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## A study for school media center program improvement

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## A study for school media center program improvement

### Abstract

The school library-media specialist holds an interesting position. They are not usually classroom teachers, but they are involved in the educational process. They select, purchase, catalog, and provide access to a great many materials in book form as well as in audiovisual and computer format. It is this material and its usage that puts the library-media specialist in such a unique and interesting position within the context of a school's educational program.

A STUDY FOR SCHOOL MEDIA CENTER  
PROGRAM IMPROVEMENT

A Research Paper

Submitted to

The Department of Curriculum and Instruction

In Partial Fulfillment

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Master of Arts in Education

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by

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## TABLE OF CONTENTS

	Page
Approval Sheet . . . . .	ii
Table of Contents . . . . .	iii
Chapter	
I INTRODUCTION . . . . .	1
Introduction to the Problem . . . . .	1
Statement of the Problem . . . . .	1
Definition of Terms . . . . .	3
II REVIEW OF LITERATURE . . . . .	5
Introduction to the Literature Review . . . . .	5
Literature Review . . . . .	6
Program Evaluation . . . . .	6
Role Identification . . . . .	9
Program Development . . . . .	14
Utilization . . . . .	16
Summary . . . . .	19
III SUMMARY . . . . .	21
Introduction to the Summary . . . . .	21
Summary . . . . .	21
Discussion and Conclusions . . . . .	23
Limitations of the Study . . . . .	25
Implications for Further Research . . . . .	25
Implications for Future Use . . . . .	26
References . . . . .	27
Appendix . . . . .	29

## Chapter I

### INTRODUCTION

#### Introduction to the Problem

The school library-media specialist holds an interesting position. They are not usually classroom teachers, but they are involved in the educational process. They select, purchase, catalog, and provide access to a great many materials in book form as well as in audiovisual and computer format. It is this material and its usage that puts the library-media specialist in such a unique and interesting position within the context of a school's educational program.

Although the media specialist is the person who generally does the selecting of learning materials for a school's media center, and knows as well as anyone what is contained in the collection, they are not the primary users of these materials. It is the teacher, and ultimately the students who utilize sources of information contained in the media collection. If this premise is accepted, then what should be the role of the library-media specialist in regard to utilization of media materials? How can they, or their supervisors, be assured that they are functioning in such a manner that will be conducive to properly carrying out this role for their justification of existence?

#### Statement of the Problem

The school librarian has traditionally been thought of as the keeper of the books. A person who putts around in the library straightening books on the shelves, and hushing students to be quite. They ordered materials that they considered to be good, and then spent alot of time assigning Dewey Decimal Numbers and subject headings to each book. Everything had to be exact; right down to proper size margins at the top

and left side of the catalog card. Their role in the instructional process of the school was limited. They taught library skills to students, and compiled subject bibliographies for teachers. Teachers who used the school library extensively as a learning resource center for their students, often did so on their own initiative, not because the librarian encouraged them to do so or because the library was promoted as a partner to classroom instruction.

These conditions have been changing over the last two decades. More and more, librarians have acquired the additional skills of using audiovisual materials for instructional purposes. They have recognized that this kind of material can be as important as books for student instruction. These professionals have shed the terms librarian and library, and have accepted the more meaningful and descriptive names of media specialist and media center. But even with this positive change, library-media specialists are, by and large, still thought of as librarians whose role is to provide supplemental materials for classroom instruction. They are not widely considered to be essential members of the instructional team. This has become quite evident in these days of tight school budgets. When cuts are called for, it is very often the library-media program that suffers greatly. Likewise, when extreme cuts are made, library-media specialists are usually the staff members to find themselves out of work.

It does not have to be this way. The role perceptions held by media specialists must change. Also, the perceived role of the library-media specialist which is held by teachers, students, and administrators must be changed (Aaron, 1977). How can this be done? In his book Megatrends,

John Naisbitt (1984) tells the story of how the railroads failed to change with the times and thus became a dying institution. Management thought that their business was railroads, and failed to see that in the big picture their business was really transportation. Thus it is, that library-media specialists must also look at the big picture and ask themselves what business they are in. Unless they want to plan their own obsolescence they will have to see that their business is not media. Instead they should understand that their business is education.

Many library-media specialists are doing an excellent job in this regard. They have developed media programs which have integrated the materials and services of the library-media center into the educational program of the school. They have, in fact, become educational partners with the teachers they serve.

Regrettably, however, far more school library-media specialists do not hold this kind of position. They do not actively promote the media center. Nor do they work for the development of a vigorous, effective media program which reaches into every part of the school's curriculum. It can be asked, therefore, what can be done to change this situation? What methods can be used to get a poor library-media program on track to better utilization and active involvement in a school's instructional curriculum?

#### Definition of Terms

There are terms used in regard to school library-media centers which are ambiguous. These include librarian, media specialist, and library-media specialist to identify the person professionally trained in one form of media or another. Also, the terms media center, library,



library-media center, media center, library resource center, and instructional materials center have all been used to signify the place in the school where the different forms of media are stored for user accessibility. For purposes of this study these terms are all used interchangeably. It has been the trend for many years now, to integrate all forms of learning materials into one collection and to train professionals in the use of all forms of learning materials. These materials include such things as library books, audio tapes and cassettes, filmstrips, motion picture film, video recordings, and computer software. The equipment, or hardware, which is used with these materials has also been placed in the same location as the materials themselves.

Thus, all terms referring to the university trained media professional will be used synonymously. Additionally, all terms used which refer to the place where media materials are made accessible to students and staff of the school are considered to be referring to the same place, whether it be an integrated collection, or separate collections for different types of media. As a result, no matter what term is used or quoted in this paper, it is referring to the media professional or media center as explained above.

## Chapter II

### REVIEW OF LITERATURE

#### Introduction to the Literature Review

The purpose of this investigation is to discover a means for developing exemplary school library-media programs. Like any segment of an organization, the library-media center must be justified in relation to its usefulness within the organization of which it is a part. If it can be determined that a library-media center is not useful to the educational process of a school, its continued existence will be in jeopardy. This will also be true if the staff and administration of a school merely perceive that the library-media center is not a useful part of the organization. Therefore, it is imperative that school library-media programs justify their existence by becoming indispensable in the learning process.

How can this be done? It is proposed that a review of scholarly literature might give an answer, or at least some leads for a method which can give guidance in this respect. Literature relating to the problem was examined by this writer, and it was found that very little is available which addresses the exact problem outlined. However, upon examination an overall pattern developed which can be applied in this situation. Four general topical areas are relevant to this study: (a) evaluation, (b) role definition, (c) program development, and (d) utilization. The literature will be examined in this paper within the context of these four content areas. It is to be hoped, that this examination will shed some light on the problem of improving school library-media programs.

## Literature Review

Before anything can be done about developing a justifiable media program, some knowledge must be gained about its strengths and weaknesses. Have there been goals or objectives established to provide direction to the program? Is the media center fulfilling a stated need, and does the library-media specialist carry out activities which will further the effectiveness of the media center program? To answer these questions, evaluation must take place.

Program Evaluation. To implement the process of evaluation there should be a determination of where the program is now, according to Daniel Callison (1984). One way of determining this is to use some sort of evaluation instrument. The Evaluative Checklist: An Instrument for Self-Evaluating an Educational Media Program in School Systems (Fulton, King, Teague, & Tipling, 1979) can be useful for this purpose. It provides checklists for measuring the program in six different areas: (a) the school system as a whole, (b) curriculum and instruction, (c) the educational media center, (d) physical facilities, (e) budget and finance, and (f) media staff (Fulton et al., 1979). From these areas are four that are of primary concern in this study. Fulton et al. (1979) list the evaluation criterion for a school system as follows:

A school system should have a program of educational services administered through a school media center with an adequate supply of appropriate instructional materials. The center should be a service unit that operates at the same level as other major school services with clearly defined policies, procedures, and plans, including short-range, and long-range goals. (p. 2)

Instruction in the use and proper utilization of library-media materials is an essential aspect of a media program, and the Evaluative

Checklist (Fulton et al., 1979) also addresses itself to this.

A school system should engage in a continuous evaluation of its educational media program as it relates to instruction. Continuous inservice education in the use of educational media should be conducted as a means of improving instruction. The faculty and the professional media staff should cooperate in planning and developing the parts of the instructional program that make provision for the use of educational media. Professional educational media personnel should be readily available for consultation on all instructional problems where media are concerned. (p. 4)

In like manner the media center itself should come under the same sort of scrutiny, and Fulton et al. (1979) propose that it be evaluated by the following criteria:

Educational media centers should be organized around the concept of offering a wide variety of services and media to all instructional and administrative units of a school system, with leadership, consultative help, and other services provided by professional media specialists and other media center personnel. (p. 5)

And lastly, is the area of evaluating the educational media staff. It is stated that "The educational media program should be directed by a qualified full-time media specialist who is provided with sufficient professional, clerical, and technical staff to provide adequate media services to the entire school system" (Fulton et al., 1979, p. 9).

Still another evaluation instrument which might be valuable for assessing the effectiveness of the school library-media specialist, is one which is designed to be used by a school's principal (Pichette, 1984). "Librarians are a school district's primary resource for stimulating learning and the central force in affecting the total instructional program. Therefore, ongoing programs of evaluation and development should be of highest priority in every school building," (p. 124) Pichette says. And this evaluation instrument "...can be used by administrators for both evaluation and professional development inservice education" (p. 124).

Blanche Woolls (1979) takes a different view of program evaluation.

Placing an emphasis on evaluation at the district-level, she contends:

District programs need direction. The first step is to ask where the district program should be at the end of the next five years. Program evaluation will reveal the good points of the operation and will lend direction toward improving it. At the district-level, evaluation of the school media program is the responsibility of the media supervisor. (p. 25)

The district-level media supervisor mainly exists only in larger districts. As with the building-level media specialist, they are in danger of extinction for they have not provided adequate justification for their place in school districts. "This position, as well as the building-level position, is in jeopardy today because care has not been taken to articulate this structure. The program will continue to be threatened unless the value of the total district program can be demonstrated" (Woolls, 1979, p.25). She then goes on to say the following:

Therefore, evaluation is essential for school media specialists if they wish to (1) plan for the future, (2) organize for the present, (3) meet the needs of teachers and students, (4) offer programs which have demonstrated effect on the educational program of the school, and (5) survive the era of cutbacks and declining school enrollments. (p. 25)

A library-media evaluation program must have the support of both school media specialists and administrators if it is to be successful. They should be involved throughout the process, including the planning stages (Woolls, 1979).

Evaluation should also be done on both a quantitative and qualitative basis. For quantitative measurement four components can be measured: (a) staff, (b) collections, (c) facilities, and (d) services. These areas can then be evaluated by using state and/or national standards,

recommendations of accrediting bodies, and local needs assessments. And also, standardized test results or achievement test scores of students can be utilized for quantifying program utility (Woolfs, 1979). The more specific of the two measurements for the program, however, is quality. And that "...may be determined based upon quantity matched to needs and implemented with a plan of action that is based upon the needs assessment" (p. 29).

Evaluation does not have to be formal or complex. It can consist of personal interviews, observations, case histories, and user narratives. A simple instrument with a few questions may be better than a complex one (Lowry & Case, 1978). But what ever kind of evaluation instrument is used, be it formal or informal, complex or simple, there has to be a level at which the program is acceptable or not. Charles Adams (1974) has said that "Media programs can only be evaluated on the basis of use. Yes, the final, the ultimate test of accountability is visible evidence of media utilization" (p. 130).

Role identification. If a media program is to be improved so that it becomes an important segment of the school curriculum, the role of the library-media specialist is a vital aspect in this improvement. In fact, the role of the school media specialist is taking on more importance due to the fact that the traditional instructional leader is performing less and less of this task in the schools. The building principal's role of instructional leader has been changing over the years to that of a business-like school manager. While at the same time the director of the school's learning resource center has been quietly emerging as the successor to this role. From the beginning, the role of the media

specialist has been with curriculum. Their functions have been to (a) supply and support with hardware and software, (b) production of learning materials, (c) instruction in the use of the learning center and improved classroom teaching, (d) consulting with faculty for locating and use of materials for particular problems, and (e) administration of the resource center. Thus, with proper training the media specialist could be the natural successor to become the new instructional leader in the public schools (DeBloois, 1979-1980).

But even though the library-media specialist may be the likely successor to the principal as the school's instructional leader, there is a question as to whether they would be accepted in this role, either by others in the school or by themselves. This is pointed out in an article by Donald P. Ely (1980), in which he contends that there seems to be three conflicting role definitions for school media specialists: (a) self-perceptions, (b) perceptions by others, and (c) job descriptions which present expected and/or ideal behavior.

Self-perceptions of media specialists are that nearly as many want to be called librarians as there are who want to be considered media specialists. Principals and teachers expect librarians to perform clerical duties which librarians do not feel is part of their job. And secondary school administrators are more willing to have them engage in instructional development than are the professionals themselves. There is no common perception of what a media center ought to be, thus there are no established expectations of media center personnel. The job descriptions for library-media specialists often include functions in (a) human behavior, (b) learning and learning environment, (c) planning and

evaluation, (d) media management, (e) research, and (f) professionalism. The management function seems to dominate all others in the perception of others (Ely, 1982).

Although more a media generalist than a media specialist, they have had to take on an increasingly heavier burden of tasks. With the merging of traditional audio visual programs with library programs, the school library-media specialist has had to add competencies even though untrained for them. This trend continues with the rapid acceptance of micro-computers in media centers. These new duties and competencies have had to be adopted even while the more traditional library roles remained. Thus, the burden has grown over the years with little relief in the way of assistance (Ely, 1982).

There are three choices, or directions, which will determine the role of the media specialist in the years to come: (a) avoid, (b), assume, or (c) adapt. Avoidance of any change in the role is to be comfortable with the way it is, or to be unwilling to accept change because it is perceived to be unnecessary or undesirable. Assuming new roles, duties, responsibilities, and opportunities will be the way of many media specialists. And adapting to new ideas and concepts which will improve services and expand resources for the users, while avoiding those that will not, is the third role choice (Ely, 1982).

There seems to be a lack of role expectations on the part of the principal for the school library-media specialist. They simply do not know what can be expected of them, and do not understand what a library-media specialist does. Both teachers and school administrators think of the media specialist as the person who orders and checks-out



materials; or a person who can watch a class of students while the teacher takes a break. The principal should look at the library-media specialist as a part of the instructional team. They must provide leadership in helping teachers understand that the media program is part of instruction. And finally, the principal needs to know what the job is, so that his role expectations can be applied to evaluation (Buchanan, 1982).

A more specific perception of the media specialist's role in education is proposed by Marc Rosenberg (1978). Media specialists are being trained in the areas of instructional design and evaluation. They are experts in materials selection and utilization. Media specialists can also be helpful in writing instructional objectives and establishing evaluation strategies. They are in a very real sense, instructional developers. Accordingly, there are six ways that media specialists can get involved in the instructional development process, and at the same time convince teachers and administrators that they offer a great deal to this end (Rosenberg, 1978):

1. Do not wait for teachers to come to them, but instead seek out those who are interested in instructional development.
2. Find out what the teacher needs, and then meet those needs.
3. Attend curriculum committee meetings to become knowledgeable of new developments.
4. Communicate with faculty and administration. Sell the media program.
5. Provide inservice activities for teachers to encourage use of production equipment, professional library and materials.

6. Educate the administration about the media specialist's competence in instructional development, and discuss with the principal the role of the media specialist.

Linked to the role perceptions above, is the advocacy for media supervisors to be change agents (Aaron & Mann, 1977). By acting as an agent of change, the media supervisor can improve a school district's media program. In this regard "...the first steps that the supervisor must take are to participate in the development of access to media resource systems, and to participate in the evaluation of existing systems to determine methods of strengthening and coordinating them to meet present and future problem-solving needs" (p. 41). To perform these activities the supervisor must be cognizant of the following six concerns:

1. The first concern is assessment of the present status of media oriented resource systems.
2. The second major concern is related to the first. If there is no coordinated problem-solving resource system, what means can be employed...to perform this function.
3. The third concern deals with the method of developing and communicating information about resources.
4. The fourth concern deals with the need for flexibility...since different kinds of problems require different treatment.
5. The fifth concern deals with the ability of the system to generate new resources. This requires...plans based on careful assessment of present and future needs of the school media profession.
6. Finally the coordination...presents a major challenge to those who assume this responsibility. (41-42)

And still another consideration of the media specialist's role is what it will involve in the future. One writer believes that school library-media specialists will have to design, author, and produce their own computer-assisted instructional units or they will be replaced by a technician (Craver, 1984).

Program development. The preceding sections of this chapter have discussed both the ways in which library-media programs can be evaluated for effectiveness, and role perceptions of the media specialist. In this section a method for developing a media program will be discussed.

Looking at the library-media specialist in the role of an instructional developer, Kerr (1977) examines the social conditions which will determine if that role will be successful. It is suggested that teachers are relatively autonomous in their classrooms and usually are not dependent on anyone when they carry out their instructional duties. In their traditional role of offering technical services on demand to teachers, the library-media specialist infringed little on the autonomy of the individual teacher. With the library-media specialist acting as an instructional developer and making instructional suggestions, the classroom teacher could feel that they lacked competence if they had to ask the media specialist for assistance (1977).

The Exchange Theory of Interaction states that some cost is involved when a person asks for assistance from someone else. Thus, the teacher will have their autonomy and omnicompetence threatened by asking the library-media specialist for assistance in instructional development, which the teacher has been trained to do. There will also be some cost involved for the library-media specialist, because working with teachers in the role of instructional developer in a subject area which they have little or no training, can be threatening. For either individual, the benefits from acting must exceed the cost before the interaction needed for instructional development can take place (Kerr, 1977).

There are several factors involved in the willingness of teachers to accept the library-media specialist in an instructional development role. First, beginning teachers are less likely to accept the instructional developer than the older more well established teacher. It is the beginning teacher who will feel less secure about their role as a teacher, and thus turning to an outsider might be perceived as too costly. Secondly, it seems that the more education a teacher has, the more willing they will be to accept the library-media specialist in an instructional development role. Additionally, training in the 'hard' fields (ie, physical science, math, etc.) seems to make teachers more willing to accept working with others (Kerr, 1977).

Thirdly, economic conditions might affect the acceptance of the library-media specialist in the instructional development role. Library-media programs have traditionally been peripheral to the main purposes of the school. If financial conditions turned desparate, these programs would be cut while the instructional programs were left alone. However, if the library-media specialist is directly involved in the instructional program, teachers would feel themselves less secure economically if budgets were threatened and personnel cuts were eminent (Kerr, 1977).

Another interesting factor involved in the acceptance of the library-media specialist in an instructional role, is cosmopolitanism. Those individuals that have cosmopolitan traits are among the first to accept new ideas. And the fifth and final factor is the ability to put oneself in the teacher's role for success in instructional development. Of all the factors, it is role-taking ability which seems to be the most important (Kerr, 1977).

Thus, it is apparent that the library-media specialist must consider the social factors involved when they utilize instructional development procedures for media program development. But after this the media specialist still needs something to help develop or improve the program of services. This is where a school instructional development model can be of help. K. A. Johnson (1981) has developed a model to be used specifically for school media centers (See Appendix). The model consists of three stages: (a) definition, (b) design, and (c) evaluation. The definition stage "...focuses on defining the problem and generating a rough plan for solving it. [It] yields a set of project goals and objectives and an ideal sequential component outline of instructional content" (p. 257). The next stage in the model, the design stage, "...results in a detailed, articulated statement of intended outcomes along with a set of specific, appropriate learning/teaching activities aimed at reaching those outcomes" (p. 257). The evaluation stage "...is considered to be an integral component of each of the two preceding stages. Evaluation must begin at the beginning if it is to be effective and useful. Feedback from the evaluation stage is represented, therefore, as impacting..." (p. 257-258) on the definition and design stages.

Utilization. Critical to the success of program planning and development is the amount of utilization that results. It is, after all, the reason for all efforts toward developing and improving a library-media center program. And because of this, it is imperative that the library-media specialist be totally involved in this function.

Utilization involves the use of library-media center materials, both print and nonprint. It also involves using the media center facility and

its services for the purpose of instruction. The users of the media center and its materials can also be termed consumers, and the ultimate consumers are, by and large, students. Teachers utilize media materials and media center services, but primarily for the purpose of instructing students. It is the student who largely benefits from this use. Then to increase utilization it seems obvious that library-media specialists should direct their energies toward the student. But on close analysis this assumption is not correct. For the most part students are only passive users of library-media center materials. Teachers make assignments which require the use of these materials. Thus efforts should really be directed toward teachers to increase and improve the utilization of media center services and materials.

This idea was verified in a study conducted to ascertain how educators can influence student use of the library-media center (Brandt, 1982). For the study, mathematics classes were chosen even though this subject area is difficult curricular area in which to encourage media center use. "The assumption of the study was that the more a teacher encourages [library-media center use], the more students will use it" (p. 147). Some conclusions of the study were as follows:

1. Teacher promotion of [library-media] materials is a critical critical factor in the amount of use the materials receive.
2. Use of [library-media center] materials in any curricular area can be improved with carefully planned and executed promotional campaigns.
3. Teachers can expect students to use library media materials if they give specific and regular encouragement.
4. The amount of use made by students of supplementary materials will vary with the intensity of promotional and personal importance expressed by the teachers.

5. The responsibility of getting instructional materials used by students should be shared by teachers, library media specialists, and administrators. (p. 150)

This same view is held by a former high school librarian. He cites a study that found a "...measurable relationship between teachers' reading habits and library backgrounds and pupils' reading and library skills." "When the teachers' skills are high, the pupils' reading and library skills are high. The opposite is also true" (H. R. Johnson, 1977, p. 117).

Although there are teachers who utilize the library-media center, they are often from only one or two departments. There are many nonusers that the library-media specialist must get to. It is suggested that the media specialist must communicate with all teachers if there is to be any hope of getting nonusers to begin using media center resources. One way of doing this is to simply ask them what would encourage them to use the library-media center (H. R. Johnson, 1977).

The library-media specialist can do other things to improve services: (a) through inservice, (b) personal contact, and (c) by changing the awareness of what the media center has to offer (H. R. Johnson, 1977). To sum up his conclusions:

The continuance of a high level of teacher utilization in the future is a significant goal. A part of the role of the media specialist is to determine what the teachers want from a media center and to work with them cooperatively to develop the program in the proper direction. Individual communication with all teachers is not only desirable, but necessary for the meaningful media program. It is too easy to work with teachers who are already media users and to ignore those who are not. The role is clear: Communicate! (p. 120)

Library-media specialists have a very persuasive message to communicate to teachers. According to research there seems to be a positive link between

attitudes and achievement. And, it has been found that students like to learn from media, therefore there must be a positive attitude toward it (Simonson, 1978).

But aside from communicating personally with teachers to promote media, media specialists have done a variety of things to let teachers know what is available in the library-media center. Orientations, distribution of materials catalogs, film previewing, newsletters, and serving on curriculum committees are some of the methods used (Blank, 1981). To achieve good utilization of facilities and materials requires constant promotion and public relations. "...the greatest piece of promotional material your library has is you. What you do, how you do it, and the way you 'look' are your greatest assets or your greatest liabilities" (Hoffman, 1980). In regard to the importance of utilization, Charles Adams (1974) says, "The true measure of the effectiveness of the media program will be visible evidence that the media staff, the media facilities, and the media collection are fully deployed" (p. 142).

#### Summary

A review of the literature pertaining to the improvement and/or development of school library-media programs resulted in the identification of four topical areas of interest. The first area is evaluation. The importance of evaluation at the beginning of an improvement program is to measure the effectiveness of the present program. This measurement can then be used as a guide to the improvement of specific areas of the media program of services. These areas for measurement include, personnel, facilities, collection, and services. Evaluation should be carried out cooperatively by the media specialist,



teachers, and administration. Beginning at the district-level, short term and long term goals must be established for the school district as a whole. From these goals then, the individual schools will establish their own priorities based on individual needs assessments. Various instruments are available for the purpose of evaluating media centers. They differ in structure from formal to informal, and complex to simple. But whatever form they take, the most essential aspect of the program they can measure is media utilization.

The second area of program improvement emphasized in the literature is the role of the library-media specialist. There seem to be three perceptions of the role of the media specialist in the school curriculum: (a) the role as perceived by the library-media specialist; (b) the role as perceived by the principal, teachers, and others; and (c) the role as perceived in job descriptions which present the ideal behavior.

Program development is the next step after evaluation and role identification. The literature examined discussed the library-media specialist as an instructional developer.

The proof of quality in a library-media program is utilization. Teachers are the key factor in determining whether or not the media center and its materials are used. Therefore, communication with teachers by the library-media specialist for the purpose of promotion is an essential ingredient if a media program is to improve.

## Chapter III

### SUMMARY

#### Introduction to the Summary

The purpose of this paper was to discover how a district media director, a school principal, or a library-media specialist can analyze their media program and take action to make improvements. To achieve this purpose, this writer searched the literature for information pertaining to school library-media center management, promotion, and instructional development.

#### Summary

It has appeared to this writer that the school library-media specialist has not been doing enough to justify their existence. They have been successfully managing the day-to-day routines of their media centers, such as supervising students, organizing materials for accessibility, and assisting patrons when needed. However, they have not been adequately promoting the use of the library-media center, or of making media an integral part of classroom instruction. Media specialists have, by and large, waited for students and teachers to come to them for assistance in acquiring supplemental material.

This attitude was accepted in years past when funding was sufficient for materials and equipment. School districts did not have to pinch to make tax dollars stretch over the entire budget. But in recent years funds have not been entirely adequate to cover all school programs the way those involved would like. Some programs have had to be cut, and a prime candidate for these cuts has been the library-media center. Administrators have looked at media programs and have seen materials and

equipment not being used, and professional library-media specialists performing clerical routines. This must look like a very wasteful use of funds when classroom instruction is suffering from a lack of resources. As a result, cuts have been made in media materials budgets and media specialists have been cut to half-time, or eliminated entirely.

It is imperative then, that if library-media specialists really believe media centers should be the center of learning and that media materials must be an integral part of classroom instruction, something must be done to stop or reverse this trend. To ascertain what has been done about this, or what ideas exist on the subject, a review of the literature was made. It was found that most of the writing pertaining to the subject fell into four general categories.

The first category was program evaluation. In other words, some form of evaluation must be done to determine how well the present media program is doing in regard to integrating library-media materials into the curriculum. It must measure services, collection, and usage. There are long and extensive evaluation instruments, short and general instruments, and formal or informal ones. But whatever type of format is used, it must have the support of media specialists and administrators if it is to be successful.

Secondly, the literature concentrated on the role of the library-media specialist. In that role they are prime candidates for being an instructional leader in schools. But there are social forces which can either help or hinder the success of being a leader. Some of these are the perceptions held by administrators and teachers alike, that the media specialist is a clerk rather than someone trained in the skills

of instructional design and instructional development. Library-media specialists can either (a) accept this role, (b) assume new roles as an instructional developer, or they can (c) adapt to new ideas and concepts. But to be effective in justifying their existence, they must change the perception that they are expendable clerical staff.

A third category is program development. And without question, the literature seemed to point in the direction of instructional development as a process for improving a program and developing it into an active, vital, library-media program.

After the present program has been (a) evaluated, (b) the media specialist's role examined, and (c) a method established for developing an improved media program, steps should be taken to move the library-media program into the classroom. In this regard, promotion and public relations are the key. This must be directed at the teacher, for it is they who make the assignments which students must complete. Students will be the primary users of media, but without the influence of teachers little usage will result. The extent of usage will be the fundamental factor in determining whether a media program is justifying its existence.

#### Discussion and Conclusions

Evaluation of the media center and its services is important at any time. It is critical, however, if an effort is to be made to reform its services to the school in general, and to improve its function as a provider of assistance to classroom instruction in particular. Evaluation is linked to all other aspects included in the findings of this paper. Perhaps one could even say that evaluation is the most important ingredient in any attempt at reform.

Before anything can be done about improving a library-media program, evaluation must take place. It is the only way to determine if, indeed, the media center needs improvement. Is the library-media specialist doing an adequate job? The principal can not know this unless some form of evaluation is conducted. Buchanan (1982) says that principals do not know what to expect of library-media specialists and do not really understand what they do. By using some of the evaluation instruments available in the literature, this can be determined. Evaluation then, is closely linked to the subject of media specialist role identification.

Evaluation is also necessary for program development. In this paper it was explained that a program of services can be established by using the processes involved in instructional development. K. A. Johnson's (1981) model illustrates quite well how instructional development can be utilized for this purpose. He points out the three stages of instructional development are (a) define, (b) design, and (c) evaluate. Obviously evaluation in his model follows the other stages and is intended to measure how well the program of services has been implemented. But before anything can be done with instructional development implementation, evaluation has to occur. It will provide an analysis of what is being done in the program, and what areas need to be addressed. Thus there is an evaluation relationship with program development.

Lastly, the program which has been developed and the role which the media specialist plays, should result in the utilization of media services. If the program is good in concept but the media specialist plays a passive role, maximum utilization probably will not occur. Conversely, the media specialist is active in carrying out the program

of services, utilization will be greater. Records of usage can be maintained so that administrators and media specialists can determine if there is further need for instructional development.

All aspects of this study's findings relate to each other. One is not particularly useful without the others when someone is trying to improve the services of a school library-media center. It is this writer's opinion that very little evaluation, role definition, or program development is taking place in school library-media centers across the country. It has been my observation that an attitude seems to exist which is hindering program improvement. Many library-media specialists appear to feel that media centers are necessary in schools and thus there is no need to justify their position. Another factor is that performing the traditional librarian tasks are easier, and far more comfortable, than promoting services and acting as an instructional media consultant.

#### Limitations of the Study

This study concentrated primarily on journal articles for information pertaining to the topic. Little was found which dealt specifically with the topic of putting a media program of improvement into operation. Other sources, such as ERIC documents might reflect some current thinking.

#### Implications for Further Research

A search of ERIC documents and research in information abstracts could possibly produce more information on this topic. These two areas of source material might provide more knowledge about the subject of implementing media program improvements. Instructional development as a subject might also provide information relevant to the subject of this paper.

Personality can be a great influence on how people react to one another. This could have important implications for library-media specialist and teacher relations. If the relationship is good, the effort by the media specialist to promote media materials will have a better chance of success. The opposite will also be true. Therefore, research in this area could result in a greater understanding of how it affects media utilization.

#### Implications for Future Use

The findings of this paper could be of great value to a school district library-media director. A plan of action for implementing a district-wide media program could be fashioned from the information contained in this study. From a district-wide plan, a building-level program of action could then be utilized. By using the four categories arrived at in this study, it could be ascertained where the present program has weaknesses. Then by working with the individual media specialist involved, a role could be devised which will put them in the center of program development and the promotion of media materials for classroom utilization. The four categories could also be used by individual school library-media specialists as a self-analysis tool.

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Appendix

School Instructional Development Model: From "Instructional Development in Schools: A proposed model" by K. A. Johnson, 1981, School Media Quarterly, 9, p. 270.

