

1978

Instructional role of the media specialist

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Abstract

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A survey instrument was distributed to one hundred fifteen Iowa elementary school media specialists in April, 1975. The instrument was used to assess the following, (1) if the recipient was an elementary media specialist employed full time in one attendance center; (2) if the recipient participated with the teaching staff in planning, designing, implementing, and evaluating of the instructional program; (3) which of fifty-one instructional tasks were performed when participating in the instructional program; and (4) using four criteria (no importance, very little importance, average importance, very little importance) the value assigned the instructional tasks in a media program.

From a return of sixty-five percent, results revealed sixty-three percent of the respondents were full time elementary school media specialists in one attendance center. Eighty-seven percent indicated participation in planning, designing, implementing, and evaluating of the instructional program. Seventy-eight percent performed sixty percent or more of the instructional tasks as listed on the survey instrument. Seventy-six percent considered eighty percent or more of the instructional tasks on the instrument of average importance or very great importance,

Instructional Role of the Media Specialist

A Research Paper
Presented to the
Faculty of the Library Science Department

In Partial Fulfillment
of the Requirements for the Degree
Masters of Arts

July 20, 1978

Head and approved by
Elizabeth Martin

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Accepted by Department
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Date July 21, 1978

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Chapter 1

INTRODUCTION

With increased emphasis on direct involvement of the media center in the instructional process, the media specialist's role should be moving beyond mere organization and maintenance of a media collection to direct involvement in the planning and implementation of the instructional program. The media specialist should no longer be found working in isolation from teaching-learning but should be working directly with the teaching staff to facilitate and expedite teaching and working directly with students to enhance and make learning more effective.

Whether the school's instructional program is organized for formal or informal teaching, media specialist and teaching staff cooperation in planning, developing, implementing, and evaluating teaching and learning activities should be basic to actualizing an instructional program of excellence.

Interchange between media specialist, teaching staff, and students in relation to instruction is needed to assure that resources and programs of the media center have an integral part in supporting and furthering the purposes of the instructional program.

Interaction of the media specialist with the users of the media resources is needed to insure materials and programs responsive to teacher-student needs and instructional

program goals. Cooperative effort between teaching staff and media specialist is needed to develop the instructional program and media program and to make exemplary educational experiences available.

The media specialist should be moving from passive spectator to active participant by working with students to provide guidance in research skills, reading, viewing, and listening techniques; to enhance the ability to select and use media to achieve learning goals; to work with teaching staff on ways to use media to achieve learning objectives and to encourage innovative teaching and learning practices. The media specialist should be seen to be moving away from the role of providing only instructional support to that of being an integral part of the teaching team in the instructional program.

THE RESEARCH PROBLEM

Purpose

Current information was needed about the perception of the instructional role by media specialists in the field and the extent to which the media specialist was able to fulfill this role. To acquire this information a survey of Iowa elementary school media specialists was made.

Problem Statement

The three specific questions investigated in the survey were:

Do full time elementary school media specialists

participate with certificated teaching staff in the instructional program?

What tasks are performed by elementary school media specialists as a result of participation with certificated teaching staff in the instructional program?

What tasks are considered important by elementary school media specialists?

The media specialist is asked to respond to a variety of requests in the elementary school program. The time factor and the evaluation of priorities influence the tasks actually performed by the specialist. The questions on the survey instrument were designed to elicit which tasks in the instructional role were being performed and which were considered important.

Hypotheses

The study specifically tested the following hypotheses:

Sixty-five percent or more of full time elementary school media specialists participate with certificated teaching staff in the instructional program.

Sixty percent or more of the tasks are performed by fifty percent or more of elementary school media specialists as a result of participation with certificated teaching staff

in the instructional program.

Eighty percent or more of the tasks are considered of "average importance" or "very great importance" by fifty percent of elementary school media specialists.

Definition of Terms

For the study the following definitions of terms were used:

Certificated teaching staff: individuals holding valid professional or permanent professional elementary teaching certificates.

Elementary school media specialist: individual with appropriate certification presently employed on a full time basis and providing unified service in one attendance center which includes only grades kindergarten through six or portions thereof.

Instructional program: proposed instructional activity over a period of time, especially the daily arrangement of teacher pupil activities.¹

Participate: take part in the planning, designing, implementing, and evaluating of the instructional program.

Tasks: units of performance which constitute the functions of planning, designing, implementing, and evaluating instruction.

¹Carter V. Good. Dictionary of Education (New York: McGraw-Hill, 1973).

Chapter 2

REVIEW OF RELATED LITERATURE

The force of educational excellence has refocused the developmental concepts of the media center and the role of the media specialist. Media centers will continue to exist to fulfill educational needs and programs of schools but it will not be the amount of equipment, the physical design, or the software that will enable the media center to reach this goal. Even a great media specialist alone will not reach this end. The center will reach this goal only when the instructional staff with their students participate fully in the multi-faceted opportunities offered.

The instructional program will include utilization of the media center as a normal part of the teaching routine. The center will then be a viable and exciting operational part of the instructional program. To reach this end, faculty and media specialist interaction and involvement as a team will be the key.² The media specialist's role will be moved from the traditional librarian, working in isolation, to the media specialist serving as a team member; from the librarian working incommunicado to the media specialist who is directly involved in curriculum

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Lillian Glogau, Edward Krause, Miriam Wexler, Developing a Successful Elementary School Media Center (West Nyack, New York, Parker Publishing Company, Inc., 1972), p. 79.

planning, development, and revision.³

The skilled media specialist will employ strategies which involve the staff in coordinated and continued utilization of media as an integral part of the regular school program. This will best be done when the media center is considered a classroom and the media specialist a member of the teaching team. When viewing themselves as teachers, media specialists will actively seek out all manner of ways to create a "classroom" where they will be assured that learning is being facilitated and maximized. Media specialists viewing themselves as teachers will reevaluate priorities resulting in the media center becoming a true learning center of the school. Too often media personnel have seen their role as passive, as responders providing the services when asked rather than as creative initiators.⁴

Classroom teachers and media specialists are responsible for accomplishing similar goals. With the media specialist as a team member, the media center can offer an additional arm or tool to help achieve these ends. This makes it essential to think in terms of a partnership

³Richard L. Darling. Teaming for Better Education: the Teacher and the Librarian (Champaign, Illinois: Garrard Publishing Company, 1968), p. 3; see also Richard W. Hostrop. Education Inside the Library-Media Center (Harden, Connecticut: The Shoe String Press, 1973), pp. 58, 59.

⁴Richard W. Hostrop. Education Inside the Library-Media Center (Harden, Connecticut: The Shoe String Press, 1973), pp. 49-53.

arrangement between media specialist and teacher. This approach provides for meaningful cross-fertilization of ideas that can strengthen the entire teaching learning process in the educational program. The media center will be a coordinating agency—a common meeting ground for faculty. Toward this end the media specialist must create sensitivity and awareness among teachers and administrators of the value of the media specialist as a teaching member of the team. In some cases, the media program will create this role for itself whenever the opportunity exists. This will often require seeking out. It will mean becoming involved in the teaching process with both the progressive and the traditional teacher. The thrust of the media specialist will be people and activity rather than object oriented.⁵

The School Library Manpower Project funded by the Knapp Foundation of North Carolina, Inc., and carried out by the American Association of School Librarians compiled the booklet Behavioral Requirements Analysis Checklist: A Compilation of Competency-Based Job Functions and Task Statements for School Library Media Personnel. The pamphlet provides a compilation of competencies which includes function and task statements applicable to the media specialist who functions as a responsible leader and practitioner in the

⁵Ibid., pp. 61,65,86.

instructional program. The area of competency Category B, Learning and Learning Environment, lists as function 2 of the media specialist "to participate, as a member of the educational team, in the design and the construction of the curriculum for the educational program".⁶ Under this function are listed nine tasks of:

- Task 1. Contribute to the determination of instructional objectives for the educational program.
2. Communicate the role and potential of the media program to achieve curriculum goals.
3. Participate on curriculum committees to assist in curriculum development and revision.
4. Assist curriculum committees by participating in the selection of appropriate media and equipment to support the curriculum.
5. Coordinate media resources to support methods of instruction and curriculum design.
6. Inform faculty of curriculum trends in general education and specific subject fields.
7. Assist individual faculty members to plan curriculum and select appropriate resources.
8. Assist faculty to implement innovations in instruction.

⁶Robert N. Case and Anna Mary Lowrey. Behavioral Requirements Analysis Checklist: A Compilation of Competency-Based Job Functions and Task Statements for School Library Media Personnel (Chicago, Illinois: American Library Association, 1973), pp. 3-53.

9. Coordinate plans with faculty to provide assistance to students for the completion of assignments and units of work.⁷

The Department of Audiovisual Instruction funded by a grant from the Office of Education conducted a study of the field of instructional technology using military and government facilities, business and industrial facilities, and educational institutions to analyze jobs performed at all levels of the instructional media field. Jobs in Instructional Media evolved from the interim report "Manpower and Instructional Media: A Study of Jobs, Personnel, and Training", by this study group. The publication enumerates a continuum for the entry into the field of instructional technology ranging from the non-skilled entry positions through the intermediate sub-professional terminating in the full professional. The tasks performed plus the content of the tasks and the matching skills necessary to perform the tasks are listed.⁸

Four possible levels of entry are listed under Design Function. Level I and II list no activities. Level III, Management Activities, lists tasks related to the tabulation of data such as writing letters to ex-students to

⁷Ibid., pp. 6,7.

⁸James Wallington and others. Jobs in Instructional Media (Washington, D.C.: Association for Educational Communications & Technology, 1971). pp. 1-60.

develop profiles, tabulating responses to develop student profiles, and tabulating data to develop instructor profiles. Level IV, Design Activities, more closely related to the instructional role, enumerates six tasks with specific sub-tasks. Task Six, Selecting Materials/Media, lists the sub-tasks of locating artifacts to use as visuals in instruction, selecting pictures from books to use as instructional visuals, and selecting appropriate media to design instructional mats.⁹

The study "The Role of the School Media Center in Instructional Development" by Robert H. Pearson, was conducted in 1974. The principal purpose of the study was to identify the parameter of involvement of the media specialist in instructional development. The study was organized into three elements: A review of recent studies on the involvement of the media specialist in instructional development, a field survey of media specialists from a sample school population to determine the extent of involvement in instructional development, and a review of literature on instructional development in school media centers.

The review of recent studies indicated changes in school librarianship. In addition to name and function change, the media center and media specialist moved from

⁹Ibid., p.65.

a support role to a role integrated into curriculum. One of the new tasks performed was instructional development. Studies in library education, standards and accreditation, and teacher education confirmed the change in media personnel function moving away from only instructional support to a total integration of the media program into the curriculum. With the changing methods of teaching and instructional strategies, the more systematic approaches to teaching in elementary schools such as IGE/MUS have emphasized the utilization of media center personnel for instructional development.

From the sixty-seven percent return in the survey of elementary school media centers it was found that approximately seventy-five percent of the media specialists performed instructional development tasks.

The literature review affirmed instructional development composed of the broad areas: planning instructional support, participating in instructional design, implementing instruction, evaluating, and instructional staff development as a new area of emphasis in the school media center. Instructional development was seen as integrated into the media center as an instructional element rather than as a service and to be the emphasis of the school media center of the future.¹⁰

¹⁰Robert H. Pearson. The Role of the School Media Center in Instructional Development. Instructional Science Associates, Madison, Wisconsin, ERIC Document ED 100 379, 1974.

In the fall of 1973, the School of Library Media, Alabama A and M University with Howard G. Ball as principal investigator, conducted a survey involving school media specialists entitled "Library Media Specialists' Perception of Their Roles and Functions". The purpose of the study was to assess the opinions, professional relationships, and missions of school media specialists employed throughout the southeastern United States. Questionnaires were sent to a total of 456 school media specialists in Florida, Georgia, Alabama, South Carolina, Tennessee, and Mississippi.

Of the sixty-six percent that responded to the survey, results indicated that an average of twenty-six percent of school media specialists' time was given to cooperative planning with teachers. This was based exclusively on the fifty-eight percent who responded that they plan with teachers. It was also pointed out that thirty-five percent of school media specialists expressed they had little or no opportunity to plan with teachers. Attitudes of principals, apathy of teachers, and excessive demands on school media specialist time were given as major reasons that limited this planning time.

Data gleaned from the survey indicated school media specialists are now being increasingly confronted with emphasis of the new missions of school media programs, such as (1) developing knowledges and skills for selecting and using the appropriate media in a particular instructional plan; (2) acquiring competencies for curriculum design; (3) articulating instructional objectives with a compatible medium;

(4) assisting in the design and production of instructional materials; and (5) bringing all of these into an organized and sustaining instructional system.

Reflections on the data indicate the need of school media specialists to maintain two-way communications between themselves and other instructional personnel in order to continuously assess and revise programs and services as reflected in the changing missions and purposes of the school. Such behavior demonstrates genuine interest in assisting in instructional planning and development. School media specialists must not view the center's programs and services as adjunctive but as a very real integral part of the instructional delivery system.¹¹

Shirley L. Aaron investigated the instructional function of the professional media staff in a middle school. The objectives of the study were:

- (1) to develop a model which outlined a method of effectively adding the unique expertise of the school media specialist on a systematic basis to that of other members of the teaching team in order to personalize instruction;
- (2) to assess the effect which implementation of the model had on the academic achievement and self concept of students involved in the experiment; and
- (3) to determine the effect which implementation

¹¹School of Library Media. Library Media Specialists' Perceptions of Their Roles and Functions, Alabama A and M University, Normal, ERIC Document ED 095 889, 1974.

of the model had on the attitudes and instructional performance of educators involved in the project.¹²

A model based on the Individually Guided Education process was developed to allow a media specialist to function effectively in the instructional process. The theoretical model with a full time media specialist as part of the teaching team was implemented with an experimental group of one hundred eighty-eight eighth graders randomly assigned at Fort Clark Middle School in Gainesville, Florida, during the 1974-75 school year. The control group of eighth graders, designated as having the traditional approach, were without the benefits of a full time media specialist on the teaching team.

The Metropolitan Achievement Test and the Otis-Lennon Mental Ability Test were used as pretests. The Metropolitan Achievement Test was used as the post-test. A random sample of fifty percent of the experimental group and control group were administered the pretest Coopersmith's Self-Esteem Inventory and the Florida Key: A Scale to Infer Self Concept in the first month of the academic year. All students in both the experimental and control group took Coopersmith's Self-Esteem Inventory and the Florida Key:

¹²Shirley L. Aaron. Personalizing Instruction for the Middle School Learner the Instructional Role of the School Media Specialist, Career Education Center, Florida State University, Tallahassee, Florida, ERIC Document ED 115 276, August, 1975, p. 1.

A Scale to Infer Self Concept as post-tests in the eighth month of the academic year.

Reaction sheets completed by the teachers of the experimental team at various intervals throughout the academic year were used to provide insight into teacher perception and attitude of the role of the media specialist.

Post-test results in language arts, spelling, and mathematical computation indicated students in the experimental group did better than students in the control group. The process of personalizing instruction as implemented at Fort Clark Middle School did enhance academic achievement of all or part of the experimental group in some areas of instruction.

Post-testing showed an overall gain in both professed and inferred self-concept-as-learner for students who participated in the research project. Of primary importance was the fact that students in the experimental group had a significant gain in inferred self-concept when compared with the control group.

The project produced a significant difference in the inferences made by teachers about students as learners in the experimental group. This finding is especially important since these attitudes generally lead to an atmosphere in the classroom which is much more conducive to students' success in academic as well as other types of endeavors.

Compiled from teacher reaction sheets, the major roles of the media specialist in the planning of a unit were:

- (1) to offer input in the formulation of unit and instructional objectives;
- (2) to gather appropriate print and non-print materials which might be used as the basis for learning alternatives;
- (3) to suggest a wide variety of learning activities geared to student learning styles;
- (4) to make teachers aware of other types of resources, such as speakers and sites for field trips;
- (5) to organize materials and media related activities according to unit objectives and student learning styles when possible;
- (6) to define specifications for materials which need to be locally produced and in some instances to produce materials (when no technical personnel were available to perform this function).¹³

The media specialist's chief contributions in implementing a unit were seen as:

- (1) working with students periodically to help them produce materials related to topics being studied;
- (2) organizing learning alternatives;
- (3) arranging for materials and other resources to be available at the time and place at which they were needed;
- (4) and helping to set up learning activities.¹⁴

The major roles in evaluating a unit were:

- (1) helping teachers to spot problems related to

¹³Ibid., p. 54.

¹⁴Ibid.

learning alternatives being offered to students;

- (2) working with other team members, suggesting modifications or changes in learning alternatives to make them more meaningful to students;
- (3) and participating in the overall evaluation of each unit after the unit is completed.¹⁵

When reporting on the role of the media specialist on a teaching team, Shirley L. Aaron noted that the sophisticated media skills of the media specialist placed the specialist in a unique position to help teachers effectively manage, produce, analyze, utilize, and evaluate the wide variety of resources which can be used in the instructional process.¹⁶

The instructional responsibilities media specialists performed depended both on the size of the professional and clerical staff and on the time needed to perform tasks for which the media staff is generally held responsible. Attitudes of administrators toward the role of the media staff and teacher's attitude toward the instructional function of the media specialist equally influenced the extent media personnel participated as instructional team members. The time line used by teachers in planning units affected the

¹⁵Ibid., p. 55.

¹⁶Shirley L. Aaron. "Teaming for Learning," School Media Quarterly, (Spring, 1976), pp. 216-218.

specialist's meaningful contribution to the process. A final important factor which determined the contributions of the media specialist to the instructional team was the media specialist's perception of what the specialist's instructional role should be.¹⁷

Elizabeth T. Fast in "The Role of the School Media Center and the Media Specialist" noted that as schools have moved from teacher-dominated to learner-oriented the media program has emerged as an integral part of the school experience with media playing an active not a passive role. The traditional concept of a school library has become obsolescent and has been replaced by a center or program which is linked to the learning process with the professional staff playing a key role in the development of curricular objectives and selection and development of materials that meet these objectives.

The stranger who comes in contact with the new media program will still see the staff circulating materials and equipment but will also see the staff participating in learner-oriented programs, in team teaching, in curriculum development, and in evaluation roles.¹⁸

¹⁷Ibid.

¹⁸Elizabeth T. Fast. The Role of the School Media Center and the School Media Specialist. Groton Public Schools, Connecticut, ERIC Document ED 098 930, April 1974.

By dividing curriculum development into three basic stages planning, implementation, and evaluation the potential contributions of the media specialist at each stage can be identified.¹⁹

At the planning stage the media specialist's expertise in instructional design assists in formulating and clarifying instructional objectives and strategies, and in identifying materials available in the school or community pertinent as content data and matched to learning styles and ability levels of students. As a part of the planning team, the media specialist can recommend learning experiences in which the media center might provide direct instruction as well as facilitate it. The specialist can build into the unit at appropriate points the skills students need to retrieve data and to use the appropriate hardware.²⁰

If the media specialist's entry point is at the planning stage the specialist can retrieve recent findings from the disciplines undergirding the proposed unit to help teachers verify the validity of major ideas to be used as

¹⁹Johanna S. Wood. "The Role of Media Specialists in the Curriculum Process," School Library Journal, 23 (September, 1976) pp. 20,21.

²⁰Margaret Hayes Grazier. "A Role for Media Specialists in the Curriculum Development Process," School Media Quarterly, (Spring, 1976), pp. 199-202; see also Johanna S. Wood. "The Role of Media Specialists in the Curriculum Process," School Library Journal, 23, (September, 1976). pp. 20-21.

organizing centers of the unit.²¹

When media specialists have not had initial involvement, they are often handicapped by a lack of knowledge of the instructional objectives. They may be unable to help students gain access to needed materials because of a lack of the lead time needed to locate or purchase required media. They do not see themselves, nor are they perceived by teachers, as full members of the teaching team.

At the implementation stage, media specialists personalize services by using student profiles, individual records, as well as cooperative planning with teachers and individual conferences with students. Students and teachers are helped in locating and/or producing learning activity packages and learning modules.²²

The media specialist's observations of student triumphs and failures in using instructional resources provides evaluative data about the unit and the media used. The media specialist along with other members of the team analyze feedback and on the basis of data make determinations

²¹Margaret Hayes Grazier, "A Role for Media Specialists in the Curriculum Development Process," School Media Quarterly, (Spring, 1976), pp. 199,200.

²²Wood, loc. cit.

about needed modifications of the instructional plan.²³

The existing and potential functions of the media specialist in curriculum development relate closely to the competencies the media specialist brings to the task and to the perception of the role by teachers, by administrators, and by media specialists themselves. If teachers are not aware of the potential contributions of the media specialist or do not view the specialist as a potential member of an instructional team, they will not involve the specialist and the specialist will be unable to fulfill the role potential. Today's media specialists realize the prime responsibility to explore the potential of media for improving learning. They know the media specialist and the teacher work as a team to help students achieve instructional objectives.

²³Grazier, "A Role for Media Specialists in the Curriculum Development Process".

Chapter 3

DESIGN OF STUDY

A basic assumption of the study was that media specialists have a role in the instructional program. The study assumed that the elementary media specialists involved in the survey were able to identify and recall specific instructional tasks performed.

The population for the study was full time elementary school media specialists serving in one attendance center in the public schools of Iowa. The elementary schools having full time media specialists were identified from the results of the Department of Public Instruction survey Survey of the Status of Media Service in Iowa Public Schools conducted in the fall of 1976 and published in the spring of 1978. The names of the elementary librarians serving in the identified schools were obtained from the Basic Education Data Survey list for 1977-1978. Some schools identified by the DPI survey did not have a full time media specialist for the 1977-1978 school year. However, survey instruments were sent to all schools identified on the 1976 survey. Elementary schools that may have added a full time media specialist for the 1977-1978 school year could not be identified through any published information.

A limitation of the study involved the absence of a valid instrument which defined the instructional role of the media specialist by function and task. This

necessitated the construction of an instrument to be used in the survey process. Although the instrument was intended to be comprehensive, some tasks normally associated with the instructional program might not have been included. A further limitation of the instrument was the possibility of responders interpreting the task statements in a different way from that intended by the researcher.

The model used to construct the instrument identified the four functions of the media specialist in the instructional program as planning, designing, implementing, and evaluating. Units of performance which constituted the planning function were: 1. assisting in the identification of goals and objectives, 2. assisting in the identification of content in both cognitive and affective domain, and 3. identifying media related to topics to be studied, learner needs, and learner abilities.

The designing function involved the following performance units: 1. assisting in the selection of media and resources to be used in specific learning experiences, 2. assisting in identification of learning skills needed for specific learning experiences, 3. assisting in planning and sequencing specific learning experiences, and 4. identifying and producing supplemental media.

Performance units of the implementing function involved the media specialist in: 1. scheduling activities and resources, 2. presenting specific skill lessons, and 3. learner guidance.

The evaluating function involved evaluating activities both during and at the completion of learning experiences. This included performance units of: 1. evaluating the activity and media needs as the learning activity progresses, 2. evaluating learner skills needs as the activity progresses, 3. evaluating the learning activity at completion, and 4. evaluating the media and equipment needs at completion of the learning activity.

The instrument (see Appendix B) asked the media specialists surveyed to indicate if they were currently employed full time as library media specialists in one elementary building and if they participated with the certificated teaching staff in the planning, designing, implementing and evaluating of the instructional program. The directions for the instrument asked the media specialists to respond "yes" to indicate performance of specific instructional tasks as a result of direct interaction with teachers or "no" to indicate lack of performance with teachers or as a result of direct interaction with teachers. The instrument also asked the recipients to rate the importance of the instructional task relative to other tasks of their media program as of "no importance", "very little importance", "average importance", or "very great importance".

A cover letter (see Appendix C) explaining the project accompanied the survey instrument. Fifty follow-up letters (see Appendix D) were sent to insure maximum

response to the research project.

Before the instrument was sent to the survey recipients, a field test was conducted with media personnel by sending the instrument to a person who met the population requirement but was not employed during the 1977-1978 school year and to persons who were elementary media specialists but were not serving full time in one building. A cover letter (see Appendix E) asked the recipients to complete the instrument and write comments about: unclear wording of task statements, appropriate placement of tasks in function categories, length of time to complete, and any other aspects of the survey instrument which might be improved.

The field test did not indicate a need to change the placement of tasks in function categories. The length of time to complete the instrument was questioned with the most frequent comment the requirement of too much reading. An attempt was made to alleviate this problem by re-typing the instrument so that each of the four functions with accompanying performance units were placed on a separate page enabling the recipient to deal with one function per page. Specific functions and performance units (I.C.), (I.C.8), (II.D.), and (IV.A.5) were noted by all involved in the field test as being either too wordy, too long, or unclear making response difficult or impossible. In the final instrument (I.C.) was reworded to focus specifically on media and (II.D.) on determining supplemental media. In (I.C.8) and (IV.5) the words "modification" and "modifying" were replaced by "needs

changing for learner to use" and "changing media to enable learner to use". Upon completing the field test, all recipients indicated an uneasy feeling which ranged from guilty to threatened concerning the instructional role as surveyed on the instrument of the media specialist. To ease the possible negative reaction by recipients to the instrument, the introductory paragraph in the directions accompanying the survey was reworded giving stress to the idea and tone of research rather than evaluation.

Chapter 4

ANALYSIS OF DATA

The purpose of the study was to determine if media specialists participate in the instructional program, what instructional tasks were performed, and the value of the instructional task in the total media program. One hundred twenty participants for the study were identified from the Iowa DPI survey.²⁴ In correspondence to three school districts requesting permission to obtain research data, five of the possible participants were identified as serving in part-time positions. As a result, the instrument was sent to a total population of 115. Eighty-eight of the instruments were addressed to specific media specialists identified by the BEDS list.²⁵ Twenty-seven were addressed to specific buildings as identified by the DPI survey in care of the media specialist. A total of 75 instruments, 61 of the 88 addressed to specific media specialists and 14 of the 27 addressed to specific buildings in care of the media specialist, were returned. Forty instruments were not returned to the researcher. Lack of response might have been influenced by such factors as the length of the instrument and time required for completion, the specialist's attitude toward the instructional function of the media specialist, and other demands on the media specialist at the time of the instrument's arrival. Expressed in percentages, there was a return of 65 percent.

²⁴Iowa, Survey of the Status of Media Services in Iowa Public Schools (Des Moines, Iowa, Department of Public Instruction, Educational Media Section, 1978).

²⁵Iowa, Basic Education Data Survey, (Des Moines, Iowa Department of Public Instruction, Educational Media Section, 1977-1978).

In tabulating the replies to question one: Are you currently employed full time in one elementary building? 47(63%) of the respondents replied "yes". Twenty-six indicated they were either not elementary media specialists or not full time in one building. Two expressed a desire not to participate in the study. An analysis of responses of the population to the study is summarized in the following short table:

Table 1
Analysis of Population

	Respondents
Did not respond	40
Recipient did not fit population requirement	26
Did not complete returns	2
Returned usable instruments	47
Responses possible	115

The first hypothesis of the research paper was stated: Sixty-five percent or more of full time elementary school media specialists participate with certificated teaching staff in the instructional program. Of the 47 respondents who indicated they were full time elementary media specialists in one building, 41 replied "yes" to the question: Do you

participate with the certificated teaching staff in planning, designing, implementing, and evaluating of the instructional program? Six responded that although full time in one elementary building, they did not participate with the teaching staff in the instructional program. The data indicated that 41(87%) of the full time one building elementary school media specialists participated with the certificated teaching staff in the instructional program. The first hypothesis was not rejected.

The second hypothesis was as follows: Sixty percent or more of the tasks are performed by fifty percent or more of elementary school media specialists as a result of participation with certificated teaching staff in the instructional program. To determine the number of instructional tasks performed, a tabulation of total affirmative responses was made for each of the forty-one media specialists responding "yes" to question two on the survey instrument. (See Appendix A) Tabulation of the data indicated that 32(78%) of the media specialists performed 31(60%) or more of the instructional tasks as listed on the survey instrument. The second hypothesis was not rejected.

The range of responses for number of tasks performed by each media specialist was from 11(22%) to 51(100%). Ten persons performed 90 percent or more of the tasks set forth in the second hypothesis. The following table shows the number and percentages of tasks performed by these ten media specialists:

Table 3

Performance of Ninety Percent or More
Of Instructional Tasks

Number of Respondents	Number of Tasks	% of Tasks
1	47	92
2	48	94
4	50	98
3	51	100

In contrast, nine respondents performed fewer than
31 or 60% of the tasks as shown in this table:

Table 4

Performance of Fewer Than Sixty Percent
Of Instructional Tasks

Number of Respondents	Number of Tasks	% of Tasks
1	11	22
3	20	39
1	21	41
2	26	51
1	29	57
1	30	59

Hypothesis three concerned the importance assigned specific instructional tasks in a total media program. The hypothesis read: Eighty percent or more of the tasks are considered of "average importance" or "very great importance" by fifty percent of elementary school media specialists. A tabulation of the "average" or "very great" importance responses was made for each of the forty-one media specialists who identified themselves as participating with teachers in the instructional role. (See Appendix A) The data indicated that 31(76%) of the media specialists rated 41(80%) or more of the instructional tasks as listed on the survey instrument as either of "average importance" or "very great importance" in relation to other tasks of their media program. This hypothesis was not rejected.

Of the thirty-one media specialists who judged 80 percent or more of the tasks to be of average or very great importance, there were six who thought all of the tasks should be placed in these two categories. Altogether there were nineteen who evaluated 90 percent or more of the instructional tasks as of "average" or "very great" importance. These results are tabled as follows:

Table 6

Ninety Percent or More of Instructional
Tasks Evaluated of
Average/Very Great Importance

Number of Media Specialists	Number of Tasks	% of Tasks
4	46	90
3	47	92
2	48	94
1	49	96
3	50	98
6	51	100

The importance responses of ten persons fell below the 80 percent level of the third hypothesis. The number and percent of tasks they judged at the two upper levels of importance are shown in the following table:

Table 7

Evaluation of Instructional Tasks
Average/Very Great
Below Eighty Percent

Number of Media Specialists	Number of Tasks	% of Tasks
1	8	16
1	27	53
2	32	63

Table 7(continued)

Number of Media Specialists	Number of Tasks	% of Tasks
1	34	67
2	35	69
1	38	75
1	39	76
1	40	78

Table 8(See Appendix A) shows a comparison of the number of tasks performed with the number of tasks thought to be of "average" or "very great" importance for each of the forty-one respondents. Twenty-seven media specialists thought more tasks were important than they were presently performing. Six thought the same number were as important as the number they were performing but no analysis was performed to see if these tasks were the same. Eight respondents judged fewer tasks as important than the number they were performing. The differences among the respondents' indications of numbers of tasks performed and their judgement of the number which are important ranged from zero to twenty-five.

Table 9(See Appendix A) was developed to show the respondents' assignments of level of importance to each of the fifty-one instructional tasks. These levels of importance

were (1) of no importance, (2) of very little importance, (3) of average importance, and (4) of very great importance. The number of persons judging a task of "no importance" ranged from zero to six. The "no importance" responses are tabulated in the following table:

Table 10
Tasks Rated of No Importance

Number of Tasks	Number of Respondents
23	0
13	1
7	2
5	3
1	4
1	5
1	6

The range of respondents judging a task to be of "very little importance" was greater than that for tasks judged to be of "no importance". There were tasks which none judged to be of "very little importance" but as many as eighteen persons judged one of the tasks to be of "very little importance". The "very little importance" responses are tabulated in the following table:

Table 11
Tasks Rated of Very Little Importance

Number of Tasks	Number of Respondents
2	0
6	1
7	2
6	3
3	4
5	5
3	6
6	7
4	8
2	9
1	10
1	12
1	13
2	15
1	17
1	18

The lowest number of persons judging a task to be of "average importance" was five while the highest number was twenty-four. The number of responses assigning "average importance" to a task are as follows:

Table 12
Tasks Rated of Average Importance

Number of Tasks	Number of Respondents
1	5
2	7
2	8
4	10
4	11
4	12
6	13
5	14
3	15
5	16
2	17
3	18
4	19
5	20
1	24

As with the assignment of the "average importance" level, all tasks were judged to be of "very great importance". The number of respondents ranged from four to thirty-five. They were distributed as shown in the following table:

Table 13

Tasks Rated of Very Great Importance

Number of Tasks	Number of Respondents	Number of Tasks	Number of Respondents
1	4	3	20
1	6	4	21
2	8	2	22
2	9	2	24
2	10	4	25
1	11	1	26
2	13	3	27
1	14	2	28
4	15	2	29
1	16	2	31
2	17	1	32
2	18	1	33
2	19	1	35

There was one item, that of determining academic level(I.C.6) which no respondent judged to be lacking in importance. There were, in fact, thirty-three respondents who judged it to be of "very great importance". Only one item was judged by more people to be of "very great importance". Thirty-five respondents gave the rating to

(II.B.4) reference skills.

When the number of respondents who evaluated one of the tasks of "no" or "very little" importance were combined, five tasks received the highest number. They were:

I. Planning Function

- assisting in the sequencing of skills for mastery of listening, viewing, and critical thinking(A.2),

II. Designing Function

- assisting in sequencing the specific experiences of the learning activity(C.7),
- assisting in determining evaluation procedures to be used to show learner achievement through the learning activity(C.9),

III. Implementing Function

- instructing learners in study skills such as note-taking or outlining needed to complete the assignment(B.5),
- instructing learners in the use of visuals in presenting assignment information(B.9).

All five tasks appeared in the "very little importance" category. Three of the five(II.C.7; II.C.9; and III.B.9) appeared in the "no importance" category.

Table 14(See Appendix A) shows the number of persons who reported performing each task. Four of the five tasks were performed by fewer than 60 percent of the respondents.

The fifth task was performed by 63 percent as shown in the table that follows:

Table 15
 Comparison
 Performance with Evaluations
 No Importance or Very Little Importance

Task	Performance		Evaluation		
	Number	%	No	Little	Total
I.A.2	22	54	2	18	20
II.C.7	18	44	5	12	17
II.C.9	17	41	6	13	19
III.B.5	26	63	2	10	12
III.B.9	20	49	4	17	21

These are tasks evaluated of "very great" importance by fifty percent or more of the media specialists in the study.

I. Planning Function

- assisting in identifying topics to be studied(B.3),
- identifying media for the topics to be studied which met the academic level of the learner (C.6),
- identifying media needing change for learner use(C7),
- identifying media requiring little or no reading but conveying the required information for the topic to be studied(C.9).

II. Designing Function

- assisting in the selection of specific media to be used in the sequential development of the learning activity(A.1),
- assisting in identifying study skills such as outlining that learners will need to function effectively in the learning activity(B.3),
- identifying reference skills the learner would need to locate or retrieve data during the learning activity(B.4),
- identifying skills the learner would need to operate equipment to be used during the learning activity(B.5), and
- assisting in identifying media needed to supplement the media already available for complete development of the learning activity(D.10).

III. Implementing Function

- scheduling specific media and resources to be available at specific times and places when needed(A.3),
- instructing learners in the use of media needed for the completion of assignments(B.4),
- instructing learners in reference skills such as analyzing or evaluating information(B.6),
- instructing learners in the operation of equipment to be used in the learning activity(B.7),
- assisting the learner in determining the most appropriate media to use to meet a specific assignment need(C.11) and

- assisting the learner to extract information from a media source(C.12).

IV. Evaluating Function

- identifying additional media needed because of the direction the learners' interest had moved during the learning activity(A.3),
- identifying media that would enable the learner to pursue an assignment in additional depth (A.4),
- changing media to enable learner to use it for an assignment(A.5),
- identifying learners having difficulty using reference materials (B.8), and
- identifying learners needing additional direction in the use of media to present ideas in reports or projects(B.10).

At the completion of learning activities:

- assisting in identifying areas needing media on different reading levels(D.14),
- assisting in identifying areas needing media to accommodate the aural learner, visual learner, and nonreader(D.15),
- assisting in identifying areas needing more up-to-date media (D.16),
- assisting in identifying areas needing additional quantities of media(D.17), and
- assisting in identifying areas for which available equipment was inadequate(D.18).

Table 14(See Appendix A) shows that seven of the twenty-five tasks evaluated of "very great" importance by 50 percent or more of the media specialists were performed by 90 percent or more of the respondents. An additional eleven tasks were performed by 80 percent or more of the respondents. The remaining seven were performed by 63 percent or more of the respondents as shown in the following table:

Table 16
Comparison
Performance with Evaluation
Very Great Importance

Tasks	Performance		Very Great Importance Number
	Number	%	
III.(B.4)	40	98	27
III.(A.3)	39	95	32
IV.(A.4)	39	95	27
IV.(D.17)	38	93	31
I.(C.6)	37	90	33
I.(C.7)	37	90	26
II.(A.1)	37	90	27
III.(B.6)	36	88	22
I.(C.9)	35	85	24
II.(D.10)	35	85	29
II.(B.4)	34	83	35
III.(C.11)	34	83	25

Table 16(continued)

Task	Performance		Very Great Importance Number
	Number	%	
III.(C.12)	34	83	28
IV.(A.3)	34	83	25
IV.(B.8)	34	83	25
IV.(D.14)	33	80	29
IV.(D.15)	33	80	31
IV.(D.16)	33	80	28
III.(B.7)	32	78	21
II.(B.5)	31	76	25
IV.(D.18)	31	76	24
IV.(B.10)	30	73	21
II.(B.3)	29	71	21
IV.(A.5)	28	68	22
I.(B.3)	26	63	21

Table 14(See Appendix A) also shows that 46 of the 51 tasks are performed by more than half of the 41 respondents. The number of media specialists performing these 46 tasks ranges from 22 to 40. The task performed most frequently is that of (III.B.4) instructing the learner in use of media needed for the completion of an assignment. The range of numbers performing the 5 remaining tasks is from 18 to 20.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study was designed to collect from Iowa public school media specialists employed full time in one attendance center data to determine if there was media specialist participation with the certificated teaching staff in the instructional program, to collect information concerning the performance of specific instructional tasks by the media specialist with the teaching staff or as a result of interaction with the teaching staff, and to collect information concerning the importance assigned by media specialists to specific instructional tasks in a total media program.

Hypothesis one expressed the expectation that sixty-five percent or more of full time one building media specialists at the elementary level would participate with the teaching staff in the instructional program. This hypothesis was not rejected when the tabulation of responses indicated 87 percent of the media specialists fitting the population requirement participated in the instructional program. The second hypothesis pointed to the expected outcome that sixty percent or more of the tasks would be performed by fifty percent or more of the media specialists as a result of participation with the teaching staff in the instructional program. This hypothesis was not rejected when tabulation of data indicated 78 percent of the media specialists performed 60

percent or more of the instructional tasks. Hypothesis three expected eighty percent or more of the instructional tasks as listed on the survey instrument to be considered of "average importance" or "very great importance" by fifty percent of the media specialists. This hypothesis was not rejected when the data indicated that 76 percent of the media specialists rated 80 percent or more of the instructional tasks as either of "average" or "very great" importance.

Conclusions

Based on the findings of this study, a majority (87%) of elementary school media specialists employed full time in one attendance center take an active role in the instructional program. Ten (24%) of the media specialists indicated direct involvement and interaction as a team member by performance of 90 percent or more of the instructional tasks listed on the survey instrument. In contrast, nine (22%) were involved with the teaching staff in fewer than 60 percent of the instructional tasks. An explanation for the performance of 90 percent of the tasks might be that the media specialists were working with an administration and/or teaching staff who recognized and encouraged the specialists' expertise in the instructional role and, therefore, provided the time and opportunity for media specialist-teacher cooperative planning. An additional reason might be that the media specialists had strong commitments to the instructional role and had

communicated this to the teaching staff and/or administration. The performance of fewer than 60 percent of the instructional tasks might be attributed to the media specialists' view of the media center's program and services. The specialists might not understand and/or accept instructional tasks as an area of responsibility and, therefore, not become directly involved with the teaching staff in the instructional program.

Twenty-five(61%) of the media specialists viewed the media center's program and services as an integral part of the instructional system by evaluating 90 percent or more of the instructional tasks of "average" or "very great" importance. Ten(24%) evaluated fewer than 80 percent of the tasks in this category. A plausible reason for the difference in evaluation of importance among the media specialists might be contributed to the varying perceptions held by media specialists of the role of the media specialist in a total media program.

Twenty-four percent of the media specialists related performance of 90 percent or more of the instructional tasks while 61 percent evaluated 90 percent or more of "average" or "very great" importance. Twenty-two percent of the media specialists related performance of fewer than 60 percent of the tasks while 24 percent evaluated less than 80 percent of the tasks of "average" or "very great" importance. The rankings of high percentage of performance-

high percentage of evaluation and low percentage of performance-low percentage of evaluation might be as a result of the media specialists' view of their role in the instructional program of school.

Twenty-seven(66%) of the media specialists evaluated a larger number of tasks of "average" or "very great" importance than they were presently performing. One possible explanation for this might be the lack of time and/or opportunity. The teaching staff and/or the media specialists might be too tightly scheduled prohibiting the arrangement of time for meaningful exchange of ideas. The media specialists might lack clerical assistance and be required to perform the other responsibilities of a total media program. The administration and/or teaching staff might not be as receptive to the media specialist in the instructional role as is needed to perform the number of tasks felt important. Media specialists might be aware of the potential of the role but not feel secure enough or knowledgeable enough for a high level of involvement.

Eight(20%) of the respondents performed a larger number of tasks than they evaluated of "average" or "very great" importance. This might be an example of a teaching staff and/or administration with a commitment to a media program and media specialists responding to demand by performance of the instructional tasks although not by their own initiative.

Media specialists were operational in all four functions of the instructional role. Few tasks were rated of "no" importance. One task(I.C.6) identification of media for the topic to be studied which met the academic level of the learner received no ratings of "no" or "very little" importance. Respondents viewed the media specialist as having less of an active role in five tasks scattered through the planning, designing, and implementing function. These tasks might be associated with what was traditionally thought of as the teacher's domain and as a result the media specialists might be indicating the attitude of being hesitant to infringe on what might be referred to as the teacher's territory.

Tasks evaluated of "very great" importance by 50 percent or more of the media specialists were evident in each of the four functions in the instructional system. Respondents viewed the media specialist as having a more active role in four of nine tasks in the planning function, five of eleven tasks in the designing function, six of thirteen tasks in the implementing function, and ten of eighteen tasks in the evaluating function. The larger percentage in the evaluating function might be explained by the decision made when constructing the instrument to place all phases of the evaluation task under one function.

Of the twenty-five tasks evaluated of "very great" importance by 50 percent of the media specialists, seven were performed by 90 percent or more of the re-

spondents. Possibly these were tasks more compatible to the respondents in the changing role of the media specialist since they might be thought of as closer to the traditional role of organizing, maintaining, and supporting but they are still very much a part of the emerging instructional role. This might also illustrate the media specialists' view of the media center and materials as supporting and furthering the instructional program.

Recommendations

As an outcome of this study a researcher in the future might wish to develop a more extensive study by involving in the population private and parochial elementary school media specialists.

A more comprehensive study of instructional participation might be undertaken by including part time elementary media specialist's participation in the data base. An interesting sidelight to the study might be a comparison of the level of instructional involvement of the full time media specialist in one attendance center and the level of instructional involvement of the part time media specialist in an attendance center.

The researcher might wish to study the extent of the media specialist's participation with the teaching staff. Such a study might investigate the amount of time spent in performing instructional tasks with the teaching staff and/or the number of instructional staff involved with the

media specialist in instructional planning.

A follow-up study might wish to pursue the level of success of the media specialist's participation in the instructional program. A further study might be made to investigate the difference indicated in the number of tasks evaluated of "average" or "very great" importance and the number of tasks performed.

Perhaps an interesting contrasting study might be developed by studying middle school, jr. high school, or senior high school media specialist participation with the teaching staff in the instructional program.

APPENDIX A

Table 2
Instructional Task Performance

Respondent	Performance Number	%	Respondent	Performance Number	%
1	45	88	22	34	67
2	50	98	23	20	39
3	51	100	24	42	82
4	26	51	25	48	94
5	20	39	26	44	86
6	42	82	27	39	76
7	41	80	28	21	41
8	26	51	29	47	92
9	38	75	30	32	63
10	11	22	31	20	39
11	50	98	32	37	73
12	51	100	33	31	61
13	50	98	34	43	84
14	48	94	35	44	86
15	42	82	36	37	73
16	40	78	37	29	57
17	30	59	38	33	65
18	40	78	39	44	86
19	35	69	40	50	98
20	36	70	41	37	73
21	51	100			

Table 5
Instructional Task Importance

Respondent	Average Very Great Number	%	Respondent	Average Very Great Number	%
1	45	88	22	44	86
2	51	100	23	45	88
3	51	100	24	51	100
4	49	96	25	48	94
5	35	69	26	48	94
6	45	88	27	38	75
7	43	84	28	43	84
8	45	88	29	51	100
9	50	98	30	46	90
10	8	16	31	27	53
11	51	100	32	47	92
12	43	84	33	32	63
13	50	98	34	47	92
14	34	67	35	43	84
15	45	88	36	51	100
16	46	90	37	43	84
17	39	76	38	32	63
18	40	78	39	50	98
19	35	69	40	45	88
20	46	90	41	47	92
21	46	90			

Table 8

Comparison of
Performance with Responses of Average or Very Great Importance

Respondent	Number of Tasks Performed	Number of Tasks Important	Respondent	Number of Tasks Performed	Number of Tasks Important
3	51	51	18	40	40
21	51	46	27	39	38
12	51	43	9	38	50
2	50	51	36	37	51
11	50	51	32	37	47
13	50	50	41	37	47
40	50	45	20	36	46
25	48	48	19	35	35
14	48	34	22	34	44
29	47	51	38	33	32
1	45	45	30	32	46
39	44	50	33	31	32
26	44	48	17	30	39
35	44	43	37	29	43
34	43	47	4	26	49
24	42	51	8	26	45
6	42	45	28	21	43
15	42	45	23	20	45
7	41	43	5	20	35
16	40	46	31	20	27
			10	11	8

Table 9

Evaluation of Instructional Tasks by Elementary School Media Specialists

Tasks	Importance			
	Number of No	Number of Very Little	Number of Average	Number of Very Great
I. Planning Instructional Program				
A. Goals and objectives				
1. Mastery level	3	8	20	10
2. Sequence of skills	2	18	10	11
B. Content selection				
3. Topics	1	8	11	21
4. Concepts	2	5	17	7
5. Attitudes	1	9	16	15
C. Media identification				
6. Academic level	0	0	8	33
7. Learning style	0	4	11	26
8. Need of change for learner use	0	15	20	6
9. Reading requirement	1	2	14	24
II. Designing Instructional Program				
A. Selection				
1. Media to be used	0	2	12	27
2. Resources to be used	1	7	24	9

Table 9(continued)

Tasks	Importance			
	Number of No	Number of Very Little	Number of Average	Number of Very Great
B. Skills identification				
3. Study skills	3	5	12	21
4. Reference skills	0	1	5	35
5. Operation of equipment	0	5	11	25
C. Specific learning experience				
6. Planning	1	3	19	18
7. Sequencing	5	12	15	9
8. Assigning	2	7	18	14
9. Evaluating	6	13	14	8
D. Supplemental media				
10. Identifying needs	2	0	10	29
11. Producing	3	7	16	15
III. Implementing Instructional Program				
A. Scheduling				
1. Location	1	5	18	17
2. Appropriate teacher	3	7	16	15
3. Availability of media	0	1	8	32

Table 9(continued)

Tasks	Importance			
	Number of No	Number of Very Little	Number of Average	Number of Very Great
B. Instructing				
4. Media use	0	1	13	27
5. Study skills	2	10	16	13
6. Reference skills	0	1	18	22
7. Equipment operation	2	4	14	21
8. Making visuals	3	9	19	10
9. Using visuals	4	17	16	4
C. Learner guidance				
10. Clarification of assignment	0	6	20	15
11. Appropriateness of media	0	2	14	25
12. Extraction of information	0	2	11	28
13. Evaluation of data	0	3	15	20
IV. Evaluating Instructional Program				
A. During activity(activity,media)				
1. Modification of plans	1	15	17	8
2. Adjustment for learner needs	0	8	20	13
3. Interest adjustment	0	3	13	25
4. Media depth adjustment	0	1	13	27

Table 9(continued)

Tasks	Importance			
	Number of No	Number of Very Little	Number of Average	Number of Very Great
5. Changing media for learner use	1	6	12	22
B. During activity(learner needs)				
6. Study skills	1	5	19	16
7. Extracting information	0	2	20	19
8. Use of reference material	0	1	15	25
9. Listening and viewing skills	0	3	19	19
10. Media use in projects and reports	0	7	13	21
11. Operation of equipment	1	6	14	20
CC. Completion of activity(activity)				
12. Modification or deletion	2	8	13	18
13. Additions	1	7	13	20
D. Completion of activity(media, equipment)				
14. Reading level needs	0	2	10	29
15. Learning style needs	1	2	7	31
16. Up-to-date media needs	0	3	10	28
17. Additional quantity needs	0	3	7	31
18. Equipment needs	1	4	12	24

Table 14

Number of Elementary School Media Specialists Performing Instructional Tasks

Tasks	Performed Task Number	Task %
I. Planning Instructional Program		
A. Goals and objectives		
1. Mastery level	19	46
2. Sequence of skills	22	54
B. Content selection		
3. Topics	26	63
4. Concepts	26	63
5. Attitudes	25	61
C. Media identification		
6. Academic level	37	90
7. Learning style	37	90
8. Need of change for learner use	24	59
9. Reading requirement	35	85
II. Designing Instructional Program		
A. Selection		
1. Media to be used	37	90
2. Resources to be used	28	68

Table 14(continued)

Tasks	Performed Tasks	
	Number	%
B. Skills identification		
3. Study skills	29	71
4. Reference skills	34	83
5. Operation of equipment	31	76
C. Specific learning experience		
6. Planning	32	78
7. Sequencing	18	44
8. Assigning	27	66
9. Evaluating	17	41
D. Supplemental media		
10. Identifying needs	35	85
11. Producing	28	68
III. Implementing Instructional Program		
A. Scheduling		
1. Location	31	76
2. Appropriate teacher	30	73
3. Availability of media	39	95

Table 14(continued)

Tasks	Performed Tasks	
	Number	%
B. Instructing		
4. Media use	40	98
5. Study skills	26	63
6. Reference skills	36	88
7. Equipment operation	32	78
8. Making visuals	28	68
9. Using visuals	20	49
C. Learner guidance		
10. Clarification of assignment	35	85
11. Appropriateness of media	34	83
12. Extraction of information	34	83
13. Evaluation of data	27	66
IV. Evaluating Instructional Program		
A. During activity(activity-media)		
1. Modification of plans	18	44
2. Adjustment for learner needs	28	68
3. Interest adjustment	34	83
4. Media depth adjustment	39	95

Table 14(continued)

Tasks	Performed Tasks	
	Number	%
5. Changing media for learner use	28	68
B. During activity(learner needs)		
6. Study skills	29	71
7. Extracting information	33	80
8. Use of reference material	34	83
9. Listening and viewing skills	35	85
10. Media use in reports and projects	30	73
11. Operation of equipment	31	76
C. Completion of activity(activity)		
12. Modification or deletion	28	68
13. Additions	30	73
D. Completion of activity(media and equipment)		
14. Reading level	33	80
15. Learning style needs	33	80
16. Up-to-date media needs	33	80
17. Additional quantity needs	38	93
18. Equipment needs	31	76

APPENDIX B

Instructional Role of Media Specialist

This instrument has been designed to identify the instructional tasks currently being performed by Iowa elementary school media specialists and to identify the importance of the instructional tasks relative to the other tasks performed in a media program.

Indicate your response by circling the appropriate letter or number. It is important that you respond to each item on the instrument as thoughtfully and frankly as possible.

Column I. PERFORMANCE

Circle yes or no.

Yes - means media specialist performs task one or more times with teachers or as a result of direct interaction with teachers.

No - means even though task may be performed, it is not performed with teachers or as a result of direct interaction with teachers.

Column II. IMPORTANCE

You are asked to respond to the question:

"Of what importance should this task be relative to other tasks you perform in your media program?"

Circle the number which represents your response.

- 1 - no importance
- 2 - very little importance
- 3 - average importance
- 4 - very great importance

INSTRUCTIONAL ROLE OF MEDIA SPECIALIST

1. Are you currently employed full time as a library media specialist in one elementary building? yes no (Circle answer)
2. Do you participate with the certificated teaching staff in the planning, designing, implementing, and evaluating the instructional program? yes no (Circle answer)

COLUMN I
Performance

Yes No

COLUMN II
Importance

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~~Planning Instructional Program with Teaching Staff~~
I. Planning Instructional Program with Teaching Staff

~~Planning Instructional Program with Teaching Staff~~

A. Participation in goal and objective formulation for learning activity by identifying:

Y	N		1	2	3	4
		1. mastery level of listening, viewing, and critical thinking.				
		2. sequence of skills for mastery of listening, viewing, and critical thinking skills.				

B. Participation in content selection by assisting in identifying:

Y	N		1	2	3	4
		3. specific topics to be studied.				
		4. specific concepts to be mastered.				
		5. attitudes to be introduced, reinforced, or extended.				

C. Participation in media identification by identifying for topics to be studied the media which:

Y	N		1	2	3	4
		6. meets academic level of learner.				
		7. accommodates learner visual or auditory learning style.				
		8. needs changing for learner to use in learning activity.				
		9. requires little or no reading but conveys required information.				

Yes No

II. Designing Instructional Program with Teaching Staff

A. Participation in media and resource identification by assisting in selection of specific:

<u>Y</u>	<u>N</u>	1. media to be used in the sequential development of learning activity.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<u>Y</u>	<u>N</u>	2. resources such as speakers or field trips to be used in the sequential development of learning activity.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>

B. Participation in identification of skills needed for learning activity by:

<u>Y</u>	<u>N</u>	3. assisting in identifying study skills such as outlining that learner will need to function effectively.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<u>Y</u>	<u>N</u>	4. identifying reference skills learner will need to locate or retrieve data.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<u>Y</u>	<u>N</u>	5. identifying skills learner will need to operate equipment to be used.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>

C. Participation in planning specific learning experiences by assisting in:

<u>Y</u>	<u>N</u>	6. using selected media to actually plan specific learning activity.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<u>Y</u>	<u>N</u>	7. sequencing the specific experiences of the learning activity (introducing, linking ideas, sustaining interest).	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<u>Y</u>	<u>N</u>	8. determining activities required of the entire class, special groups, or individual learners.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<u>Y</u>	<u>N</u>	9. determining evaluation procedures to be used to show learner achievement.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>

D. Participation in determining supplemental media for learning activity by:

<u>Y</u>	<u>N</u>	10. assisting in identifying media needed to supplement already available media for complete development of activity.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<u>Y</u>	<u>N</u>	11. producing supplemental media needed for complete development of activity.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>

Yes No

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III. Implementing Instructional Program with Teaching Staff

A. Participation in scheduling by:

<u>Y</u>	<u>N</u>		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
		1. assisting in determining where learning activity would best take place (classroom, media center, community).				
		2. assisting in determining who would best teach specific parts of learning activity (classroom teacher, media specialist, resource person).				
		3. arranging for specific media and resources to be available at specific times and places needed.				

B. Participation in teaching by instructing learners in:

<u>Y</u>	<u>N</u>		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
		4. use of media needed for completion of assignment.				
		5. study skills such as note-taking or outlining needed to complete assignment.				
		6. reference skills such as analyzing or evaluating information for assignment completion.				
		7. operating equipment needed to use media for assignment completion.				
		8. making visuals for communication of ideas for reports or project presentations.				
		9. using visuals in front of a group to present assignment information.				

C. Participation in learner guidance by assisting the learner to:

<u>Y</u>	<u>N</u>		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
		10. clarify the assignment.				
		11. determine the most appropriate media to use to meet a specific assignment.				
		12. extract information from a media source.				
		13. evaluate the validity of data found in an informational source.				

15

Performance
Yes No

IV. Evaluating Instructional Program with Teaching Staff

Importance
N O V L A V G
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A. Participation during learning activity by:

- | | | | | | | |
|----------|----------|--|----------|----------|----------|----------|
| <u>Y</u> | <u>N</u> | 1. assisting in identifying and modifying instructional plans not contributing to learning process. | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |
| <u>Y</u> | <u>N</u> | 2. assisting in identifying learners needing assignment adjustment or modification. | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |
| <u>Y</u> | <u>N</u> | 3. identifying additional media needed because of direction learners' interest had moved during learning activity. | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |
| <u>Y</u> | <u>N</u> | 4. identifying media to be used by learner wishing to pursue assignment in additional depth. | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |
| <u>Y</u> | <u>N</u> | 5. changing media to enable learner to use it for completion of assignment. | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |

B. Participation during learning activity by identifying learners:

- | | | | | | | |
|----------|----------|---|----------|----------|----------|----------|
| <u>Y</u> | <u>N</u> | 6. in need of additional instruction in study skills such as note-taking or outlining. | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |
| <u>Y</u> | <u>N</u> | 7. lacking ability to extract information from media sources. | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |
| <u>Y</u> | <u>N</u> | 8. having difficulty using reference materials. | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |
| <u>Y</u> | <u>N</u> | 9. having difficulty acquiring information by listening and viewing. | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |
| <u>Y</u> | <u>N</u> | 10. needing additional direction in the use of various media forms to present ideas in reports or projects. | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |
| <u>Y</u> | <u>N</u> | 11. needing additional assistance in learning the operation of equipment. | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |

C. Participation at completion of learning activity by assisting in identifying:

- | | | | | | | |
|----------|----------|--|----------|----------|----------|----------|
| <u>Y</u> | <u>N</u> | 12. activities to be modified or deleted before using activity again. | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |
| <u>Y</u> | <u>N</u> | 13. additional interests to be included when learning activity is next used. | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |

D. Participation at completion of learning activity by assisting in identifying areas:

- | | | | | | | |
|----------|----------|--|----------|----------|----------|----------|
| <u>Y</u> | <u>N</u> | 14. needing media on different reading levels. | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |
| <u>Y</u> | <u>N</u> | 15. needing additional media to accomodate the aural learner, visual learner, and nonreader. | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |
| <u>Y</u> | <u>N</u> | 16. needing more up-to-date materials. | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |
| <u>Y</u> | <u>N</u> | 17. needing additional quantities of materials. | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |
| <u>Y</u> | <u>N</u> | 18. for which available equipment is inadequate. | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |

APPENDIX C

March, 1978

Dear

As innovations in education have emerged, the function of the media professional has been subject to a continuing change of emphasis. With 1975 publication Media Programs: District and School, came the emphasis on the media professional's involvement with the instructional program.

As a part of the research requirement for the master's degree in library science at the University of Northern Iowa, I am conducting a study to identify what tasks related to the instructional program are being performed by the elementary school media specialist and to identify the importance of instructional tasks relative to other tasks performed in the media program.

Your responses as a full time elementary media specialist will be of considerable value. All replies will be kept confidential. The data will be compiled and used within general task categories with no reference to individuals or schools.

I wish to express my appreciation in advance for the cooperation, time, attention, and helpful participation with this study. Any comments you might wish to include will be appreciated.

Please return the completed survey in the enclosed envelope by April 28, 1978.

Sincerely,

Patricia S. Adams
2101 South 5th Street
Marshalltown, Iowa 50158

APPENDIX D

April, 1978

Dear

Two weeks ago I sent a survey titled, "Instructional Role of the Media Specialist". As of today I have not received a response from you. I am eager to have as complete a picture as possible of the role of the media specialist in the instructional program. So that I may have the value of your response included in the data, please complete and return the survey instrument as soon as possible.

If you have misplaced the original survey, please contact me. I'll be happy to send an additional copy. Should our communications cross in the mail, please accept my apologies.

Thank you for your time and cooperation.

Sincerely,

Patricia S. Adams
2101 South 5th Street
Marshalltown, Iowa 50158

APPENDIX E

March, 1978

Dear

As innovations in education have emerged, the function of the media professional has been subject to a continuing change of emphasis. With 1975 publication Media Programs: District and School, came the emphasis on the media professional's involvement with the instructional program.

As a part of the research requirement for the master's degree in library science at the University of Northern Iowa, I am conducting a study to identify what tasks related to the instructional program are being performed by the elementary school media specialist and to identify the importance of instructional tasks relative to other tasks performed in the media program.

I am in the process of field testing the instrument "Instructional Role of the Media Specialist". Will you take a few minutes of your time to complete the instrument and to write in comments about the following: any unclear wording of task statements, appropriate placement of tasks in function categories, length of time to complete, and any other aspects of the survey instrument which might be improved.

I wish to express my appreciation in advance for the cooperation, time, attention, and helpful participation with this project.

Please complete and return to me by April 10, 1978.

Sincerely,

Patricia S. Adams
2101 South 5th Street
Marshalltown, Iowa 50158

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