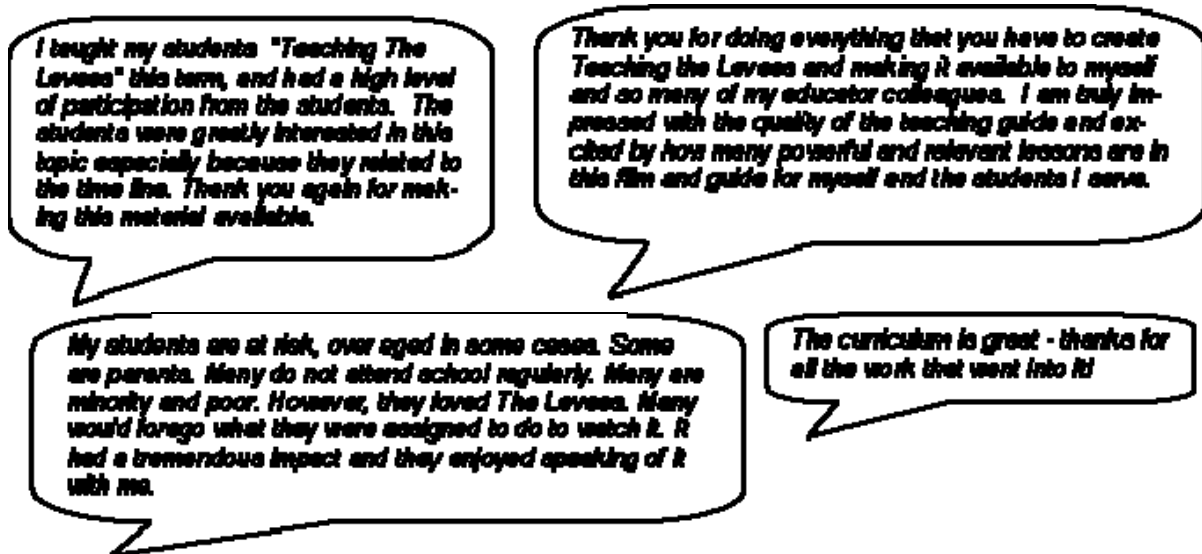


Two main themes emerged as to why the website was not used: 34% of respondents indicated that they *did not know about the TTL website*, whilst 31% suggested that *they did not use the website because the materials in the curriculum were sufficient*.

## CONCLUDING REMARKS

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The purpose of this report was to communicate the reach and impact of the Teaching *The Levees* curriculum project. This impressive project has reached every US state, spanning both classroom and non-classroom settings. Whilst the data presented in this report is only from a small subset of the ~30,000 individuals who received this curriculum, it provides encouraging insight into how the curriculum was used, with whom it has been used with, and what kind of impact the project has had.



It can be seen that the curriculum has been very well received. Analysis of the reaction of the early adopters, forum posts, emails, as well as the results of the Edlab evaluation project present a very positive picture of the project. The materials have been utilized in many contexts, often in modified forms to suit the diverse audiences with which it was intended. It has been used to teach, promote and highlight issues pertaining to Race, Government, Economics, History and English to name but a few. The curriculum has allowed educators to address topics that are otherwise difficult to deal with, and constructive dialogue and engagement has often been the result. Not only has this curriculum raised awareness of the events of Hurricane Katrina, but moreover it has helped raised the social consciousness of those touched by it, providing a unique perspective on the event and ultimately helping promote individual learning, social discourse and civic action. The curriculum, and this project as a whole, has acted as an inspiration to many, supporting teachings of a diverse nature across the United States. Its unique approach of combining formal educational materials with documentary films through the lens of a current event has been highly praised, highlighting the call for future materials to use similar models and continue to build on these foundations. Events such as Hurricane Katrina are devastating and will never be welcomed. However as this project has shown, such events can serve as rich learning opportunities, inspiring educators and learners alike.

## ACKNOWLEDGEMENTS & THANKS

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Teachers College Faculty & Students

Margaret Crocco & Maureen Grolnick



APPENDIX I: Total Curriculum Distribution by US State

State	Frequency	Percent of Total
NY	3590	12.8
CA	1930	6.9
IL	1577	5.6
PA	1468	5.2
TX	1402	5.0
OH	1104	3.9
FL	1098	3.9
NC	1082	3.9
NJ	1067	3.8
MI	899	3.2
GA	893	3.2
VA	883	3.1
MA	877	3.1
WI	755	2.7
MN	701	2.5
MD	681	2.4
LA	647	2.3
CT	559	2.0
IN	517	1.8
TN	516	1.8
WA	515	1.8
MO	487	1.7
SC	415	1.5
CO	337	1.2
IA	266	.9
AZ	251	.9
OR	248	.9
KY	236	.8
AR	231	.8
KS	212	.8
ME	209	.7
DC	207	.7
AK	202	.7
MS	198	.7
OK	176	.6
NE	167	.6
AL	150	.5
RI	150	.5
NH	149	.5

State	Frequency	Percent of Total
HI	126	.4
UT	125	.4
NM	110	.4
VT	103	.4
DE	85	.3
WV	80	.3
ID	75	.3
MT	74	.3
NV	74	.3
SD	63	.2
WY	54	.2
ND	44	.2



## APPENDIX II: Full Survey

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### I. About You

1. Please indicate your current role/position
2. How long have you been in your current position?
3. Which of the following best describes your instructional autonomy in your educational setting(s)?
4. How often do you use group discussion in your educational setting?
5. Do you incorporate civic engagement projects (i.e. service learning, oral history) as part of your educational program?  
If yes, please briefly describe the project.
6. Did you address Hurricane Katrina in your educational setting before requesting the Teaching The Levees curriculum?  
If yes, please describe what you addressed, and how you accomplished it.
7. Prior to receiving the film *When the Levees Broke*, have you ever used documentaries as educational materials?

### II. Curriculum Use

8. Have you used any part of the Teaching The Levees curriculum?  
If no, why not?  
If other, please specify:  
IF YOU ANSWERED "NO" TO QUESTION 8, please skip to Question #26 in Section IV.
9. Which segments of the film *When the Levees Broke* did you use?
10. Which unit(s) from the curriculum did you use without any modification?
11. Which unit(s) from the curriculum did you modify in some way before using?  
Please indicate your reason(s) for modifying the unit(s) selected above.
12. Which summative activities, if any, did you use?
13. Have you visited the Teaching The Levees website?  
If no, why not?  
If yes, have you used the website in your educational context and/or for educational purposes?  
If yes, please describe your use.
14. In what setting(s) have you used the Teaching The Levees Curriculum?
15. What subject areas have you addressed when using the curriculum?
16. Since receiving the curriculum, approximately how many times have you used the curriculum?



17. With whom have you shared the curriculum?

18. Please estimate the total number of people with whom you have used the curriculum in an educational setting (e.g. youth, students, colleagues, others).

Which of the following best describes those with whom you have used the curriculum?

### III. Curriculum Impact

Please indicate your level of agreement with the statements in questions 19-24.

19. Overall, the curriculum and/or online resources were effective in enhancing participants' understanding of Katrina and the complex social issues it raised.

20. Overall, the curriculum and/or online resources were effective in facilitating participants' ability to consider and appreciate multiple points of view.

21. Overall, the curriculum and/or online resources were effective in enhancing participants' ability to articulate their position using evidence and information.

22. Overall, the curriculum and/or online resources were effective in promoting civic engagement among participants.

23. My use of group discussion in my educational setting(s) has increased as a result of using the curriculum.

24. Overall, the frequency of civic projects in my community and/or educational setting(s) has increased as a result of using the curriculum.

25. Please describe any civic action projects initiated in your community and/or educational setting(s) as a result of using the Teaching The Levees curriculum.

### Demographic Information

In order to ensure that our survey sample accurately represents those who requested the TTL curriculum, please complete this optional section on demographics.

26. Please indicate your Gender.

27. Please indicate your Age

28. Please indicate your Race/Ethnicity.

29. Please indicate your organization/affiliation/company

30. Which of the following best describes the context(s) in which you have used the curriculum?

31. Please let us know how you would like your \$10:

32. Thank you for providing your input on the curriculum and its use! Your answers are critical in our on-going efforts to provide innovative curricular resources. Can we contact you in a potential follow-up round to get more detail regarding your response?



APPENDIX III: Survey Respondents by US State

State	Frequency	Percent of Total
NY	28	12.3
CA	19	8.4
PA	12	5.3
MI	11	4.8
NC	11	4.8
FL	10	4.4
GA	8	3.5
IL	8	3.5
LA	8	3.5
TX	8	3.5
VA	8	3.5
WI	8	3.5
NJ	7	3.1
MA	6	2.6
MN	6	2.6
MD	5	2.2
OH	5	2.2
TN	5	2.2
CT	4	1.8
IN	4	1.8
AK	3	1.3
AZ	3	1.3
CO	3	1.3
IA	3	1.3
MO	3	1.3
OR	3	1.3
AR	2	0.9
HI	2	0.9
ID	2	0.9
KS	2	0.9
KY	2	0.9

State	Frequency	Percent of Total
MS	2	0.9
NM	2	0.9
UT	2	0.9
WA	2	0.9
AL	1	0.4
DC	1	0.4
DE	1	0.4
ME	1	0.4
ND	1	0.4
NE	1	0.4
OK	1	0.4
SC	1	0.4
SD	1	0.4
WY	1	0.4

