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A SURVEY OF THE EDUCATIONAL MEDIA PROGRAM
OF THE
YAKIMA PUBLIC SCHOOLS

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Bruce J. Eyer
July 1969

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ACKNOWLEDGMENTS

I wish to express my sincere gratitude to Dr. Kenneth R. Berry for his assistance and supervision during the writing of this paper.

Appreciation is also expressed to William D. Schmidt and Dr. Lloyd F. Gabriel for serving on the writer's committee.

Special thanks are accorded to Dr. William R. Fulton for his most gracious help in evaluating the prospectus.

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CHAPTER I

PURPOSE AND SCOPE OF THE STUDY

I. INTRODUCTION

Ten years ago the executive secretary of the Department of Audiovisual Instruction of the National Education Association, Dr. Anna L. Hyer, stated:

Education in 1958 is profoundly stirred. In a sense a great awakening is taking place. And most significantly, the stirring seems to be coming from within. Broad and fundamental changes are beginning to form in the minds of educators generally. The next ten years can witness the most striking progress in the whole history of education. A major part of this progress will be in the area of instructional methods and materials (10:616).

Because education is at the end of this ten-year phase and because the value of instructional materials in the teaching-learning process has been demonstrated for some time, it is of considerable importance that a school district survey its program to determine how it compares to accepted criteria and standards. Fulton wrote that "It seems essential that an administrator should be provided an accurate description of the current status of the educational media program in his school or institution" (9:453).

In the fall of 1967 a questionnaire titled, "Survey of Needs for Instructional Materials and Permanent Instructional Equipment for the Yakima Schools" was distributed,

collected, and compiled by the Yakima Education Association. The results of this survey aroused considerable concern over the quality of the entire educational program, including the educational media program of the Yakima Public Schools. Definite encouragement was received during a discussion on July 31, 1968, with Dr. Jack L. Frisk, new Superintendent of Schools, regarding the completion of a more extensive survey and analysis of the educational media program. These two factors formed the basis of this study.

II. THE PROBLEM

Statement of the problem. The problem was to identify on the district and/or building level, the strengths and weaknesses of the educational media program of the Yakima Public Schools. The term "educational media" as used in this study meant "all equipment and materials traditionally called 'audio-visual materials' and all of the newer media such as television, overhead projectuals, and programmed materials. Likewise, the terms 'media' and 'educational media' were used interchangeably to mean both instructional equipment and instructional materials" (7:i). The following areas received the emphasis of the study:

1. Administrative commitment to a system-wide educational media program.
2. Educational media as an integral part of curriculum and instruction.
3. The educational media center.

4. Adequate physical facilities for the use of educational media.
5. Adequate budgeting for the educational media program.
6. Adequate staffing for the educational media program (8:41).

Purpose of the study. The major hypothesis of this study was that the overall instructional materials program of the Yakima Public Schools had many weaknesses that could be identified by comparing the program with accepted evaluative criteria. Upon identification of these weaknesses, suggestions for improvement will be made.

Significance of the study. If any area in the realm of education is to be effective, it must be periodically evaluated to determine just how well it is meeting its objectives.

According to Fisk:

Education is a process implying both appraisal and action toward improvement. It is assumed to be a major function of the ongoing operation of an organization. It permits deliberate planning and action consistent with overall policy and objectives. It can serve as a challenge to old policies as new needs become apparent (6:244).

The Instructional Resources Center of the Yakima Public Schools had never undergone a district-wide evaluation as broad as this study. Analysis of the data will result in recommendations for consideration by the administration, the school board, and the Yakima Education Association.

Limitations of the study. Any survey or evaluation, the results of which depend upon previously accepted criteria or standards developed by a partisan group, may tend to be biased towards that group's objectives. Therefore, even though the survey used in this study was professionally adopted, readers may think it is overly optimistic; consequently they might reason that if the results of the study show many needs in the educational media program, this should be a limitation to be considered. It was the opinion of the investigator, however, that the evaluative criteria and standards used in this study were established by competent and dedicated professional educators whose only motive is the improvement of education.

A possible limitation on quantitative references, such as those used in the appendices, came in 1961, again from Dr. Hyer.

Setting quantitative standards is somewhat dangerous. In the eyes of many administrators, minimum standards tend to become maximum ones. Furthermore, basic standards need to be adapted to local conditions. It is quite possible that a minimum standard in one school may be fairly adequate for another, and likewise, what is considered ample for one district is substandard for another (11:508).

Since this study was completed, the Director of Instructional Resources has retired, the separate directorships of Library and of Instructional Resources have been merged, and a consultant in educational media has been added to the staff.

III. DEFINITION OF KEY TERMS

Educational media. The term "educational media" as used in this study meant all equipment and materials traditionally called "audio-visual materials" and all the newer media such as television, overhead projectuals and programmed materials. The terms "media" and "educational media" were used interchangeably as they referred to instructional equipment and instructional materials (7:i).

Instructional Resources Center. Instructional Resources Center or IRC was the term used by the Yakima Public Schools for the district-wide center that orders, distributes, purchases, maintains, rents, catalogs, stores, selects, produces and collects instructional materials and equipment. The center also advises individuals and schools on each of the above and assists in related phases of the program such as field trips, federal programs, and inservice education. Other terms commonly used in this capacity are Educational Media Center and Instructional Materials Center.

Instructional materials. Instructional materials, for purposes of this study, were defined to be all types of programmed materials and all traditional audio-visual materials whose meaning is conveyed "without complete dependence upon verbal symbols or language" (4:132).

Instructional equipment/physical facilities. Instructional equipment and physical facilities were all items that assist in the proper use of instructional materials such as: projection machines, record players, tape recorders, lecture systems, listening systems, projection screens, darkening drapes and blinds, blackboards, bulletin boards, copy machines, power outlets, etc.

Audio-visual coordinator. An audio-visual coordinator was defined as a person professionally trained in the use of audio-visual equipment and materials, knowledgeable in the area of curriculum development and teaching techniques and possessing abilities as an organizer and administrator (15:4).

CHAPTER II

REVIEW OF RELATED LITERATURE

Empirical observation and experimental research has long shown that students learn better by a combination of the senses rather than by any one sense alone. One of the best early known educators, Comenius (1592-1670), believed, as stated by Laurie, that:

'Everything should, as far as is possible, be placed before the senses. The commencement of knowledge must always come from the senses, for the understanding possesses nothing that it has not first derived from the senses.' He advocated that the walls of the classroom should be hung with pictures and that books should be full of them. All types of visual media such as drawings, maps, charts, diagrams, models, engravings, and apparatus should be used freely. Let not only one sense, he urged, but 'let every sense be engaged in the perception' of appropriate media (12:197).

Dale, Finn, and Hoban stated in 1950 that instructional materials, when properly used in the teaching situation, accomplish the following:

1. They supply a concrete basis for conceptual thinking and hence reduce meaningless word-responses of students.
2. They have a high degree of interest for students.
3. They supply the necessary basis for developmental learning and hence make learning more permanent.
4. They offer a reality of experience which stimulates self-activity on the part of pupils.
5. They develop a continuity of thought; this is especially true of motion pictures.
6. They contribute to growth of meaning and hence to vocabulary development.

7. They provide experiences not easily secured by other materials and contribute to the efficiency, depth, and variety of learning (3:84).

Instructional materials provide experiences for the learner through more than the abstraction of the printed word. They provide experiences and stimulation through the senses of sight and sound as well as, in appropriate circumstances, touch, taste, and smell.

The preceding quotations as well as others that may be found (15:5-9), concur upon the validity of the use of instructional materials in the teaching-learning situation. This validity of use provides further evidence that periodic evaluation of the educational media program of a school district is of concern to all who are dedicated to providing the best education for our youth. When writing on the development of the instrument used in this study, Fulton said:

In the past few years there have been unusual developments in the field of educational media and an increased interest among schools and colleges concerning the use of such media. These developments have frequently occurred in response to immediate needs and pressures within the school or institution rather than in response to a long range plan. Too often the school administrator is inclined to make assessments of the adequacy of his educational media program or to formulate plans intended to improve the organization, administration, and financing of a media program on only a short-term basis.

In order to evaluate adequately his educational media program, an administrator should possess accurate information about the current status of his program as well as other information that makes it possible for him to make valid judgments relative to his program. Too often this information is not readily available to the school administrator (8:39-40).

Erickson agreed with the necessity of evaluation in the field of instructional materials. In giving credibility to this study, he wrote in 1959 that:

Evaluation is basically a process of making value judgments based on observed evidence in relation to desired changes. As a part of this process, certain tests (even of the paper-and-pencil variety), self-analysis check lists, anecdotal records, opinion forms for both teachers and pupils, and rating scales may be put to work in the sense of measuring the present status. However, it is the emphasis upon growth toward valid goals in qualitative as well as quantitative characteristics that makes this process one of evaluation and appraisal rather than measuring and testing (5:431).

The instrument of evaluation used in the study was an evaluative checklist titled "An Instrument for Self-Evaluating an Educational Media Program in School Systems" developed under the leadership of Dr. William R. Fulton. The checklist has been approved since 1966 by the Department of Audiovisual Instruction of the National Education Association. In January of 1966, Fulton wrote:

The self-evaluative checklist, the comprehensive list of criteria, and the comprehensive inventory checksheet were mailed to approximately 200 schools and institutions of higher learning for field testing. The field test was self-administered, and one copy was returned to the project director for analysis. The results of this survey, along with the comments from the evaluators, led to some minor revisions of the instrument. The results of the field test indicated the following: (1) the instrument is fairly reliable in yielding the kind of information on which judgments may be made; and (2) it is possible for a local school administrator to evaluate his own program and determine the strong and weak points (8:41).

This evaluative instrument is the only one that is nationally recognized and used in evaluating educational media programs. It was, therefore, the logical choice for this study.

CHAPTER III

PROCEDURE OF THE STUDY

The Evaluative Checklist

The evaluative checklist is divided into six areas as listed under Statement of the problem. Each area is preceded by basic criteria "based on the assumption that there are fundamental elements of an educational media program which will facilitate the improvement of instruction" (7:i).

Each of the six areas contains from two to six subdivisions based on the criteria. All subdivisions contain three descriptive statements relating to the criteria. The statements are rated from one, low, to nine, high. Ratings of one, two and three are used for the first descriptive statement; four, five and six for the second descriptive statement; and seven, eight and nine for the third descriptive statement. The evaluator is to decide which of the three statements in each subdivision most accurately describes the educational media program and then rates that statement on the basis of the three given numbers. See Appendix A.

Method of Evaluation

Under the guidance of Dr. Fulton, with whom the investigator had the privilege of consulting during Fulton's stay as a visiting faculty member of Central Washington State

College in the summer of 1968, the following method of evaluation was devised and used.

The district Director of Instructional Resources was consulted regarding possible people at each school who would be the best qualified to evaluate their school's and the district's media program. Conversation with the building principals and then with the actual participants confirmed these selections. In some cases the evaluators were the principals; in other cases they were audio-visual coordinators and/or classroom teachers who were aware of and who made good use of the resources available in the area of instructional materials. With each school represented, there were a total of eight principals, four audio-visual coordinator-teachers, nine teachers, and two librarians for the two high schools, four junior high schools and seventeen elementary schools.

Three meetings, one each for high school, junior high and elementary were held to evaluate the educational media program. Copies of the criteria and checklist, accompanied by instructions, were sent to each participant from one to two weeks in advance of his meeting. During the evaluation meetings, each item, having been pre-evaluated by each participant, was discussed and a consensus was reached. A profile image was developed for each of the three levels so comparisons and contrasts could be made. While a few

individual ratings were much higher or much lower than the majority, discussion as to the meaning of the criteria resolved the differences. See Appendix A.

On the elementary level, question was raised as to the equitability of distribution of government funds to all schools. Consultation with the Director of Instructional Resources and with the Director of Federal Programs revealed that distribution of federal funds has been on a nearly equal basis with any extra money in the low income areas being balanced by PTA expenditures in the higher income areas.

CHAPTER IV

ANALYSIS OF DATA

The following analysis, presenting the thoughts and responses contributing to the rating of each item, are preceded by the individual criteria for each section. Reference to the rated statements can be made in Appendix A.

I. SCHOOL SYSTEM EDUCATIONAL MEDIA SERVICES

Criteria

A school system should have a program of educational media services administered through a school media center, and building centers if such are needed, which provides teachers with an adequate supply of appropriate instructional materials.

The educational media center should be a separate service unit that operates at the same level as other major school services.

A school system should have clearly defined policies, procedures, and plans for its educational media program, including short-range, and long-range goals.

There should be a sufficient number of professional media staff members to administer the educational media program and to provide consultative services to teachers throughout the school system (7:1).

A. Commitment to the Media Program

Each group thought that while the district did have a media center directed by a knowledgeable professional media specialist who was assisted by two clerks and by two equipment technicians, the staff and finances were not

large enough to provide all the services, materials, and consultative assistance needed in the buildings. There apparently was little communication between the media center and the administrative officer in charge of instruction, although there was question as to the identity of the administrative officer in charge of instruction.

B. Commitment to Educational Media as an Integral Part of Instruction

Nearly all participants stated that while a variety of materials were not generally available, the attempts made by both building and district personnel to acquaint teachers with available materials were quite satisfactory.

C. Commitment to Providing Educational Media Facilities

The respondents were quite consistent in their ratings and, but for several exceptions among elementary buildings, strongly stated that little if any attention was given to classroom design with respect to ease in using all types of instructional materials. The most frequent complaint was that of inadequate or non-existent light control. Some participants thought that this situation had been given more administrative consideration during the past year.

D. Commitment to Financing the Educational Media Program

The elementary level agreed that the financing of educational media at their level was far worse than at the

secondary level. This fact originated from the observation that secondary schools had received more Elementary-Secondary Education Act and National Defense Education Act funds for the purchase of instructional materials and equipment. Under newly adopted policies, however, funds for the purchase of consumable materials and funds for new equipment were to be divided among all buildings on the basis of weighted pupil enrollments (15:1). Even though the weighted enrollments favored the high schools over the junior highs and the junior highs over the elementary schools, this was still an improvement on the existing situation.

E. Commitment to Staffing the Educational Media Program

This item was judged on an individual-building basis. The elementary schools were very inadequately staffed within their respective buildings; if there was a person designated as audio-visual coordinator, he was a teacher with a full teaching load and most often his only accomplishment was scheduling of equipment.

Each of the four junior high schools had an audio-visual coordinator with experience in instructional materials and equipment. One was a librarian who integrated audio-visual responsibilities into the entire school day. Two of the coordinators had one audio-visual period plus the standard planning period which enabled them to budget audio-visual activities into either of the two periods. The third coordinator had no audio-visual period.

Each high school had an audio-visual coordinator who was released two-thirds time to coordinate instructional materials and equipment.

All secondary level schools had trained audio-visual coordinators, but their usefulness to their respective building staffs was directly proportional to the number of audio-visual periods they had. Released time will increase to full time for one high school coordinator, decrease to one period for the other, and will not change on the junior high level for the 1969-70 school year.

II. EDUCATIONAL MEDIA SERVICES--CURRICULUM AND INSTRUCTION

Criteria

A school system should engage in a continuous evaluation of its educational media program as it relates to the instructional program.

Continuous inservice education in the use of educational media should be carried on 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 provisions for the use of educational media.

Professional educational media personnel should be readily available for consultation on all instructional problems where media are concerned (7:3).

A. Consultative Services in Educational Media Utilization

All three levels generally thought that needed consultative assistance could best be given by persons coming to the teacher. However, under existing circumstances, if consultative assistance was not available in the individual

building, it was usually available by a phone call to or by a visit to the Instructional Resources Center.

B. Inservice Education in Educational Media Utilization

The group consensus was that no continuous inservice training was conducted, although the Director of Instructional Resources was available upon request. The fact was pointed out that inservice assistance was readily available in the high schools and to a very limited extent in the junior highs where, in both cases, trained audio-visual coordinators handled inservice requests.

C. Faculty-Student Use of Educational Media

While a large number of teachers were occasional or frequent users of media and while students did use some media, it was definitely thought that the quantity, quality, and availability of material was insufficient for optimum teacher use and most inadequate for individual student use.

D. Involvement of the Media Staff in Planning

The elementary consensus was that, except for occasional assistance from the IRC director, a lack of media staff resulted in little help in planning for the use of educational media in the instructional program. The junior high evaluators thought that help was sometimes available while in the senior highs most requests for assistance were being met.

III. THE EDUCATIONAL MEDIA CENTER

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.

The instructional program should be supported by an adequate supply of educational media and a system of making them accessible to the faculty and students.

The educational media center should provide such media services as procurement, maintenance, and production of appropriate educational media to support the instructional program (7:4).

A. Location and Accessibility of Educational Media

The area of agreement was consistent on this item. All groups thought that the Instructional Resources Center, while not very large, was in as good a physical location as possible. It was agreed, however, that with possible exception of the high schools, there was little supplementation of any of the services and materials provided by the district IRC.

B. Dissemination of Media Information

Although the participants agreed that there was room for improvement of dissemination of information, they pointed out that the amount of information available was adequate; most complaints from teachers regarding lack of information resulted from their lack of initiative in procuring same.

Specific informational items pointed out were: annual listings of district owned films and of all other circulated media for all teachers, a three by five index at each school containing descriptions of all district owned films, a policies handbook, and occasional items in the superintendent's staff bulletin.

C. Availability of Educational Media

All participants agreed that when materials were available from the IRC and were not booked elsewhere, the 24-hour maximum delivery time was exceptionally good. The participants also agreed, however, that the insufficient quantity of materials available both in the buildings and from the IRC warranted immediate financial expenditures. See Appendix D.

D. Storage and Retrieval of Media

Because it was not their function, there was little concern at the building level over storage and retrieval at the district IRC. A strong need was expressed, however, for centralized storage and retrieval systems of materials in all individual buildings. Too often materials that could be used by more than one teacher or in more than one grade level sat idle in one teacher's room.

E. Maintenance of Media

All participants in the evaluation were very pleased

with the maintenance of the film library and other instructional materials as well as with the technical maintenance of the supporting instructional equipment. Of all items on the evaluative checklist, this item rated highest.

F. Production of Media

Production of media in the elementary schools was limited when compared to the secondary levels. The secondary schools were not as limited as the elementary schools since trained building coordinators and some equipment were available to assist teachers. The district IRC was also limited to the extent in which it could either meet production requests or make production equipment available to teachers.

IV. PHYSICAL FACILITIES FOR EDUCATIONAL MEDIA

Criteria

Each classroom should be designed for and provided with essential facilities for effective use of appropriate educational media of all kinds.

Each classroom should be equipped with full light control, electrical outlets, forced ventilation, and educational media storage space.

Classrooms should be equipped with permanently installed bulletin boards, chalkboards, projection screens, map rails, and storage facilities needed for the particular type of instruction conducted in each classroom (7:6).

A. Physical Facilities in Existing Classrooms

Appendix B helps to explain the low rating this item received. While the district should be commended for its

recent decision to install projection wall screens in all classrooms and the 55 per cent accomplishment of that goal, it should be cited for the lack of adequate light control in most classrooms. Examination of individual buildings revealed that if the architectural design was such that light control in classrooms could easily be accomplished, it was; too many buildings had virtually no way to control light for projection purposes. Better attention could have been given during planning to the number and placement of electrical outlets.

B. Physical Facilities in New Classrooms

Although the newest high school project was a partial exception, almost all new classrooms in the elementary and junior high levels had been constructed without darkening facilities. In some cases, buildings were so poorly designed--exterior windows plus high windows on an open interior hallway--as to inhibit later installation of light controls.

V. BUDGET AND FINANCE OF THE EDUCATIONAL MEDIA PROGRAM

Criterion

Financing the educational media program should be based on both the school system's long-range goals and immediate educational needs. The budget should reflect a recognition of long-range goals, and be sufficient to support an adequate media program for optimum instructional improvement (7:7).

A. Reporting Financial Needs

Nearly all participants thought they were inadequately prepared to evaluate this item. It was determined, however, that while the needs of the program were regularly reported, they were either ignored or drastically curtailed as a result of inadequate financing on a district-wide basis.

B. Basis for Budget Allocations

While there were many needs in all areas of instructional materials and equipment, it was agreed that the money that was allocated was generally made available not on the basis of need but on the basis of the amount left over when more pressing district needs were met. Little consideration was given to long range goals.

C. Development of the Media Budget

Despite the fact that both consumable instructional materials and building equipment were purchased on separate building budgets, it was agreed that the building equipment budgets for all building equipment of any type were so low as to allow little if any improvement in the area of instructional equipment. Rental monies used by secondary schools to supplement the district film library--which contained mostly elementary films (see Appendix D)--had decreased substantially in the last several years. District films were expected to fill all elementary school needs.

VI. EDUCATIONAL MEDIA STAFF

Criterion

The educational media program should be directed by a well 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 (7:8).

A. School System Media Staff

Complete agreement at all levels was found with respect to the district media staff. While it was thought that the one professional person was very competent, he lacked the supportive staff to relieve him from enough technical aspects so as to enable him to devote adequate time to the consultative aspects of the program. A full time production assistant could be used as the two secretary/clerks were kept very busy with clerical and inspection tasks. Two technical maintenance men were quite adequate.

B. Building Media Staff

While one high school was progressing towards a full time media person, the elementary level has never had adequate staffing in the instructional materials area. In the junior high schools, one coordinator was also a full time librarian while two coordinators received an hour a day of released time plus planning period. The fourth junior high coordinator received, in addition to his planning period, no free audio-visual time. In the last instance, the loss of an audio-visual period resulted in a loss to teachers of valuable help and assistance received in the preceding year.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The following conclusions were derived from the evaluation:

1. If the Yakima Public Schools truly were committed to the value of instructional materials in the teaching-learning processes, then further evidence of that commitment, in terms of facilities, staff, materials, finance and equipment, was needed.

2. Not enough individual or inservice help in selecting and using available instructional materials effectively has been provided the elementary and junior high teacher from either the building or district level.

3. The Instructional Resources Center was not adequate in size, staffing and quantity of materials to handle all teacher requests. The distribution and maintenance of existing IRC materials and the maintenance of all district instructional equipment was excellent.

4. Very little attention had been given to school and classroom design to facilitate proper use of all types of instructional materials.

5. While the main problem of budgeting was the shortage of finances in every area, the educational media program appeared to have been financed for a number of years on a what's-left-over-after-everything-else-is-paid-for basis.

6. Staffing seemed best in the senior high schools where large faculties allowed the release of an audio-visual coordinator for part or full time service. The IRC did not have the professional staff needed to spend adequate time in the individual schools nor did it have the technical staff to handle all production needs. The result was to forgo the junior highs and especially the elementary schools to a rather helpless position with respect to consultative help.

These recommendations are suggested for program improvement:

1. A larger Instructional Resources Center should be available with two additional professional staff. Both of the new staff would be consultants; one would handle production of instructional materials and the other would work on implementation of programs and materials into the curriculum (1:54). An improvement in the physical size of present IRC facilities would allow more teachers, particularly on the elementary level, to produce needed instructional materials.

2. A concerted effort should be made to raise the entire school district media program to accepted state or national standards with respect to staff, equipment, and materials collections. Specific reference is made to the "Program for the Learning Resources Center" developed jointly by the Washington State Association of School Librarians and the Washington Department of Audio-Visual

Instruction as published by the State Department of Public Instruction and adopted by the State Board of Education (15:37 pp); "Standards for School Media Programs" as published by the American Library Association and the Department of Audiovisual Instruction of the National Education Association (1:66 pp). See Appendices C and D.

3. All newly constructed classrooms should be completely equipped with darkening facilities, sufficient electrical outlets, and properly mounted projection screens. All existing classrooms should be brought up to these standards. See Appendix B.

4. Financing of the entire educational media program should be increased to the standards referred to in the second recommendation. Consideration should be given to increasing film rental budgets or to merger with the Intermediate District 105 film library program while retaining and expanding the IRC film library. See Appendix D.

5. A full time instructional materials/library staff member should be placed in every elementary building whose enrollment exceeds 300 students (13:13). A one-half time instructional materials/library staff member should be in all remaining elementary buildings.

Junior high school audio-visual coordinators should receive a minimum of one free period per day, plus planning period, to perform their duties. High school audio-visual

coordinators should receive a minimum of three free periods per day, plus planning period, to perform their duties. An alternate solution is an extra pay contract where the audio-visual coordinator receives one-sixth of his annual pay for each audio-visual period less than the minimums recommended above. The latter solution is less desirable than audio-visual periods as the coordinator would not be available to the teacher during the school day.

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APPENDICES

APPENDIX A

APPENDIX A

PROFILE SHEETS AND EVALUATIVE CHECKLIST

The first three pages of Appendix A are the profile sheet ratings for the three grade levels evaluated in the study. They are in this order: (1) elementary schools, (2) junior high schools, and (3) senior high schools. On each profile sheet the darkened numbers indicate the group consensus reached during the evaluation meetings. The numbers above the rating scales represent the total individual ratings each number received in each building evaluator's personal evaluation prior to his group meeting.

The remaining pages of Appendix A contain a copy of the instrument used in this study.

PROFILE SHEET
YAKIMA ELEMENTARY SCHOOLS

To develop a Profile image of your program, transfer your mark from each item of the Evaluative Checklist to this sheet. Connect the marked squares by straight lines. Then turn the sheet to a horizontal position. This will pictorially demonstrate the "peaks" and "valleys" of attainment for your program.

WEAK -----> STRONG

		1	2	9	5			
Section I	Item A	1	2	3	4	5	6	7 8 9
	B	1	2	3	4	5	6	7 8 9
	C	1	2	3	4	5	6	7 8 9
	D	1	2	3	4	5	6	7 8 9
	E	1	2	3	4	5	6	7 8 9
Section II	Item A	1	3	6	5	1	1	7 8 9
	B	1	2	3	4	5	6	7 8 9
	C	1	2	3	4	5	6	7 8 9
	D	1	2	3	4	5	6	7 8 9
Section III	Item A	1	2	3	4	5	6	7 8 9
	B	1	2	3	4	5	6	7 8 9
	C	1	2	3	4	5	6	7 8 9
	D	1	2	3	4	5	6	7 8 9
	E	1	2	3	4	5	6	7 8 9
	F	1	2	3	4	5	6	7 8 9
Section IV	Item A	3	1	6	3	3		7 8 9
	B	1	2	3	4	5	6	7 8 9
Section V	Item A	2	3	6	6	2		7 8 9
	B	1	2	3	4	5	6	7 8 9
	C	1	2	3	4	5	6	7 8 9
Section VI	Item A	1	2	3	4	7	3	7 8 9
	B	1	2	3	4	5	6	7 8 9

PROFILE SHEET
YAKIMA JUNIOR HIGH SCHOOLS

To develop a Profile image of your program, transfer your mark from each item of the Evaluative Checklist to this sheet. Connect the marked squares by straight lines. Then turn the sheet to a horizontal position. This will pictorially demonstrate the "peaks" and "valleys" of attainment for your program.

WEAK \longrightarrow STRONG

Section I					4				
Item A	1	2	3	4	5	6	7	8	9
					3	1			
B	1	2	3	4	5	6	7	8	9
			3	1					
C	1	2	3	4	5	6	7	8	9
					4				
D	1	2	3	4	5	6	7	8	9
				1	3				
E	1	2	3	4	5	6	7	8	9

Section II				1	3				
Item A	1	2	3	4	5	6	7	8	9
				4					
B	1	2	3	4	5	6	7	8	9
					3	1			
C	1	2	3	4	5	6	7	8	9
					3	1			
D	1	2	3	4	5	6	7	8	9

Section III		1		3					
Item A	1	2	3	4	5	6	7	8	9
				1	2			1	
B	1	2	3	4	5	6	7	8	9
			1	2	1				
C	1	2	3	4	5	6	7	8	9
			4						
D	1	2	3	4	5	6	7	8	9
					3			1	
E	1	2	3	4	5	6	7	8	9
					4				
F	1	2	3	4	5	6	7	8	9

Section IV		4							
Item A	1	2	3	4	5	6	7	8	9
		3	1						
B	1	2	3	4	5	6	7	8	9

Section V				3	1				
Item A	1	2	3	4	5	6	7	8	9
		3			1				
B	1	2	3	4	5	6	7	8	9
			3	1					
C	1	2	3	4	5	6	7	8	9

Section VI		1		3					
Item A	1	2	3	4	5	6	7	8	9
		3			1				
B	1	2	3	4	5	6	7	8	9

PROFILE SHEET

YAKIMA SENIOR HIGH SCHOOLS

To develop a Profile image of your program, transfer your mark from each item of the Evaluative Checklist to this sheet. Connect the marked squares by straight lines. Then turn the sheet to a horizontal position. This will pictorially demonstrate the "peaks" and "valleys" of attainment for your program.

WEAK \longrightarrow STRONG

Section I					2			
Item	A	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9
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	C	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9
			2					
	D	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9
			1	1				
	E	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9
Section II								
Item	A	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9
			1		1			
	B	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9
	C	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9
				2				
	D	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9
				2				
Section III								
Item	A	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9
				1				
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				2				
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	D	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9
	E	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9
							1	1
	F	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9
			1	1				
Section IV								
Item	A	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9
			1	1				
	B	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9
Section V								
Item	A	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9
	B	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9
	C	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9
			2					
Section VI								
Item	A	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9
	B	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9
					1	1		

EVALUATIVE CHECKLIST

AN INSTRUMENT FOR SELF-EVALUATING

AN

EDUCATIONAL MEDIA PROGRAM

IN

SCHOOL SYSTEMS

W. R. Fulton
University of Oklahoma
Norman, Oklahoma

This instrument is a part of a study performed pursuant to a contract with the United States Office of Education, Department of Health, Education and Welfare, under the provisions of Title VII, Public Law 85-864.

INTRODUCTION

This Evaluative Checklist is based on the assumption that there are fundamental elements of an educational media program which will facilitate the improvement of instruction. The elements around which this Checklist was developed were assumed to be common to most educational media programs. These include: 1) administrators and teachers are committed to the proper use of educational media for instructional purposes, 2) educational media are an integral part of curriculum and instruction, 3) an educational media center is accessible to the faculty, 4) the physical facilities are conducive to proper use of educational media, 5) the media program is adequately financed, and 6) the staff is adequate and qualified to provide for the educational needs of all faculty members.

The status of an educational media program is not likely to be known without periodic evaluation. The use of this Checklist should greatly facilitate such an evaluation by providing useful guidelines for making judgments on program elements.

The term "educational media" as used in this instrument means all equipment and materials traditionally called "audio-visual materials" and all of the newer media such as television, overhead projectuals, and programmed materials. Likewise, the terms "media" and "educational media" are used interchangeably to mean both instructional equipment and instructional materials.

Before completing the Checklist, the evaluator may want to become familiar with the inventory of educational media and pertinent physical facilities of the program being evaluated. He may also want to study the criteria relating to the elements covered in the Checklist.

DIRECTIONS:

Mark one of the spaces at the left of the statement that most nearly represents the situation in your school system. If a statement accurately describes your school, mark the middle space to the left of that statement. If you feel that the situation at your school is below what is described, mark the lower numbered space; if above, mark the higher numbered space. In any case mark only one space.

EXAMPLE:

- 1 2 3 There is no full-time director of the media program.
- 4 5 6 There is a full-time director in charge of the media program.
- 7 8 9 There are a full-time director and a sufficient number of clerical and technical personnel.

I. SCHOOL SYSTEM EDUCATIONAL MEDIA SERVICES

CRITERIA

- A school system should have a program of educational media services administered through a school media center, and building centers if such are needed, which provides teachers with an adequate supply of appropriate instructional materials.
- The educational media center should be a separate service unit that operates at the same level as other major school services.
- A school system should have clearly defined policies, procedures, and plans for its educational media program, including short-range, and long-range goals.
- There should be a sufficient number of professional media staff members to administer the educational media program and to provide consultative services to teachers throughout the school system.

A. Commitment to the Media Program

- 1 2 3 The school's educational media program consists of services from a media center managed by clerical and technical staff members. The services are not well coordinated and no one person has been given administrative responsibility for system-wide media activities.
- 4 5 6 The school's educational media program consists of a media center with clerical and technical staff. The program is directed by a staff person who has some educational media training but not enough to qualify him as an educational media specialist. He reports to the administrative officer in charge of instruction.
- 7 8 9 The school has an educational media program including an educational media center and necessary building media centers directed by an educational media specialist who reports directly to the administrative officer in charge of instruction. He is provided with facilities, finances, and staff essential in meeting the media needs of the instructional program.

B. Commitment to Educational Media as an Integral Part of Instruction

1 2 3 The school provides some educational media and services for teachers who request them, but teachers are not particularly encouraged to use the services.

4 5 6 A variety of educational media and services are generally available and some attempts are made to acquaint teachers with the services, and to encourage their use.

7 8 9 The school provides the quantity and variety of educational media and services needed by all buildings and encourages teachers to use media as integral parts of instruction.

C. Commitment to Providing Educational Media Facilities

1 2 3 Although some new and remodeled facilities provide for the use of some types of educational media, the school gives little attention to media utilization at the time buildings are planned.

4 5 6 The school provides most new and remodeled buildings with light control and other facilities necessary for the use of some types of educational media.

7 8 9 All new buildings are equipped for the greatest possible use of educational media and are designed to permit adaptation for new developments in media. Old buildings are being modified as fast as possible to provide for effective use of media.

D. Commitment to Financing the Educational Media Program

1 2 3 Finances for the educational media program are inadequate to provide the services that teachers need and are prepared to use. There are no written policies relative to allocations, income sources and charges against the budget.

4 5 6 Finances for the educational media program are sufficient to maintain the status quo, but the current media services are not sufficient to meet the instructional needs. Long-range curriculum plans do not include provisions for financing needed educational media services.

7 8 9 The educational media program is financed entirely from regularly appropriated school funds. The budget reflects to some degree long-range educational media plans and includes provisions for special media for unusual curriculum problems. The budget is prepared, presented, and defended by the director of the media services in the same manner as that of any other budget unit.

E. Commitment to Staffing the Educational Media Program

1 2 3 The responsibility for educational media services is assigned to various staff members whose primary commitments are in other school jobs.

4 5 6 The responsibility for educational media services is delegated to a person who has had some training in educational media. He is provided with some clerical and technical assistance.

7 8 9 Leadership and consultative services are provided by an educational media specialist and a qualified professional staff. An adequate clerical and technical staff is also provided.

II. EDUCATIONAL MEDIA SERVICES - CURRICULUM AND INSTRUCTION

CRITERIA

°A school system should engage in a continuous evaluation of its educational media program as it relates to the instructional program.

°Continuous inservice education in the use of educational media should be carried on 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 provisions for the use of educational media.

°Professional educational media personnel should be readily available for consultation on all instructional problems where media are concerned.

A. Consultative Services in Educational Media Utilization

1 2 3 Educational media personnel render consultative assistance in the instructional application of educational media when they are asked to do so and are free from other duties.

4 5 6 Educational media personnel are usually available and are called on for consultative assistance in the use of educational media.

7 8 9 Educational media professional personnel work, as a part of their regular assignments, with teachers in analyzing teaching needs and in designing, selecting, and using educational media to meet these needs.

B. Inservice Education in Educational Media Utilization

1 2 3 Inservice education is left entirely to building instructional units and is limited to their own capabilities and such other resources as they can find.

4 5 6 Professional educational media staff members are available on request to assist teachers and supervisors in inservice education activities relative to the use of educational media.

7 8 9 Professional educational media staff members are involved in planning and conducting continuous inservice education activities concerned with the selection, development, production, and use of all types of educational media.

C. Faculty-Student Use of Educational Media

1 2 3 Only a few teachers make any use of educational media in their classrooms. Students rarely use media in class presentations.

4 5 6 Quite a few teachers make occasional use of educational media in their classrooms. Students occasionally use media in class presentations.

7 8 9 Most teachers use appropriate educational media in their classrooms. Students use appropriate media for individual and group study, as well as for class presentations.

D. Involvement of the Media Staff in Planning

1 2 3 The professional educational media staff is seldom involved with teachers in planning for the use of educational media.

4 5 6 The professional educational media staff is occasionally involved with teachers and supervisors in planning and producing materials for use in the instructional program.

7 8 9 The educational media specialist and his professional staff are usually involved with teachers, supervisors and other curriculum workers in planning for the use of and in experimenting with educational media in the instructional program. He is also regularly involved in decision making activities relating to the integration of educational media with the curriculum and instruction.

III. THE EDUCATIONAL MEDIA CENTER

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.

° The instructional program should be supported by an adequate supply of educational media and a system of making them accessible to the faculty and students.

° The educational media center should provide such media services as procurement, maintenance, and production of appropriate educational media to support the instructional program.

A. Location and Accessibility of Educational Media

1 2 3 The location of the school's educational media center is such that media are not accessible to most teachers. The school's educational media center is not supplemented by building centers where media are placed on long-term loan.

[4] [5] [6] The location of the school's educational media center is such that media are not very accessible to teachers. The school's educational media center is supplemented by a few building centers that provide some media and services not available from the school media center, but merely duplicate others.

[7] [8] [9] The location of the school's educational media center and the presence of necessary building centers make media highly accessible to all instructional units. Both the school's and the buildings' educational media centers are adequately equipped to support a quality instructional program.

B. Dissemination of Media Information

[1] [2] [3] Information concerning educational media is seldom disseminated to prospective users, but there are no definite plans or channels for such dissemination.

[4] [5] [6] Information concerning educational media is disseminated to teachers and staff members on an occasional basis or when requested.

[7] [8] [9] Information concerning all educational media and programs is frequently disseminated to teachers and staff members as a matter of policy.

C. Availability of Educational Media

[1] [2] [3] The quantity of educational media is so limited that significant delays occur between requests for materials and their availability. Reservations must be made on a "first come, first served" basis, and the media must be picked up by the user.

[4] [5] [6] The quantity of educational media and the distribution system makes it possible for media to be delivered to teachers on relatively short notice.

[7] [8] [9] There is a sufficient quantity of educational media and an adequate distribution system to insure the delivery of all media to teachers on any day during the week in which they are requested.

D. Storage and Retrieval of Media

[1] [2] [3] Media storage facilities are available but are inadequate for some types of educational media, and personnel have difficulty in locating and retrieving specific items.

[4] [5] [6] The school's educational media center and all building centers have enough storage shelves and drawers for currently owned instructional materials. The retrieval system is adequate most of the time.

[7] [8] [9] Adequate storage space, including space for future expansion, is provided in the school's educational media center and in all building centers, with proper humidity control where needed. The school's educational media center has a master retrieval system for immediate location of all media.

E. Maintenance of Media

- 1 2 3 Educational media are cleaned and repaired when complaints regarding their operable condition are made by users.
- 4 5 6 Educational media are cleaned and repaired whenever the maintenance Staff has time to do so.
- 7 8 9 All educational media are inspected after each usage and are cleaned and repaired on a regular basis or when inspection indicates the need.

F. Production of Media

- 1 2 3 Limited production facilities are available for teachers to produce their own materials.
- 4 5 6 Educational media personnel, as well as teachers, produce some educational materials, but the media staff is limited to the extent that all demands for production cannot be met.
- 7 8 9 Educational media personnel, as well as teachers, produce a variety of educational media not otherwise available, and meet most production demands for such media as films, filmstrips, slides, graphics, and recordings.

IV. PHYSICAL FACILITIES FOR EDUCATIONAL MEDIA

CRITERIA

- o Each classroom should be designed for and provided with essential facilities for effective use of appropriate educational media of all kinds.
- o Each classroom should be equipped with full light control, electrical outlets, forced ventilation, and educational media storage space.
- o Classrooms should be equipped with permanently installed bulletin boards, chalkboards, projection screens, map rails, and storage facilities needed for the particular type of instruction conducted in each classroom.

A. Physical Facilities in Existing Classrooms

- 1 2 3 A few classrooms have been modified for use of educational media. However, no systematic plans have been made to adapt all classrooms for the use of educational media, except that some departments have made such plans for their own classrooms.
- 4 5 6 Some classrooms have been modified and equipped with such physical facilities as light control and electrical outlets and others are partially equipped. A plan for systematically equipping all classrooms is in operation.
- 7 8 9 All classrooms have been modified and equipped for optimum use of all types of educational media.

B. Physical Facilities in New Classrooms

Some new classrooms are provided with physical facilities such as light control and electrical outlets, but only in special cases are provisions made for the use of a wide variety of media.

Most new classrooms are provided with physical facilities that make possible optimum use of educational media.

All new classrooms are designed for and equipped with physical facilities that make possible optimum use of all types of educational media by faculty and students.

V. BUDGET AND FINANCE OF THE EDUCATIONAL MEDIA PROGRAM

CRITERION

Financing the educational media program should be based on both the school system's long-range goals and immediate educational needs. The budget should reflect a recognition of long-range goals, and be sufficient to support an adequate media program for optimum instructional improvement.

A. Reporting Financial Needs

The financial needs of the educational media program are reported to the administrative officer in charge of instruction only when immediate expenditures are urgently needed.

The financial needs of the educational media program are regularly reported to the administrative officer in charge of instruction.

Regular reports reflecting the status and needs of the educational media program, including facts about inventory, facilities, level of utilization, and effectiveness of the media program, are made to the administrative officer in charge of instruction.

B. Basis for Budget Allocations

The educational media budget is based on an arbitrary allotment of funds irrespective of need.

The educational media budget is based almost entirely on immediate needs, though some consideration is given to long-range goals.

The educational media budget is based on both the immediate needs and the long-range goals of the school and reflect clear-cut policies concerning allocations, income sources, and budget practices.

C. Development of Media Budget

Each building instructional unit develops its own educational media budget without consulting an educational media specialist.

[4] [5] [6] The budget of the educational media program reflects the media needs of most building instructional units. However, some buildings have their own media budget which has no relationship to the educational media program.

[7] [8] [9] The budget of the educational media program reflects the media needs of the entire school system and is developed by the professional media staff in consultation with financial officers, principals and other school administrators.

VI. EDUCATIONAL MEDIA STAFF

CRITERION

The educational media program should be directed by a well 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.

A. School System Media Staff

[1] [2] [3] A staff person has been assigned to look after the media program. He performs more as a clerk and a technician than as a professional media person.

[4] [5] [6] A professional media person with some special training is in charge of the educational media program and has some professional, clerical, and technical assistance. He and his assistants are primarily oriented toward the mechanical and technical aspects of the program.

[7] [8] [9] The educational media program is directed by a well qualified media specialist who is provided with sufficient professional, clerical, and technical staff to provide adequate media services from the school media center. Professional media staff members are oriented toward curriculum and instruction.

B. Building Media Staff

[1] [2] [3] Some buildings have a teacher, a clerk, or someone else assigned to help obtain materials and care for equipment, but no released time is granted from other jobs to coordinate media activities in the building.

[4] [5] [6] Most buildings have a teacher, or a member of the professional staff assigned to coordinate media activities, but he has not been given sufficient released time from other school tasks, or enough clerical and technical assistance to permit him to render media services needed in the instructional program.

[7] [8] [9] A full-time professional educational media coordinator serves each building. Buildings that do not have sufficient teachers and media utilization to warrant a full-time coordinator share his services. He is provided sufficient clerical and technical assistance to supply all media services needed in the building. He reports to the school's educational media director and works closely with the media staff, supervisors, and other curriculum workers.

PROFILE SHEET

To develop a Profile image of your program, transfer your mark from each item of the Evaluative Checklist to this sheet. Connect the marked squares by straight lines. Then turn the sheet to a horizontal position. This will pictorially demonstrate the "peaks" and "valleys" of attainment for your program.

WEAK \longrightarrow STRONG

Section I										
Item	A	1	2	3	4	5	6	7	8	9
	B	1	2	3	4	5	6	7	8	9
	C	1	2	3	4	5	6	7	8	9
	D	1	2	3	4	5	6	7	8	9
	E	1	2	3	4	5	6	7	8	9
Section II										
Item	A	1	2	3	4	5	6	7	8	9
	B	1	2	3	4	5	6	7	8	9
	C	1	2	3	4	5	6	7	8	9
	D	1	2	3	4	5	6	7	8	9
Section III										
Item	A	1	2	3	4	5	6	7	8	9
	B	1	2	3	4	5	6	7	8	9
	C	1	2	3	4	5	6	7	8	9
	D	1	2	3	4	5	6	7	8	9
	E	1	2	3	4	5	6	7	8	9
	F	1	2	3	4	5	6	7	8	9
Section IV										
Item	A	1	2	3	4	5	6	7	8	9
	B	1	2	3	4	5	6	7	8	9
Section V										
Item	A	1	2	3	4	5	6	7	8	9
	B	1	2	3	4	5	6	7	8	9
	C	1	2	3	4	5	6	7	8	9
Section VI										
Item	A	1	2	3	4	5	6	7	8	9
	B	1	2	3	4	5	6	7	8	9

APPENDIX B

APPENDIX B

PHYSICAL FACILITIES IN EXISTING CLASSROOMS*

SCHOOL	TOTAL CLASSROOMS	LIGHT** CONTROL	%	ELECTRICAL OUTLETS***	%	SCREENS ****	%
<u>Elementary</u>							
Adams	20	16		14		7	
Barge- Lincoln	15	2		7		8	
Broadway	18	18		18		2	
Castlevale	17	16		17		17	
Childs	4	0		0		2	
Garfield	17	1		0		3	
Gilbert	14	1		0		14	
Hoover	26	3		0		9	
Jefferson	16	1		0		2	
Madison	10	0		0		6	
McClure	16	2		10		2	
McKinley	17	0		17		3	
Nob Hill	19	1		19		3	
Robertson	13	13		13		13	
Roosevelt	13	8		13		13	
Stanton	7	7		7		7	
Whitney	14	14		14		12	
Elementary Totals	256	103	40%	149	58%	123	48%

PHYSICAL FACILITIES IN EXISTING CLASSROOMS*

SCHOOL	TOTAL CLASSROOMS	LIGHT** CONTROL	%	ELECTRICAL OUTLETS***	%	SCREENS ****	%
<u>Junior Highs</u>							
Franklin	40	5		7		21	
Lewis & Clark	16	0		12		13	
Washington	21	15		12		21	
Wilson	28	28		28		28	
Junior High Totals	105	48	46%	59	56%	83	79%
<u>High Schools</u>							
Davis	71	3		10		20	
Eisenhower	53	23		6		40	
High School Totals	124	26	21%	16	13%	60	48%
District-Wide Totals	485	177	36%	224	46%	266	55%

*The information in this appendix was provided by the criteria evaluators from each building.

**Light control meant necessary classroom facilities to darken a room so that any type of projected materials can easily be seen by all class members.

***Electrical outlets meant enough classroom outlets so that any type of instructional equipment can be used with ease in any teaching-learning situation.

****Screens meant a 70 by 70 inch permanently mounted screen in the classroom.

Dr. J. Roy Barron wrote about school light control
in School Management:

Too often a lack of adequate light control facilities or a shortage of equipment prevents the use of audio-visual aids. When classrooms lack adequate projection facilities, films are often labeled 'gimmicks' of doubtful educational value--more trouble than they are worth.

The solution does not lie in building more projection rooms, which only results in appalling waste of buildings, money and teacher's time. There can never be enough separate projection rooms--they are not needed, are not adequate, not economical and not educationally sound!

Adequate light control can be provided for in the average classroom for \$100 to \$200 using vinyl coated fiberglass drapes or full closure (audio-visual) venetian blinds (2:73).

APPENDIX C

APPENDIX C

SELECTED QUANTITATIVE EQUIPMENT COMPARISONS TO
STATE AND NATIONAL STANDARDS**

DAVI-ALA Minimum Standards	Per Teaching Station		1/4	1/3	1/1	1/25	1/3	1/1	*1/1	1/2
		No. of Stations	1/8	1/4	1/4	1/ bldg	1/10	1/1	*1/1	1/5
WSADI-WSASL Minimum Standards										
Elementary Schools		16mm motion proj.	Filmst. and/or slide p.	Overhead Proj.	Opaque Proj.	8mm loop proj. std/sup.	Filmst. viewers	Record players	Tape record.	
Adams	20	1	1	2	1	0	0	15	4	
Barge- Lincoln	15	2	3	4	1	0	0	18	4	
Broadway	18	1	2	3	1	0	1	18	5	
Castlevale	17	2	8	5	1	0	1	10	4	
Childs	4	1	2	2	1	0	0	3	2	
Garfield	17	2	5	3	1	0	0	18	2	
Gilbert	14	1	3	6	1	0	0	15	3	
Hoover	26	3	2	6	1	0	0	16	4	
Jefferson	16	1	1	2	1	0	1	15	6	
Madison	10	1	1	4	1	0	0	11	3	
McClure	16	2	1	3	1	0	1	15	2	
McKinley	17	1	2	2	1	0	1	14	2	
Nob Hill	19	1	1	2	1	0	1	17	3	
Robertson	13	2	2	7	1	0	0	8	4	
Roosevelt	13	2	1	5	1	0	1	12	3	
Stanton	7	2	1	3	1	0	1	6	3	
Whitney	14	1	1	10	0	0	0	9	3	

*One per classroom K-3; 1 per grade level 4-6.

SELECTED QUANTITATIVE EQUIPMENT COMPARISONS TO
STATE AND NATIONAL STANDARDS**

DAVI-ALA Minimum Standards	Per teaching station		1/4	1/3	1/1	1/25	1/3	1/1	1/15	1/10
			1/8	1/4	1/4	1/ bldg.	1/8	1/1	1/4	1/4
WDAVI-WSASL Minimum Standards										
Junior High Schools	No. of teaching stations	16mm mot. picture projector	Filmstrip and/or slide pro.	Overhead projector	Opaque projector	8mm loop projector, stand/super	Filmstrip viewer	Record players	Tape recorders, audio	
Franklin	40	6	5	7	1	0	1	9	6	
Lewis and Clark	16	4	8	6	1	2	3	4	4	
Washington	21	5	10	9	1	0	0	8	5	
Wilson	28	6	5	8	1	0	0	8	5	
Senior High Schools										
Davis	71	8	13	20	3	2	2	11	16	
Eisenhower	53	5	10	24	3	2	2	13	16	

**The information in this appendix was taken from the school district master AV equipment inventory file.

From the DAVI-ALA booklet, Standards for School Media

Programs,

The items in the list . . . represent the additional equipment needed to meet the multimedia approach which good teaching and effective learning require from the school media program. . . . The basic (minimum) specifications indicate quantities needed for a functioning program, more traditional in nature (1:44).

From the WDAVI-WSASL pamphlet, Program for the Learning Resources Center, comes this statement:

The advanced equipment program for any school is determined by continuous self-evaluation by the faculty and administrators of the school. After achieving a minimal equipment program, each school sets its own flexible standards and works towards an advanced program by the continuous evaluation and upgrading of its program in terms of teacher and student utilization and demand (13:24).

APPENDIX D

APPENDIX D

COMPARISON OF DISTRICT NUMBER SEVEN INSTRUCTIONAL
MATERIALS TO STATE STANDARDS

Accepted standards for 16mm film accessibility in the state of Washington on both the elementary and secondary level are as follows:

Minimum--250 titles, plus one additional film per teacher in the service unit (to include duplicates).

Good--500 titles, plus one additional film per teacher in the service unit (to include duplicates).

Excellent--1,000 titles, plus one additional film per teacher in the service unit (to include duplicates).

The films are to be owned by the service unit or readily available through rental sources to the schools involved. This means that the service unit--school district, county, intermediate, or regional unit--must have 250 titles plus one additional film (new title or duplicate) for each teacher in that service unit. For example, if the school district is the service unit and there are twelve schools in the district, each of which has twenty teachers (for a total of 240 teachers), the service unit needs 490 films (250 individual titles plus one new title or duplicate per teacher) in order to meet minimum standards. This means, too, that each of these twelve schools served by this service unit meets minimum standards.

Where a rental source is a substitute for membership in a service unit, then adequate funds must be budgeted annually to provide for the rental of a minimum of 12 films per teacher (13:18).

On the elementary level--K through 6--a conservative count of the number of teachers in the school district was 250. According to minimum state standards, since the Instructional Resources Center was the only service unit, the district should own 500 titles for the elementary level alone.

The actual count was 353 making a shortage of 147 titles to meet minimum standards. There was no film rental money available on the elementary level.

Most of the films used in the junior high schools came from rental sources. Each building was budgeted \$450 for rental sources. In order to make comparisons with standards, the following figures considered all junior high buildings as one unit. Four times \$450 makes a total of \$1,800 film rental money for a conservative count of 120 classroom teachers. With a minimum standard of 12 rental films per year per teacher, the total minimum number of films used would have been 1,440. Discounting 342 film usages from the IRC library of films that were useable in the junior high level, money should have been provided for 1,098 rental films (747 were actually rented). The cost of rental at an estimated \$3.00 per film for 1,098 films would be \$3,294. The junior high film rental budget was therefore short by \$1,494.

As on the junior high level, most of the films on the senior high level were available through rental sources only. Again considering both high schools as one unit for easier comparisons to standards, a conservative total of 130 faculty members had \$1,200 film rental money. One hundred thirty times a minimum 12 rentals is 1,560 films. The district IRC did own, however, a complete series of biology films in addition to 14 other miscellaneous films. Use of

these IRC films plus a unique exchange agreement--IRC biology films to the Intermediate District in exchange for physics, chemistry and humanities series--made a total of 380 educational films used without rental. Subtracted from the minimum standard of 1,560 films, this leaves 1,180 films to be rented (342 were actually rented). At an estimated \$3.00 per film, \$3,540 was needed for rental. A shortage of \$2,340 existed in the rental budget.

On all three grade levels, much use is made of sponsored films--films available free from special interest groups such as government, industry, Red Cross. While some of these films were of excellent educational content, sponsored films are not included in the state standards.

Collections of instructional materials other than 16mm films should be housed in the individual school building. It is stated in the Washington State standards for integrating school library and media services that:

Within the limitations of budget and facilities, it is important to locate both print and nonprint materials as close to the users as possible. It is not always possible, for example to house 16mm films in the individual school. However, the other types of non-print materials listed below are organized within and circulated from the Learning Resources Center in the school. The building Learning Resources Center maintains a complete catalog and inventory of print and nonprint materials whether they are located in the IRC or in other areas convenient for student and teacher use (13:15).

Nonprint materials referred to in the above paragraph are filmstrip and/or slide sets, records and/or tapes, 8mm film loops, transparencies, study prints, maps, globes,

dioramas, models, kits, and relia (13:19).

A complete and accurate inventory of the nonprint instructional materials other than 16mm films was not available in the school district. The only possible source for the above information was found in the files of the Director of Library Services in an application for Elementary-Secondary Education Act funds. Examination of this data showed only a very few cases where individual schools met or exceeded minimum Washington State standards for certain types of media in the nonprint area.

INSTRUCTIONAL RESOURCES CENTER
USE DISTRIBUTION
JUNE 1969

SCHOOL	DISTRICT 7 FILMS	SPONSORED FILMS	RENTAL FILMS	COUNTY EXCHANGE
DAVIS	147	462	151	51
EISENHOWER	105	207	191	77
FRANKLIN	106	142	184	
LEWIS & CLARK	93	297	153	
WASHINGTON	91	458	261	
WILSON	52	246	149	
ADAMS	189	74		
BARGE-LINCOLN	176	27		
BROADWAY	248	67		
CASTLEVALE	60	7		
CHILDS	26	4		
GARFIELD	193	30		
GILBERT	83	51		
HOOVER	139			
JEFFERSON	74	9		
MADISON	151	53		
MCCLURE	369	151		
MCKINLEY	271	10		
NOB HILL	249	104		
ROBERTSON	337	77		
ROOSEVELT	254	124		
STANTON	283	58		
WHITNEY	267	55		
COUNTY				
SPONSORED	303			
BIOLOGY	83			
ADMINISTRATION	11	3		
MISC. USERS	15			
FIELD TRIPS	<u>269</u>			
TOTAL	4,644	2,720	1,089	128