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Establishment of a District Media Center in Ottawa School District 141

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ESTABLISHMENT OF A DISTRICT MEDIA CENTER

IN OTTAWA SCHOOL DISTRICT 141

(TITLE)

BY

WILLIAM L. CONNELLY

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
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1975

YEAR

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CHAPTER I

INTRODUCTION

The traditional concept of a library cannot meet the needs of today's educators. A complete program of media is required. "As teaching has become less textbook-dominated and less group-oriented and has moved, instead, toward accommodation of the individual needs and styles of learners, there has also come better understanding of the requirements for the roles to be played by broad arrays of educational media, media equipment, and media services...."¹ These things extend the range of the teacher, making it possible to do things which prior to the availability of the materials he found impossible. The failure of a school system to provide these facilities is doing its educational clientele a dire injustice. Media are a must in the trend toward individualized learning and the inquiry approach to instruction.

Today's society is a fast-moving society with constant technological advances. The body of knowledge known by man doubles every few years, and the time span is decreasing every year. Undoubtedly this is a complex society, and, as such, requires a diversified, complex delivery system:

No one medium of communication is adequate to the task of providing information and concepts which are unambiguous

¹James W. Brown, Administering Educational Media (New York: McGraw-Hill, 1972), p. 35.

to students. Each medium--books, films, recordings, filmstrips, TV, radio, and so on--has particular strengths and weaknesses. Only the use of a wide variety of materials --the multi-media approach--can help insure that the weaknesses of any given type of material will be compensated for by the strengths of one or more other materials. Since the multi-media approach to teaching and learning is so necessarily a part of modern education, the problem of how best to make this wide range of materials convenient to teachers and students presents itself...²

A major function of educational media is to provide support for the teacher in the classroom. However, a significant segment of the media is taking on a larger role: the medium itself becomes the teacher. It determines the objectives, selects methods and content, and presents the material. Thus the medium determines the educational outcome. This type of instruction makes available a systems approach to education. The teacher may select the medium which best fits his students' needs, acting as the coordinator of materials to insure that students receive the utmost benefit from the input. The presentation of material through a medium tends to make the presentation less variable from class to class and from time to time, thus maintaining more consistent quality (assuming, of course, that the teacher has selected a quality medium program). "Except for the teacher, these media will determine more than anything else the quality of our educational effort."³

Through the use of media the teacher may enhance his effectiveness in the classroom:

Learning occurs as a result of direct contact with things or manipulation of things; and as a result a vicarious experience through seeing, hearing, conversing, reading, thinking,

²"Instructional Materials Centers - The Rationale," Clearing House, February, 1963, p. 381.

³"Education Lag--or Leap," Audiovisual Instruction, January, 1963, p. 11.

and responding emotionally as well as intellectually. The teacher provides for these experiences and in so doing uses a variety of media. Educational media are defined here as those things which are manipulated, seen, heard, read or talked about, plus the instruments which facilitate such activity.⁴

The lack of the availability of media in the classroom fails to provide the students with the varied stimuli to react to.

The value of media as tools, of instruction can no longer be doubted. The limits of media in education are boundless. "...the task of schools is to help develop each student to the limit of his ability. This is best provided for in an educational environment rich in a wide variety of materials..."⁵ A school system which fails to implement a strong media program negates the purpose for which the institution was established.

Accepting the fact that the media are an important element in today's education, it is important to determine how they can best be utilized. For example, one must decide whether it is more efficient to allow individual schools to develop media programs independently or whether there should be cooperation and coordination throughout a given district or school system.

The higher cost through duplication of facilities, the wasted effort of innovating individuals who make decisions without sound technical guidance and standardization of procedure, the hodge podge of operations, procedure and points of emphasis that develops within a school system (even though the program is carried on under the control of school principals and other administrators talented in other aspects except technology) can lead only to inefficiency and eventual disaster.⁶

⁴Ibid., p. 11.

⁵"Instructional Materials Centers--The Rationale," p. 32.

⁶Carlton W. J. Erickson, Administering Instructional Media Programs, (New York: The Macmillan Co.), p. 301.

4.

This duplication is the present situation in District 141 --that is, where there has been any development of facilities. The logical method for developing media services in the district is to set up a plan for establishing programs in schools which do not have programs, and for coordinating all programs in the district. This undertaking is best done under centralized leadership:

This work of organizing and developing instructional media services will proceed most effectively under specialized, centralized leadership, working coordinately with other curriculum personnel and under adequate system-wide financial support for auxiliary staff, equipment, materials, and facilities.⁷

The establishment of a district media center may provide many benefits. However, "the purpose in all cases is to provide, at the system level, service which cannot be provided in every school."⁸

STATEMENT OF PURPOSE

The purpose of the study was to develop a plan for implementing a district media center in Ottawa Elementary School District 141 and to establish rationale and documentation to defend the plan.

GENERAL QUESTIONS

Before a detailed plan for setting up a district media center can be developed, it is necessary to ask specific questions related to such a center:

- A. What advantages did the administrators feel that a district media center would provide for their school?
- B. What type and number of personnel would be required to operate

⁷Ibid., p. 22.

⁸Georgia Rankin Cole, "System Wide Instructional Materials Centers," Contemporary Education, October, 1969, p. 75.

the facility?

C. What are the basic steps or changes that each school would have to take to gain from a district media center?

D. What would be the initial cost in setting up a district media center?

E. What equipment would be necessary to set up a district media center?

F. What type of distribution system would be effective, economical and efficient?

G. What advantages would District 141 receive from a district media center?

DELIMITATIONS

While the results of this study may be applicable in whole or in part to other districts, the purpose of this study was to compile information and to make recommendations concerning one specific school district, utilizing accepted standards for educational media programs.

A. The schools involved in the study are the public elementary schools located in Ottawa Elementary School District 141:

- | | |
|----------------------------|---------------------------------|
| 1. Shepherd Junior High | 6. Columbus Grade School |
| 2. Central Junior High | 7. Jefferson Grade School |
| 3. McKinley Grade School | 8. George P. Hills Grade School |
| 4. Washington Grade School | 9. Lincoln Grade School |
| 5. Shabbona Grade School | |

B. Functions of the district media center were based on the recommendations of Standards for Educational Media Programs in Illinois. Recommendations were altered to fit local situations.

C. The administrative survey questionnaire was based upon four

6.
categories. The four categories were taken from an article entitled "Profile of a Rural Area" which appeared in the March, 1972, issue of Audiovisual Instructor.

LIMITATIONS

Any study is necessarily limited by certain conditions; this study is limited by the following:

- A. The accuracy of the data gathered depends upon the accuracy of the records made available to the researcher, as well as upon the knowledge, perceptions, and honesty of those interviewed.
- B. The value of the recommendations and the conclusions in this study depend upon the reliability and acceptability of the standards utilized in making such recommendations and drawing such conclusions.

METHOD

A step-by-step plan for collecting and utilizing data was developed to insure efficiency and to increase reliability:

- A. An interview guide was developed for use in questioning two district media directors.
- B. The interview guide was tested to insure its utility and clarity. Revisions were made at this time where necessary.
- C. Interview dates were established and interviews conducted.
- D. Interview data were summarized.
- E. An interview guide was developed for the administrators.
- F. The interview guide was tested to insure its utility and clarity.
- G. Interview dates were set up with the nine administrators and interviews conducted.
- H. Interview data were summarized.
- I. The data gathered were grouped into four categories, and a table was prepared for each category for reporting the status of the program.

The four categories, taken from the article "Profile of a Rural Area," in the March, 1972, Audiovisual Instruction magazine, are:

- 1. Inventory data
- 2. Commitment data
- 3. Accessibility and nature data
- 4. Personal opinion data

J. Groups A,B, and C were compared to the phase two recommendations of the Standards for Educational Media (Library and Audiovisual) Program in Illinois.

K. A profile in table form was constructed with group D.

L. Summary tables were prepared.

M. Interpretation of all data and consideration of district media recommendations of the State of Illinois were used to recommend direction and function that the district media center should develop in District 141 to establish the components for an effective school media program.

H. Necessary data were compiled and the proposal was submitted to the superintendent of schools.

DEFINITION OF TERMS

In order to prevent the confusion and misunderstanding which could result from lack of agreement on the meaning of certain key terms, it is necessary to define these terms:

- A. District Media Center: An administrative unit which provides coordination of effort in meeting the educational goals of the schools in the district as well as expanded services which are used to support local media needs.
- B. Communication: The art of giving or receiving messages.
- C. Professional: Any person holding a Bachelor of Science degree

or higher in library science, audio visual education or a very closely related field.

D. Paraprofessional: An individual who does not hold a Bachelor of Science degree but has obtained special training in a specifically related field, whether through formal education, trade school, or on-the-job training.

E. Teacher Aide: Any individual who does not have any training pertaining to the field but will be instructed in the performance of such non-professional duties as typing, shelving, and general office assistance.

THE STANDARDS

The criteria used in evaluating Ottawa Elementary School District 141 and in making recommendations for improvements in this district's audiovisual program were based largely on Standards for Educational Media Programs in Illinois, a booklet developed by the Office of the Superintendent of Public Instruction, the Illinois audiovisual Association, and the Illinois Association of School Librarians.

The standards in this booklet are described as steps: phase one, phase two, and phase three, and these are intended to be integrated into the total instructional goals of a school. Phase one, the lowest rung on the ladder toward a high quality program, is described by Valerie J. Downes, director of Media and Library Services, Office of the Superintendent of Public Instruction, as follows:

Phase 1 standards are specifically intended to be realistic, in keeping with the financial constraints under which most school districts are operating. Every school in Illinois should have attained these basic Phase 1 standards, or have

plans to do so in the near future.⁹

In the Introduction to the booklet, the three-phase system of standards is described as follows:

...phase 1 should be both practical and achievable by every school system within the state. Phase two was to represent normal growth beyond phase 1, representing a level of achievement somewhat¹⁰ more ideal. Phase three reflects the national standards.

⁹Standards for Professional Media (Library and Audiovisual) Programs in Illinois (6th Rev., Springfield, Ill.: Office of the Superintendent of Public Instruction, 1972), p. 1.

¹⁰Ibid., p. 2.

CHAPTER II

RESEARCH

PRESENT FACILITIES

District 141 consists of seven elementary and two junior high schools. Following is an in-depth look into media availability in the schools and a comparison of the school's present status with the guidelines set down in Standards for Educational Media (Library and Audiovisual) Programs in Illinois. Each school was evaluated in terms of the following items:

1. Physical description: The physical description was compiled from the school's structure in regard to age of building, number of floors, and available space. This information was obtained from a conducted tour of the facility.
2. Personal opinions: This information was compiled from administrators' responses to certain questions during the interviews conducted.
3. Inventory data: This information was compiled from insurance records and the knowledge of those in charge of existing media programs. The equipment inventory was compiled from insurance records. The software inventory was based upon the knowledge of those in charge of existing media programs.
4. Accessibility data: The accessibility data were compiled through comparison of the present floor space of each existing learning center, if any, compared with the recommended floor space established

in the Standards for Educational Media (Library and Audiovisual) Programs in Illinois^{11.}

5. Commitment data: The commitment data reflects the assignment of school personnel to a media program. The student population was compared to the suggested guidelines for staffing in the Standards for Educational Media (Library and Audiovisual) Programs in Illinois to determine recommended staffing.

6. Comparison to standards: The overall data of the four categories of equipment, software, staffing, and space were compiled in terms of the number of times each element of a category intersected with the recommended standards to determine what phase each category generally fit into: phase I, II, or III.

7. Conclusions and recommendations: The conclusions were my interpretations of the present situation. The recommendations were the steps for the schools to embark upon to implement a program which would attempt to partially comply with the suggested Standards for Educational Media (Library and Audiovisual) Programs in Illinois.

A in-depth look was taken in regards to the programs of two district media centers. The evaluation compared the present district media program with the suggested guidelines set forth in Standards for Educational Media (Library and Audiovisual) Programs in Illinois.

The information regarding the two district media centers was compiled in the following manner:

1. Physical description: The physical description was compiled from conducted tours of the district media facilities.
2. All additional information was received from the media directors' responses to the questions contained in the survey. The accuracy of the data was dependent upon the knowledge and perception of the

district media director. A considerable amount of the compiled information was compared with the suggested guidelines from Standards for Educational Media (Library and Audiovisual) Programs in Illinois.

Description: Lincoln Elementary Grade School

Lincoln Elementary Grade School is housed in an old structure with a number of floors. The school is well preserved for its age. The student enrollment for the school year 73-74 was 455 students with a staff of eighteen instructors. The school is made up of the grades kindergarten through fifth. According to the principal, the school is operating at student capacity. His prediction is that there is little prospect for student population to decrease in the near future. All available space is used for student instruction.

There is no learning center and no plans for one. The print media are housed in the individual classrooms, and the non-print media are housed in the principal's office and the classrooms. However, there is a centralized card catalog located near the principal's office. The maintenance and direction of the card catalog is under the supervision of the principal. Media equipment is housed throughout the building in various classrooms and exchanged as needed.

Lincoln Elementary Grade School
in Relationship to Standards

1. The equipment level at Lincoln conforms to phase I requirements in the following categories: filmstrip projectors, overhead projectors, tape recorders, record players, a copying machine, and a paper cutter. However, equipment categories reach-

ing phase II standards are considerably less. The two categories^{13.} reaching phase II requirements are record players and a copying machine (See Appendix A).

2. The school is below the recommended level for phase I in books. However, the school meets phase I standards in both areas of nonprint categories surveyed: filmstrips and records and tapes. It also meets phase II standards in the filmstrip category (See Appendix A).

3. There are no professionally trained individuals in library science or audiovisual education responsible for media duties. Also, there are no trained or untrained individuals with full-time responsibilities in those areas. Therefore, the school fails to conform to phase I requirements (See Appendix A).

4. The school provides no space for a learning center to meet the requirements of phase I standards. The standards would require an area of 4320 sq. ft. to meet phase I standards (See Appendix A).

Description: Columbus Elementary Grade School

Columbus Elementary Grade School is located in an older structure. The enrollment for the 73-74 school year was 210 students with a staff of eleven teachers. During the school year 73-74 the school was using all available space. The school is made up of grades kindergarten through fifth. The students are grouped according to the traditional graded school system.

There is no learning center in the building. The software is located in the classrooms, and a centralized catalog is used. The responsibility for the card catalog falls under the jurisdiction

of the principal, who performs this additional duty in addition to his regular responsibilities. The majority of the equipment can be found scattered throughout the building.

Columbus Elementary Grade School
in Relationship to Standards

1. Columbus Elementary Grade School complies with phase I standards in the following categories: 16mm sound projectors, opaque projectors, tape recorders, record players, copying machine, paper cutter, and thermo transparency maker. Columbus complies with phase II standards in only two categories: record players and copying machine (See Appendix B).

2. Columbus Grade School conforms to phase I standards for print media, but fails to meet phase I standards for nonprint media in filmstrips and records and tapes (See Appendix B).

3. Columbus does not meet phase I standards in staffing. This area is completely void of professional and supportive personnel (See Appendix B).

4. The school does not provide any area for a learning center. This definitely does not meet phase I standards for a school of this size (See Appendix B).

Description: Central Junior High School

Central Junior High School consists of grades six through eight. The enrollment for the school year 73-74 was around 600 students with a staff of thirty teachers. The student enrollment represents a wide diversity of economic, social, and cultural backgrounds.

The learning center is located on the second floor of a

two-story structure. The administration of the learning center falls ^{15.} under the jurisdiction of a full-time professional who provides on-the-job training for students who wish to assist in the operation of the center. The center houses print media, nonprint media, and equipment. The floor space of the learning center is inadequate for the size of the student body, but there are undeveloped plans to expand the size of the learning center. The learning center operates within a very structured framework in terms of student activity.

Central Junior High School
in Relationship to Standards

1. The equipment status is in accordance with phase I standards in a majority of categories: 16mm projectors, 8mm projectors, slide projectors, TV receivers, tape recorders, record players, copying machine, micro reader, paper cutter, thermo transparency maker, primary typewriter, and tape splicer. The school also complies with phase II standards in a number of categories: tape recorders, copying machine, micro readers, copy camera, slide sorting equipment, and audio reproduction equipment (See Appendix C).

2. In the area of software, Central Junior High satisfies phase II standards in the print media. However, phase II requirements are not met by either category of nonprint material. Phase I standards are met in the filmstrip category, but records and tapes fail to comply with suggested phase I standards (See Appendix C).

3. The learning center is at phase II level for professional staff, but there is no supportive staff. Therefore, the center is below the requirements of phase I in that category (See Appendix C).

4. The space allotted to the learning center is far below

that recommended by phase I standards (See Appendix C).

Description: Washington
Elementary Grade School

Washington Elementary Grade School is located in an older physical structure. The school population for the 73-74 school year was 113 students with a staff of six teachers. The anticipated student population for the 74-75 school year is expected to decrease. The school consists of grades kindergarten through six.

The media center is located in an all purpose room at the school. The room is used for plays, meetings, and indoor recreation. The total area of the room is 2500 sq. ft., but not all of this area is utilized as a learning center. The learning center is operated under the supervision of a half-time teacher's aide. The learning center is not an all-inclusive center, as many books remain housed in the teachers' classrooms. Although there is a centralized catalog, many of the print and nonprint media of the school are not included.

Washington Elementary Grade School
in Relationship to Standards

1. The equipment level reaches phase I levels in the following categories: 16mm projectors, filmstrip projectors, tape recorders, record players, copy machine, paper cutter, and copying machine (See Appendix D).
2. The book collection slightly exceeds phase I requirements, but fails to reach the phase II level. Neither of the nonprint areas--filmstrips or records and tapes--attain phase I levels (See Appendix D).
3. The school lacks professional staff. However, the school

does have a teacher's aide to operate the facility. However, this does not correspond with the requirements of phase I (See Appendix D).

4. Space available for the learning center does not meet phase I standards. The area available is only slightly short of phase I requirements, provided the complete area is utilized as a learning center (See Appendix D).

Description: Shabbona Elementary Grade School

Shabbona Elementary Grade School is located in an old physical structure. The school contains grades kindergarten through five. The enrollment is approximately 300 students with a staff of twelve teachers. The students are grouped according to the traditional graded system.

The school has converted a basement classroom into a learning center, but the area is very small--approximately 720 sq. ft. The learning center houses only the print media. The facility is operated by the principal's secretary: who has received training as a library aide. However, she is released from her secretarial duties only two hours a day, four days a week. During the time she spends performing her secretarial duties, the center goes unattended. However, the instructors may take their students to the learning center while the library aide is not there. The learning center makes no attempt to control equipment, and instructors exchange equipment according to need. The equipment is housed in the corridors, as is the nonprint media.

Shabbona Elementary Grade School
in Relationship to Standards

1. The equipment status of Shabbona meets phase I standards

in the following categories: 16mm projectors, filmstrip projectors,^{18.} copying machine, paper cutter, and transparency maker. The categories reaching phase II level are filmstrip projectors, record players, and copying machine (See Appendix E).

2. The print collection conforms to phase I standards. However neither of the two nonprint categories--filmstrips and records and tapes--reach phase I standards (See Appendix E).

3. The learning center is operated by an individual trained as a library aide. However, the individual does not receive sufficient released time to operate the facility, being able to devote only two hours a day to the center. Therefore, the center fails to comply with phase I personnel standards (See Appendix E).

4. The space provided for the learning center does not meet phase I standards (See Appendix E).

Description: Shepherd Junior High School

Shepherd Junior High is a modern structure built to accommodate open classroom instruction and team teaching. The student enrollment consisted of approximately 420 students for the school year 73-74, grouped in the traditional graded system. However, the students are further divided into homogenous groupings on the basis of ability and performance. The average class was approximately twenty-seven students.

The learning center is a vital part of the instructional programs, which is a combination of methods and techniques. The school has variations on almost all types of instruction: traditional, open classroom, team teaching, and independent study. Each may be used throughout the year according to the situation. Almost

all of the methods used in the instructional program depend upon using the learning center in some capacity. It is an all inclusive learning center in that all media are housed in the learning center and centrally cataloged. The center is operated by a full-time professional and a teacher's aide.

Shepherd Junior High School in Relationship to Standards

1. Shepherd Junior High complies with the majority of the standards for phase I in equipment. The categories complying are: 8mm projectors, slide projectors, overhead projectors, opaque projectors, filmstrip viewers, tape recorders, record players, copying machine, paper cutter, thermo transparency maker, film splicer, mechanical lettering devices, and dry mounting press. The categories reaching phase II levels are tape recorders, copying machine, copy camera, slide sorting equipment, and audio reproduction equipment (See Appendix F).

2. The print media complies with phase II standards. The nonprint media is divided in its compliance to the phase II standards: the filmstrip category is considerably above phase II standards, while the category of records and tapes fails to conform to even phase I standards (See Appendix F).

3. The staff exceeds Phase II recommended standards. The center is staffed with one professional and one full-time teacher's aide (See Appendix F).

4. Although there is insufficient space to meet the needs of the student body, it fails to comply by only a small margin with phase I standards (See Appendix F).

Description: McKinley Elementary Grade School

McKinley Elementary Grade School consists of grades kindergarten through five, and the population consists of approximately 350 students and a staff of sixteen teachers. The physical structure is relatively new, consisting of one floor. Until the school year 73-74, the school was using all available space. However, there is now one classroom not in use. The students are grouped according to the traditional graded classroom concept, with student instruction operating mainly under the concept of the self contained classroom.

The school does not have a centralized learning center. The print media are stored and maintained in each classroom. The non-print materials are located in the principal's office. However, there is a centralized card catalog located near the office which is maintained by the principal, who has had one course in library science. He performs this duty in addition to his regular duties. Centralized control of equipment is almost nonexistent, since it is located throughout the building and is exchanged by the teachers according to need.

McKinley Elementary Grade School
in Relationship to Standards

1. McKinley Elementary Grade School equipment reaches phase I requirements in the following categories: filmstrip projectors, overhead projectors, tape recorders, record players, copying machine, paper cutter, and thermo transparency maker. There are a few categories which reach phase II requirements: overhead projectors, tape recorders, record players, and copying machine (See Appendix G).
2. McKinley meets phase II requirements in the print area of

books. However, in the nonprint area only filmstrips meet phase II standards. The other nonprint category of records and tapes falls short of phase I standards (See Appendix G).

3. The school has no professional staff trained in the operation of a learning center. Therefore, it does not conform to phase I standards (See Appendix G).

4. No space is provided for a learning center. Thus the school does not comply with phase I requirements (See Appendix G).

Description: Jefferson
Elementary Grade School

Jefferson Elementary Grade School consists of kindergarten through grade five. The enrollment for the 73-74 school year was 435 students with a staff of seventeen instructors. Student enrollment is on the decline, and this is expected to continue over the next few years.

The physical structure consists of two stories. The building was designed originally with provision for a library, but prior to the decline in student population the room so designated had served as a classroom. The room now serves its original function as a library.

The instructional program up and through the school year 72-73 operated on the self-contained classroom concept. However, beginning in the summer of 1973 an attempt has been made to establish a learning center, although the process is far from being complete. The first stage of organization has been completed - - that is, the moving of all the print media to the learning center and organizing a centralized catalog system. The organization of the learning center is under the supervision of the principal. He directs

a teacher's aide, who performs the physical operations and is assuming additional responsibilities as competency increases.

The nonprint media are housed in the principal's office. Control of the nonprint media is handled by the principal or his secretary. Some of the equipment is housed in the principal's office, but most of the equipment is located in classrooms according to the needs of individual instructors. Centralized control over the equipment is not executed to any real extent. Plans are in the process for moving the nonprint media to the learning center. However, no real decision has been made in regard to the equipment.

Jefferson Elementary Grade School
in Relationship to Standards

1. The equipment level at Jefferson conforms to phase I requirements in the following categories: filmstrip projectors, record players, listening stations, copying machine, paper cutter, and thermo transparency maker. However, equipment categories reaching phase II standards are fewer: filmstrip projectors, record players, listening station, and copying machine (See Appendix H).

2. Jefferson meets phase I standards for books, but the collection falls considerably short of phase II standards. However, Jefferson is well above the phase II level in filmstrips. In the third category of software, records and tapes, the school does not meet phase I standards (See Appendix H).

3. The school does not provide for a professional staff to operate the learning center, since the center is under the operation of a teacher's aide. The school thus fails to comply with phase I standards (See Appendix H).

4. The space available at Jefferson falls considerably short

of phase I standards, since there is only 650 sq. ft. of space available, compared with the 4240 sq. ft. recommended (See Appendix H).^{23.}

Description: Hills Elementary Grade School

The Hills Elementary Grade School is made up of grades kindergarten through six with a student enrollment of 135 students. The staff consists of seven full-time teachers and one half-time teacher. The physical structure is not new, but it is properly maintained.

The students are grouped in the traditional method according to grade level. The school operates mainly with self contained classrooms, although there is some modification. The modification consists of a small learning center, which is not staffed. Therefore, most instruction takes place in the classroom. The students are not allowed access to the learning center except when the instructor takes the entire class there.

The learning center houses software, for the most part, but there is no lending program set up to properly utilize it. The equipment is not housed in the learning center, but is scattered throughout the building.

Hills Elementary Grade School
in Relationship to Standards

1. The equipment status of Hills Elementary Grade School complies with phase I requirements in the following categories: overhead projectors, tape recorders, record players, copying machine, paper cutter, and thermo transparency maker. The above areas which reach phase II levels are overhead projectors and the copying machine (See Appendix I).

2. Of the software categories, books and records and tapes

fail to meet phase I standards. However, the filmstrip collection corresponds to phase I standards (See Appendix I).

3. The most outstanding deficiency is the lack of even a part-time staff member to direct the learning center (See Appendix I).

4. The present space of 750 sq. ft. devoted to the learning center is well below phase I standards, and phase II requires room for 14 students at 40 sq. ft. per student, plus 2500 sq. ft. for basic functions (See Appendix I).

Findings: Summary Tables for Schools Compared to Standards

The below tables are summary tables. They generally reflect the category into which each school falls. However, for a precise evaluation of each school building, refer to individual statistics.

<u>Equipment</u>	<u>Below Phase I</u>	<u>Phase I</u>	<u>Phase II</u>
Lincoln	X		
Hills	X		
McKinley	X		
Jefferson	X		
Shepherd		X	
Shabbona	X		
Washington	X		
Central		X	
Columbus	X		

Equipment - 78% below phase I

Equipment - 22% at phase I

Conclusion:

The majority of schools fail to meet phase I standards in the equipment category.

<u>Media</u>	<u>Below Phase I</u>	<u>Phase I</u>	<u>Phase II</u>
Lincoln		X	
Hills		X	
McKinley			X
Jefferson		X	
Shepherd			X
Shabbona .	X		
Washington	X		
Central		X	
Columbus	X		

Media - 33% below Phase I

Media - 44% Phase I

Media - 22% Phase II

Conclusion:

The schools need additional media to adequately provide students with varied stimuli.

<u>Staffing</u>	<u>Non-existent</u>	<u>Below Phase I</u>	<u>Phase I</u>	<u>Phase II</u>
Lincoln	X			
McKinley	X			
Hills	X			
Jefferson		X		
Shepherd				X
Shabbona		X		
Washington		X		
Central				X
Columbus	X			

Staffing - 44% non-existent

Staffing - 33% below phase I^{26.}

Staffing - 22% Phase II

Conclusion:

The majority of schools need additional staff members to obtain phase I levels.

Square Feet in Learning Center

	<u>Non-existent</u>	<u>Below Phase I</u>	<u>Phase I</u>	<u>Phase II</u>
Lincoln	X			
Hills		X		
McKinley	X			
Jefferson		X		
Shepherd		X		
Shabbona		X		
Washington		X		
Central		X		
Columbus	X			

SQ. FT. - 33% non-existent

SQ. FT. - 67% below Phase I

Conclusion:

None of the schools meet phase I standards for square feet per learning center.

Findings: Personal Opinion Data Tables

In Ottawa Elementary School District 141 a survey was conducted to attempt to conclude the personal opinions of the nine principals involved in the survey. Their responses are as follows in regard to the following questions. I have summarized their

responses in the categories following the open-ended questions.

Question: What services do you believe should be incorporated into the district media center?

<u>Summarized Responses</u> <u>Category</u>	<u>Questioned</u>	<u>Responded</u>
In service training	9	5
Transportation system	9	1
Information dissemination system on materials	9	1
Production	9	4
General Administrative program (leadership, coordination, and standardization)	9	7
Acquisition of expensive items	9	1

The principals recognize a need for a district media center to provide a number of services which are not presently being provided. The largest void was the lack of media leadership in the present program.

Question: Would your educational program be enhanced with the establishment of a district media center?

<u>Summarized Responses</u> <u>Category</u>	<u>Questioned</u>	<u>Responded</u>
limited	9	1
yes dependent on cost	9	5
yes	9	2
limited, dependent on cost	9	1

The principals all feel that a district media center would provide some benefit to their school. However, most feel that the facility would have to prove its benefit to their school to warrant the additional cost to the district.

Question: What advantages can your school derive from a district media center?

<u>Summarized Responses Category</u>	<u>Questioned</u>	<u>Responded</u>
coordinate	9	3
in-service training	9	5
production	9	1
access to expensive equipment	9	4
better utilization	9	3
less duplication of materials in the schools	9	2
more efficient operation of own facility	9	4

The responses were quite varied, and for the most part each school administrator had different ideas as to how a district media center could benefit his school. The main emphasis here was on in-service training of staffs. Also, two other responses were frequent: access to expensive equipment and more efficient operation of individual facilities.

Question: What are the special needs of your school?

<u>Summarized Responses Category</u>	<u>Questioned</u>	<u>Responded</u>
no special needs	9	3
better selection of materials	9	3
leadership & in-service training	9	2
coordination	9	1
help with special education	9	1
additional staff, shelving, and space	9	1
Television	9	1

Again the responses were quite varied. Most of the responses would have fit into a previous category. However, the principals who responded felt that their schools needed special attention in

a given area.

The responses to the open-ended questions varied considerably. However, one element emerged continuously from the questioning--that is the need for a general administrative program to provide leadership, coordination, and standardization. Despite the recognition of the need for a district media center, they were concerned about costs offsetting benefits.

Two Existing District Media Programs

There are few standards set down for district media centers. The number of positions, the size of facility, and the equipment necessary are usually determined by the scope of the program and the number being served. However, there are some general recommendations that act as guidelines that were set forth in the Standards for Educational Media (Library and Audiovisual) Programs in Illinois.

Two district media directors were interviewed to provide information in terms of structure and function of their respective district media centers. The interviews also provided a basis for comparing their district media centers with the suggested guidelines from Standards for Educational Media (Library and Audiovisual) Programs in Illinois. The two were purposely chosen because of their sizes in comparison with District 141. One district media base consisted of a larger faculty and student body, while the other was smaller. No conclusions will be made in regard to the two district media centers studied, since they were surveyed only in the context of providing general information concerning possible structure and function of a proposed district media center in Ottawa

Elementary School District 141.

District Data

The following data compare the three districts in terms of staff size, student population, and number of schools.

Ottawa District 1419 Schools138 Staff2942 StudentsMattoon District No. 212 Schools400 Staff5500 StudentsGillespie Unit No. 75 Schools60 Staff1800 StudentsDescription: Mattoon District No. 2

The district media center for Mattoon is located in a building originally designed as a shoe factory. However, with some modification it has been converted to the district media center. It is not ideal in many respects, but does provide an abundance of room.

The district media center director reports directly to the superintendent, thus placing the district media director in the same administrative line as that of the principals. Also, the position is viewed as an administrative position, rather than a teaching position.

The district media center provides the following services in

varying degrees:

1. Graphics Production
2. In Service Training
3. Consultant Service
4. Instructional TV
5. Equipment Loan--Minor
6. Equipment Repair--full-time technician
7. Delivery of Equipment and Materials--Postal Department provides service
8. Centralized Acquisition and Processing of Materials
9. Staff Selection (Media)

The district media center contains a collection of software which is distributed to the various schools upon request. The collection consists of the following in varying degrees:

1. Study Prints
2. Filmstrips
3. Slides
4. Films
5. Models
6. Books (library and professional)
7. Records

Description: Gillespie Unit No. 7

The district media center is located in the high school. The position of the district media director is a dual role in that half of the director's time is spent as the media director to the high school. As the district level media director he has equal status with that of the principals, so far as the media programs are concerned. Unit No. 7 also has a district librarian who maintains the print media. The district librarian and media director are of equal status, and both positions are held under eleven-month contracts.

The district media center provides the following services in varying degrees:

1. Central ordering of media
2. Graphic production
3. In-service training
4. Consultant services
5. Instructional TV

6. Equipment loan
7. Equipment repair--contracted out

The district media center does not maintain a collection of software. However, there is inter-school loan of media.

Mattoon and Gillespie Media Centers
Compared to the Standards

The suggested guidelines for district media centers were taken from Standards for Educational Media (Library and Audiovisual) Programs in Illinois.

<u>Suggested Guidelines</u>	<u>Mattoon District No. 2</u>	<u>Gillespie Unit No. 7</u>
One full-time district coordinator of school media with appropriate professional and personal qualifications in each district of six or more buildings	Yes	one half-time
In district with twenty-five or more buildings, there should be an additional district level coordinator for secondary schools and one for every twenty elementary buildings	N/A	N/A
One full-time professional cataloger to supervise centralized processing in each district with twelve or more buildings media centers	one half-time	no centralized processing
One clerical aide for each professional staff member	one full-time	one full-time
Technical support staff for special services such as graphics, photography, television production and centralized processing	one half-time	one para professional
Strategies for establishment and development of media programs in the individual buildings	Yes	No

<u>Suggested Guidelines</u>	<u>Mattoon District No. 2</u>	<u>Gillespie Unit No. 7</u>
In-service training of building media staff	Yes	Yes
In-service training for the entire district faculty in the effective use of materials and equipment	Moderate	Extensive
Centralized acquisition and processing of materials	acquisition & processing	acquisition only
Centralized selection and acquisition of audiovisual equipment	Yes	Yes
Specialized forms of materials productions	Moderate production	Moderate production
Involvement in media staff recruitment and selection for the district	Yes	Yes

N/A - Not applicable

Findings: Personal Opinion Data of District Media Directors

The following questions required the district media director to make a value judgment concerning the contributions, problems, and areas of needed change in their district media centers. Their responses are as follows:

	<u>District No. 2</u>	<u>Unit No. 7</u>
1. What areas of the district level operation give the most problems?	centralized processing	division of time between the two jobs high school and district
2. Has the district media service made an important contribution to the district?	yes, leadership	yes, in-service training
3. What areas of the center should be expanded?	all areas	in-service coordination of materials and equipment

District No. 2

Unit No. 7

- | | | |
|---|---|------------------------------------|
| 4. What functions should be dropped? | association with area film co-op | duties include student supervision |
| 5. Has the district media center been economical to the district? | greatly | yes |
| 6. What area has it saved money? | lack of duplication | lack of duplication |
| 7. What are the significant advantages gained by a district media center? | leadership, more production, economical in-service training | coordination leadership |

The above responses indicate that district media directors find that district media centers make a valuable contribution to the educational systems.

Findings: Model District Programs

Although no conclusions are drawn in regard to the operating efficiency of the two district media centers surveyed, there are certain operational procedures and functions which could serve as models for district 141. A problem which all three districts have in common is deriving the most economic value for each dollar spent and providing each student and instructor with the best possible means for an education. The Mattoon and Gillespie districts have attempted to solve the above problem. Each district has central acquisition of software and supplies. This type of procedure eliminates duplication of materials and provides for greater efficiency per dollar spent. Also, the Mattoon district has centralized processing and distribution of materials. The above program could serve as a model as a means to provide a wide variety of media to each building in district 141.

Another major problem of Ottawa district 141 is the lack of^{35.} media leadership. The individual buildings operate in complete autonomy. Both Gillespie and Mattoon's district media centers provide in-service training to the media staff located in the individual buildings. However, Mattoon's district media center is more comprehensive in its leadership role in that it plans strategies for developing and establishing media programs in each building. Along with the above role the district media center has input in the acquisition of personnel in the individual buildings. The leadership role is very important in establishing a comprehensive media program. Therefore, Ottawa district 141 should examine Mattoon's model for possible adaptation.

CHAPTER III

CONCLUSIONS & RECOMMENDATIONSConclusion: Lincoln Elementary Grade School

Lincoln Elementary Grade School fails to provide a learning center, an essential element in today's educational system. A learning center should be a major priority of the administration. Two steps would have to be taken to establish a learning center. The first is to provide space to accommodate a center. The second is to find a professionally-trained individual to operate the center.

After the two above requirements are fulfilled, the school should be brought closer to meeting phase I standards in the equipment category. The school should also be brought up to phase II standards for nonprint media. The decision on where to place priorities should be left to the discretion of the media director, working in conjunction with teachers and administrators.

Conclusion: Columbus Elementary Grade School

Two areas that are interdependent should receive immediate attention. They are: (1) no learning center, and (2) no staff person to set up and operate a center. The present method of operation is at best inefficient. Full utilization of materials and equipment is highly improbable with the lack of proper organization. The software is located in various classrooms throughout the building, which does not render it available to an instructor immediately. The same applies to equipment, and scheduling of equipment would be

very inefficient.

Columbus does not meet the requirements of phase I in equipment or nonprint media. There should be a program to increase holdings in both categories, although there is probably sufficient equipment to utilize the amount of nonprint media available--if utilized properly. Columbus does, however, meet phase I standards in the print media. Even so, a comprehensive program should be developed to upgrade present holdings.

Conclusion: Central Junior High School

The most immediate problem is the lack of space for the center, since the area provided is far below phase I recommendations and fails to accommodate a reasonable percentage of the student body at any one time. This problem area should be corrected, although there is no space that is not being used in some manner.

The lack of supportive staff is a major problem of the center. The professional's time is spent performing routine duties. His time should be used for duties which require the knowledge and skill of a professional, since the use of a professionally-trained individual to perform routine duties is uneconomical.

The equipment status agrees with recommendations of phase I generally. Therefore, the school has adequate equipment.

The center is in good standing in terms of print media, as the print media meets phase II recommendations. However, in the nonprint area there is a fairly large gap. This lack of nonprint material should be taken into account in the acquisition of new materials.

Conclusion: Washington Elementary Grade School

The school does not meet staff requirements for phase I, even though there is a half-time teacher's aide. Although this does not technically meet standards, it probably serves the need of the school, taking into consideration the size of the student body.

The space provided, although not meeting phase I standards, is probably sufficient. The main factor considered in making these statements is the small size of the student body. The area is large enough to accommodate a full class at one time.

The areas which need attention include the small amount of equipment and the nonprint media. Both of these areas do not meet phase I standards.

Conclusion: Shabbona Elementary Grade School

The learning center is operated by an individual trained as a library aide, but according to the Illinois Standards the position should be filled with a half-time professional. However, this inadequacy might be overlooked if the library aide could devote a full day, every day, to the learning center. This should be a major area of concern to the school.

The space is inadequate for the size of the student body. The area provided is not used strictly for a learning center, since classes are held in the center, thus restricting the use of the facility. An exclusive area should be established as a center with additional space available.

The areas of equipment and nonprint media do not correspond to phase I standards. These areas should receive attention when purchasing equipment and materials for the center.

Conclusion: Warren P. Shepherd
Junior High School

The center in overall terms has an adequate supply of materials and equipment. However, that is not to say the center does not need additional materials and equipment. The center does not conform to phase I standards in one area of nonprint media. This area should receive attention when purchasing materials.

The other category which is somewhat inadequate is space. The available area does not meet phase I standards, although it fails to comply by only a small margin. However, proper utilization of the center would for the most part, solve this problem.

The staff meets the requirements of phase II, and there are sufficient staff members to handle the operation. However, this does not mean that at a future date, and with expanded services, additional staff would not be required.

The main concern of the center should be to improve its software holdings. Also, the center should expand the media services available to teachers.

Conclusion: McKinley Elementary Grade School

McKinley Elementary Grade School must take two major steps to establish a learning center, both of great importance. One is the setting aside of an area of 3900 sq. ft. to serve as a centralized learning center. The second is the acquisition of a staff member to organize the facility. The two steps are interdependent.

After meeting the above requirements the school should attempt to expand in the areas of software and equipment. The rate and priorities of expansion should be established by the media director in conjunction with teachers and administrators.

Conclusion: Jefferson Elementary Grade School

The major area of concern for the center is the lack of space. Additional space could be made available by removing one wall of the present learning center to utilize an area currently vacant. The facility could also be expanded by removing an exterior wall and building on the learning center.

The staffing requirements are not met. The present facility is operated by a full-time individual, but this is a person who is being trained on the job. Although the center can continue to function under the full-time supervision of an aide, this would limit the type of services offered. The center should have at least a half-time professional to provide more comprehensive services.

The center definitely needs to expand the amount of nonprint media that is available. The print media is at phase I standards.

Equipment quantity should also be expanded. This should be somewhat dependent upon the amount of software available.

Conclusion: Hills Elementary Grade School

Staffing is the major problem at Hills Elementary Grade School, although the learning center does not meet phase I standards for space. The space that is provided is not used to maximum efficiency, and the main reason for this is that the center is not staffed. Priority number one for Hills should be a staff member to operate the center part-time.

After attaining adequate staffing, the school should provide additional space to accommodate the recommended percentage of the student body. At the same time, an attempt should be made to improve the status of print and nonprint media while providing equipment to

utilize the media. Only after meeting--at least in part--the above^{41.} suggestions will the learning center become more than a storage center of print and nonprint media.

Conclusion: The value of
District Media Centers

District media centers are valuable components in the educational systems of today. The scope of district media centers has to be determined by the needs of the area they serve. However, district media centers provide services which are not normally available to each school, which makes them a viable part of an educational program. They also provide a method to economize while providing expanded services to the schools. District media centers make available to the individual school buildings a larger selection and a greater variety of media with less economic outlay. This especially applies in the areas of expensive items such as films. District media centers also make it feasible to provide expensive services, such as audiovisual production, which would be uneconomical if established in each building. They also provide leadership which prevents uncoordinated systems from developing in each school. District media centers help meet the demands of today's fast-moving society. They provide instructors with the means of meeting the complex problem of communicating with the students. Media provide varied stimuli for students to react to, thus the instructor has greater capability in meeting the needs of his students. District media centers are a necessary and vital part of an educational program which wants to meet the needs of today's students in a complex society.

Conclusion: District 141
Compared to Standards

The schools of Ottawa's district 141 are in almost all categories below phase I standards. The staffing falls below phase I standards in seven out of the nine schools. The square feet set aside for the learning center in all schools was below phase I standards. Moreover, three schools failed to provide any space for a learning center. The equipment was also below phase I standards in all cases, although two schools did come close to meeting phase I standards. In the category of media the schools did give a better showing when compared with the standards. Three were below phase I standards, four at phase I, and two at phase II. The school district does not have a district media center, therefore not conforming to the suggested guidelines set forth in Standards for Educational Media (Library and Audiovisual) Programs in Illinois. Thus the total media program of Ottawa's district 141 does not compare favorably with the suggested guidelines of the Illinois standards.

Recommendations: Functions
of District Media Centers

After taking into account the media situation in the Ottawa school district it is clear that a district media center should be considered. Such a center would provide the leadership necessary to bring the overall system up to an acceptable level. School systems which establish effective district media centers are able to insure greater growth and development at the building level, as well as to provide a greater number of services to the individual schools.

The personal opinion data of the principals concerning the needs and the possible value of a district media center generally

suggest that they would consider a district media center desirable. The main emphasis of the responses by principals concerned the lack of leadership and lack of coordination in the present program. An effective district media center would provide these.

A district media center's first priority should be the development of an overall program. Certain functions which a district media center should serve are suggested in the Standards for Educational Media (Library and Audiovisual) Programs in Illinois. Although the list is not conclusive, it does provide a basic framework on which to build. The degree to which the following functions will be placed into practice must be determined by the district media director in conjunction with teachers and administrators:

1. Strategies for the establishment and development of media programs in the individual buildings
2. In-service training of building media staff
3. In-service training for the entire district faculty in the effective use of materials and equipment
4. Centralized acquisition and processing of materials
5. Centralized selection and acquisition of audiovisual equipment
6. Specialized forms of materials production
7. Involvement in media staff recruitment and selection for the district

Recommendation: Location of District Media Center

In searching for available space within the school system, one is able to locate only one unit with sufficient unoccupied space for the location of a district media center. This space is in Shepherd Junior High, the newest unit in the system, constructed in 1970 to accommodate a student population of 700 students. The

only other alternative would be to purchase or rent a suitable 44.
structure outside the school system. However, this would be a need-
less additional expense when adequate space is available. The cost
of providing space for a district media center would be nominal if
it were located at Shepherd Jr. High, since slight renovation would
meet the needs.

Recommendations: Staff Requirements

The guidelines are taken from Standards for Educational Media
(Library and Audiovisual) Programs in Illinois.

Guideline: "One full-time district coordinator of school media
with appropriate professional and personal qualifi-
cations in each district of six or more buildings."

District 141 would require a full-time district media director
who would be responsible for the complete program of the district.

"The director should have the requisite authority to carry
out his assigned responsibilities, but he should delegate
sufficient authority to members of his staff to facilitate
operations, avoid becoming a "bottleneck," and free his
own time for professional functions. The administrative
structure (both internal and external) should have suffi-
cient flexibility to encourage initiative."

Guideline: "One full-time professional cataloger to supervise
centralized processing in each district with twelve
or more building media centers."

Although the district does not meet the requirement of twelve
centers, there is nonetheless a need to fill such a position.
However, the position would be only part-time in the beginning.
The position could be filled by an individual with a degree in li-
brary science, or the district director could provide on-the-job
training to the individual. In either case, the individual should
be capable of performing other valuable services for the district

⁹Brown, Administering Educational Media, p. 74.

media director. Dependent upon qualifications of other personnel and circumstances, this position may be considered as a full-time position.

Guideline: "One clerical aide for each professional staff member."

This could require one or two individuals: one for the district media director, possibly one for the professional cataloger in performing the clerical duties. However, if the individual is trained by the media director the individual may not warrant an assistant to perform the clerical duties.

Guideline: "Technical support staff for special services such as graphics, photography, television production, and centralized processing."

The ideal situation would be to find an individual who was capable of performing all of these various functions. However, this would be unlikely. Even if possible, it probably would be beyond the cost capability of the district. Therefore, the next logical approach would be to find an individual and train him to perform the various functions to the best of his ability.

Two positions have been listed above that would fall into the professional category; the others would fall into the clerical or para-professional category. Following is the approximate cost of the personnel:

Salaries are based on the approximate 74-75 scale and present pay for clerical personnel.

District Media Director, twelve month	\$12,000-18,000
Professional cataloger, twelve month	9,000-17,000
Trained Cataloger, \$2.50-\$3.00 hr. 2,000 hr.	5,000- 6,000
Clerical aide, \$2.50-\$3.00 hr. 2,000 hr.	5,000 6,000
Trained production individual	9,000-17,000

On the job trained (same as clerical) for production 5,000-6,000

The total cost of the personnel for one year would be the following:

Plan 1

Two professionals: district director, professional cataloger

Two clerical: serve the above

On the job trained: production

Minimum cost: \$36,000

Maximum cost: \$53,000

Plan 2

Three professionals: district director, professional cataloger, trained production individual

Two clerical: serve the above

Minimum cost: \$40,000

Maximum cost: \$64,000

Plan number one is recommended, although it does not meet all requirements of the Illinois standards. The basic reason for the recommendation of plan one is economic.

Recommendations: Distribution

Two very important elements of a district media center are distribution and service, and both fall under the jurisdiction of the district media director. Speedy service should be a goal of all district media services, although speed will have to be determined by the nature of the request and capabilities of staff and facility. A daily program of distribution should be provided for the school district, thus facilitating the flow of material and requests to and from the district media center. There are basically two ways in which a daily distribution program could be established:

A. Employ an individual and pay mileage

B. Employ an individual and purchase or lease a van

Plan A Cost: 3 hours per day

40 weeks, 5 days per week (Excess of four weeks over school year)

200 days X 3 hours = 600 hours per year

Salary = \$2.50 - \$3.00 per hour

Total salary per year - \$1,500 - 1,800

Round trip 10 miles @ .20 per mile = \$2.00 per day - \$400 per year

Total cost for plan A = \$1,900 - \$2,200

Plan B Cost: Salary same as plan A

Total salary per year \$1,500 - \$1,800

Purchase new van - \$6000 (est)

Gas, insurance, and maintenance - \$400 (est)

Depreciate van cost over 6 years - cost per year \$1,000

Total cost per plan B per year = \$2,900 - \$3,200

Plan A seems to be most economical.

Recommendations: Equipment

The ultimate equipment needs of a district media center would be determined by the intended scope of the program, but the following are recommended for the establishment of a district media center. All prices are estimated, although based on listed prices in 1974 catalogs.

Minimum Requirements:

1 VTR Color	\$1,500
1 TV Camera, zoom lens, viewer & tripod	1,200
2 monitors, color	1,200

1 VTP, color	\$1,100
1 video tape port-a-pack	2,200
Primary typewriter	500
35mm camera & macro lens	400
Flash unit	120
Dry copier	400
Channel mixer	40
Lettering equipment	300
Cassette Slide Sync System	400
8mm projector & camera	550
Radio receiver	50
Dry mount press	350
Opaque projector	700
16mm projector	700
Filmstrip projector	200
Slide projector	300
Overhead projector	150
Stereo recorder (reel to reel)	350
Cassette recorder	200
Cassette player	50
Paper cutter	80
Cassette duplicator	1,000
Roll laminating machine (2 sizes)	600
Film cleaner	1,000
Diazo equipment	500
Listening center	80
8mm projector	150
Copystand & lights	250

Slide sorters	20
Video tape splicer	75
Video tape eraser	90
Bulk Eraser	50
Spirit duplicator	400
Shelving & cabinets	400
Rear screen projection equipment	300
Photo copier	8,000
Dark Room Equipment (use available dark room)	

The above, which would meet minimal requirements, would cost approximately \$25,000. This is by no means a complete list of desired equipment for a district media center, but it does provide a sound basis for a media program.

Material to support the use of the equipment is essential. Estimated cost for supplies would be \$4,000 per year.

Recommendations: Implementation

The following plan for the implementation of district media services has been adopted from Carlton W. H. Erickson's book Administrating Instructional Media Programs, although the plan has been altered slightly to meet the needs of District 141. The duties of the district media director described in Erickson's plan overlap and complement the general functions of a district media center suggested in Standards for Educational Media (Library and Audiovisual) Programs in Illinois. An important element in Erickson's plan is the establishment of administrative status for the district media director. Also, it provides guidelines for financial support for the program. The District 141 media center

should attempt to meet guidelines suggested in Standards for Educational Media (Library and Audiovisual) Programs in Illinois and to follow, for the most part, the structure suggested by Erickson's plan.

Operational Plan

for

District Media Services

I. Establishment of Organized District Media Services

- A. To facilitate the economical use of a variety of instructional materials and equipment by teachers who are seeking to provide significant learning experiences for their pupils, the superintendent shall establish an organized service program for the schools of District 141.
- B. The necessary services to principals, teachers, and pupils shall be made available through a centralized agency to be known as the District Media Center.

II. Leadership for District Media Services

- A. The superintendent shall be responsible for staffing the center with a full-time director, subject to the approval of the Board of Education, who is qualified to direct and supervise this district-wide service all levels of instruction.
- B. The full title of the director shall be "Director of District Media Services." The salary range for this position shall be 12 to 20 thousand dollars.

III. Duties of the Director of District Media Services

The superintendent, or the assistant superintendent in charge of instruction, shall be responsible for the supervision of the director. The director's major duties shall be as follows:

- A. With the advice of those who are concerned, formulate overall policies for district-wide instructional media services.
- B. Formulate and carry through adequate plans for the acquisition of equipment, materials, and facilities necessary to satisfy educational needs.
- C. Formulate and carry through adequate plans and procedures for assisting teachers in the selection of appropriate materials and the convenient operation of equipment.

- D. Organize and conduct an adequate in-service education program for teachers and principals.
- E. Establish and maintain cooperative consultative relationships with supervisors, principals, and all curriculum committees.
- F. Make detailed budgetary recommendations to the superintendent of schools in terms of long-term needs.
- G. Establish and maintain an adequate public relations program.
- H. Evaluate continuously the results of the service.
- I. Prepare proposals and plans for state and national financial support in the light of unique local needs.
- J. Formulate and carry out a program for his own professional growth.
- K. Conduct research and experimentation concerning the utilization plans, acquisitions, and consultative services.
- M. Coordinate the school system use of community resources such as museums, art galleries, and industrial and commercial organizations.

IV. Financial Support

- A. Expenditures for the media program shall be considered an integral part of the over-all instructional program.
- B. The superintendent shall be responsible for the preparation of detailed plans for expenditures in terms of well-defined needs and goals.
- C. The Board of Education, in recognizing its obligation to meet the costs of an instructional media service program, should recommend the following financial support:
 - (1) A first-year financial outlay amounting to \$24.13 per pupil to bring the required district media center facilities up to a "desirable minimum" operating basis.
 - (2) A minimum average annual expenditure for a ten-year period amounting to \$17.20 per pupil.¹¹

The initial cost of establishing a district media center will be based on the following figures:

¹¹Erickson, Administering Instructional Media, p. 28.

Staff (two professionals; the rest trained on the job) (plan 1 salary for this category)	\$40,000 - Est.
Equipment	25,000 - Est.
Supplies	4,000 - Est.
Distribution (plan A)	2,000 - Est.
Total	\$71,000 - Est.

Salaries estimate slightly over minimum

The initial outlay of funds per student is based on the student population figures for school year 1973-74 of 2,942 students and total estimate of \$71,000.

The ten-year projection is also based on the 1973-74 school year student population of 2,942. This figure takes the estimated salaries plus 10 percent for equipment addition. However, this amount would have to have yearly revisions, due to changes in student population, wages, scope of program, and maintenance.

Recommendations based on foregoing study:

A viable on-going program of media availability is generally lacking in Ottawa school district 141. Therefore, the school district is not providing the quality education which is so necessary in today's society. The majority of the elementary schools do not have adequate facilities to meet the needs of the students or of the teachers. Therefore, if the school system is interested in providing quality education it should immediately embark upon a program to remedy the present situation.

Today our society finds itself with more and more subject information to teach. However, it becomes increasingly difficult for the teacher to carry all the knowledge a student must learn.

"Nor can the textbook, so far the chief instructional

medium, be relied on much longer to communicate with efficiency. This does not mean that in teaching all this new information our old techniques should be eliminated; what it does mean is that something must be done about using new communication techniques--educational media--to 'back-stop' the teacher in his task of communicating current, useful, and accurate information to learners."¹²

The teacher today has to compete with the communication techniques employed outside the classroom. "Powerful and effective demands for attention made by non-school media seriously challenge the communication techniques employed in the classroom."¹³ Too often the teacher of today finds himself trying to compete with external communication techniques with insufficient communication tools.

The most logical way to improve the total educational program for District 141 is to establish a district media center. The district media center would coordinate the development of a media program throughout the district, thus providing the tools for more effective communication techniques. The district would benefit from the availability of better educational opportunities, and these opportunities could be provided more economically through centralization and specialization. Better service and more effective utilization of materials already owned by the school district would, of course, be realized almost immediately.

¹²Walter A. Wittich, Instructional Technology Its Nature and Use, (New York: Harper & Row, 1973), p. 11.

¹³Ibid., p. 18.

APPENDIX A

SCHOOL Lincoln K-5

18 TEACHERS 455 STUDENTS

Inventory Data

Category

Equipment	<u>Total</u>	<u>No. over 5 Years</u>	<u>Phase I</u>	<u>Phase II</u>
16mm Sound Projector K-12	2	2	3	5
Super 8 or 8mm Projector Remotely controlled K-8	0	-	1	5
2 X 2 Slide Projector Remotely controlled K-8	0	-	1	4
Filmstrip or Combination Filmstrip Slide Projector	3	3	3	4
Sound Filmstrip Projector K-12	0	0	1	3
10 X 10 Overhead Projector K-12	4	1	4	8
Opaque Projector	0	-	3	4
Filmstrip Viewer	0	-	8	11
2 X 2 Slide Viewer	0	-	1	2
TV Receiver K-12	0	-	1	2
Audio Tape Recorder Player, including Reel to Reel Cartridge and Cassette	10	1	4	11
Record Player	15	5	4	14
Listening Station	0	-	2	2
Copying Machine	1	1	1 per school	1 per school

SCHOOL Lincoln K-5

18 TEACHERS 455 STUDENTS

Inventory Data

Category

Equipment	<u>Total</u>	<u>No. over 5 Years</u>	<u>Phase I</u>	<u>Phase II</u>
Micro-Reader	0	-	1	1
Micro-Reader Printer	0	-	-	1
Portable Video Tape Recorder System	0	-	-	1
Laminating Machine	0	-	1 per district	1 per district

Local Production Equipment per Building K-12

<u>Local</u>	<u>Phase I</u>
<u>X</u>	Paper cutters
<u>X</u>	Thermo transparency maker
<u> </u>	Film Splicer (16mm)
<u> </u>	Primary Typewriter
<u> </u>	Tape Splicer
<u> </u>	Mechanical lettering devices
<u> </u>	Dry Mount press and tacking iron
<u>Local</u>	<u>Phase II</u>
<u> </u>	Copy Camera and stand
<u> </u>	Diazo Transparency equipment
<u> </u>	Slide sorting equipment
<u> </u>	Audio-reproduction equipment

SCHOOL Lincoln K-5

18 TEACHERS 455 STUDENTS

Inventory Data

Category

<u>SOFTWARE</u>	<u>Total</u>	<u>Phase I</u>	<u>Phase II</u>
Books	2000	3000	5000
Filmstrips	600	225	455
Records and Tapes	600	500	750

SCHOOL Lincoln K-5

18 TEACHERS 455 STUDENTS

Commitment Data

Category

Staff

Professional

PHASE I

1 full-time certified teacher, with library science and audiovisual education, for each 500 students. Below 400--one half-time teacher.

PHASE II

1 full-time media specialist, with certificate in instruction materials, library science, or audiovisual, for each 500 students.

- | | <u>Yes</u> | <u>No</u> | <u>Some</u> | <u>Comment</u> |
|---|------------|-----------|-------------|----------------|
| 1. Is there a member of your professional staff who has library and audiovisual responsibilities? | | X | | |
| 2. Does the responsibility of library and audiovisual duties fall under the jurisdiction of the administrative personnel? | X | | | Principal |

	<u>Yes</u>	<u>No</u>	<u>Some</u>	<u>Comment</u>
3. What percent of the individual's time is devoted to library and audiovisual duties?				minimal
4. Does the individual receive any financial compensation for his or her duties?		X		
5. Does the individual have released time to perform library and audiovisual duties?		X		
6. Has the individual responsible had any formal training?		X		

SCHOOL Lincoln K-5

18 TEACHERS 455 STUDENTS

Commitment Data

Category

Staff

Supportive

PHASE I

1 half-time media aide for each professional

PHASE II

1 full-time media aide (clerical and/or technical) for each professional

	<u>Yes</u>	<u>No</u>	<u>Part Time</u>	<u>Comment</u>
1. Is there an aide to support the professional?		X		
2. Is there an aide who is responsible for the library and audiovisual duties?		X		
3. Does the aide have any formal training?		X		
4. What percent of the individual's time is devoted to library and audiovisual duties?				not applicable

SCHOOL Lincoln K-5

18 TEACHERS 455 STUDENTS

Accessibility Data

Category

Quarters

PHASE I

Seating for 10% of the student enrollment at 40 sq. ft. per student, plus 2500 sq. ft. for the basic functions

30% of that seating in independent study carrels

PHASE II

Seating for 10% of the student enrollment at 40 sq. ft. per student, plus 2500 sq. ft. for the basic functions

At least 1000 sq. ft. for additional functions of the media program

1. Space and Seating

sq. ft.

Present
space

Phase I

Phase II

Comment

0

4320

5320

inadequate

The guidelines suggest seating for 45 students.

APPENDIX B

SCHOOL Columbus K-5

11 TEACHERS 210 STUDENTS

Inventory Data

Category

Equipment	<u>Total</u>	<u>No. over 5 Years</u>	<u>Phase I</u>	<u>Phase II</u>
16mm Sound Projector K-12	2	2	2	4
Super 8 or 8mm Projector Remotely Controlled K-8	0	-	1	4
2 X 2 Slide Projector Remotely controlled K-8	0	-	1	3
Filmstrip or Combination Filmstrip Slide Projector	1	1	2	3
Sound Filmstrip Projector K-12	0	-	1	2
10 X 10 Overhead Projector K-12	2	0	3	5
Opaque Projector	3	0	3	4
Filmstrip Viewer	0	-	7	8
2 X 2 Slide Viewer	0	-	1	2
TV Receiver K-12	1	0	3	3
Audio tape recorder player, including Reel to Reel Cartridge and Cassette	12	2	3	7
Record Player	11	7	3	10
Listening Station	1	0	2	2
Copying Machine	1	0	1 per school	1 per school

SCHOOL Columbus K-5

11 TEACHERS 210 STUDENTS

Inventory Data

Category

Equipment	<u>Total</u>	<u>No. Over 5 Years</u>	<u>Phase I</u>	<u>Phase II</u>
Micro-Reader	0	-	1	1
Micro-Reader Printer	0	-	-	1
Portable Video Tape Recorder System	0	-	-	1
Laminating Machine	0	-	1 per district	1 per district

Local Production Equipment Per Building K-12

Local

Phase I

X

Paper cutters

X

Thermo transparency maker

Film Splicer (16mm)

Primary Typewriter

Tape splicer

Mechanical lettering devices

Dry Mount Press and tacking iron

Local

Phase II

Copy camera and stand

Diazo Transparency equipment

slide sorting equipment

Audio-reproduction equipment

SCHOOL Columbus K-5

11 TEACHERS 210 STUDENTS

Inventory Data

Category

<u>SOFTWARE</u>	<u>Total</u>	<u>Phase I</u>	<u>Phase II</u>
Books	3000	3000	5000
Filmstrips	150	200	400
Records and Tapes	200	500	750

SCHOOL Columbus K-5

11 TEACHERS 210 STUDENTS

Commitement Data

Category

Staff

Professional

PHASE I

1 full-time certified teacher, with library science and audiovisual education, for each 500 students. Below 400--one half-time teacher.

PHASE II

1 full-time media specialist with certificate in instruction materials, library science or audiovisual, for each 500 students

- | | <u>Yes</u> | <u>No</u> | <u>Some</u> | <u>Comment</u> |
|---|------------|-----------|-------------|----------------|
| 1. Is there a member of your professional staff who has library and audiovisual responsibilities? | | X | | |
| 2. Does the responsibility of library and audiovisual duties fall under the jurisdiction of the administrative personnel? | X | | | Principal |

	<u>Yes</u>	<u>No</u>	<u>Some</u>	<u>Comment</u>
3. What percent of the individual's time is devoted to library and audiovisual duties?				Minimal
4. Does the individual receive any financial compensation for his or her duties?		X		
5. Does the individual have released time to perform library and audiovisual duties?		X		
6. Has the individual responsible had any formal training?		X		

SCHOOL Columbus K-5

11 TEACHERS 210 STUDENTS

Commitment Data

Category

Staff

Supportive

PHASE I

1 half-time media aide for each professional

PHASE II

1 full-time media aide (clerical and/or technical) for each professional

	<u>Yes</u>	<u>No</u>	<u>Part Time</u>	<u>Comment</u>
1. Is there an aide to support the professional?		X		
2. Is there an aide who is responsible for the library and audiovisual duties?		X		
3. Does the aide have any formal training?		-		
4. What percent of the individual's time is devoted to library and audiovisual duties?		-		

SCHOOL Columbus K-5

11 TEACHERS 210 STUDENTS

Accessibility Data

Category

Quarters

PHASE I

Seating for 10% of the student enrollment at 40 sq. ft. per student, plus 2500 sq. ft. for the basic functions.

30% of that seating in independent study carrels

PHASE II

Seating for 10% of the student enrollment at 40 sq. ft. per student, plus 2500 sq. ft. for the basic functions

At least 1000 sq. ft. for additional functions of the media program

Present

1. Space and Seating

sq. ft.

space Phase I Phase II Comment

0 3340 4340 inadequate

The guidelines suggest seating for 21 students.

APPENDIX C

SCHOOL Central Jr. High 6-8

30 TEACHERS 600 STUDENTS

Inventory Data

Category

Equipment	<u>Total</u>	<u>No. over 5 Years</u>	<u>Phase I</u>	<u>Phase II</u>
16mm Sound Projector K-12	5	4	4	8
Super 8 or 8mm Projector Remotely Controlled K-8	1	0	1	4
2 X 2 Slide Projector Remotely controlled K-8	1	1	1	5
Filmstrip or Combination Filmstrip Slide Projector 12		6	4	7
Sound Filmstrip Projector K-12	0	-	1	4
10 X 10 Overhead Projector K-12	7	0	7	12
Opaque Projector	1	1	2	3
Filmstrip Viewer	5	0	11	15
2 X 2 Slide Viewer	0	-	1	2
TV Receiver K-12	3	3	1	2
Audio Tape Recorder Player, including Reel to Reel Cartridge and Cassette	12	4	8	10
Record Player	8	4	4	9
Listening Station	0	1	2	3
Copying Machine	2	1	1 per school	1 per school

SCHOOL Central Jr. High 6-8

30 TEACHERS 600 STUDENTS

Inventory Data

Category

Equipment	<u>Total</u>	<u>No. over 5 Years</u>	<u>Phase I</u>	<u>Phase II</u>
Micro-Reader	3	0	1	1
Micro-Reader Printer	0	-	-	1
Portable Video Tape Recorder System	0	-	-	1
Laminating Machine	0	-	1 per district	1 per district

Local Production
Equipment Per
Building K-12

<u>Local</u>	<u>Phase I</u>
<u>X</u>	Paper cutters
<u>X</u>	Thermo transparency maker
<u> </u>	Film Splicer (16mm)
<u>X</u>	Primary typewriter
<u>X</u>	Tape splicer
<u> </u>	Mechanical lettering devices
<u> </u>	Dry mount press and tacking iron
<u>Local</u>	<u>Phase II</u>
<u>X</u>	Copy camera and stand
<u> </u>	Diazo Transparency equipment
<u>X</u>	slide sorting equipment
<u>X</u>	Audio-reproduction equipment

SCHOOL Central Jr. High 6-8

30 TEACHERS 600 STUDENTS

Inventory Data

Category

<u>SOFTWARE</u>	<u>Total</u>	<u>Phase I</u>	<u>Phase II</u>
Books	6000	3600	6000
Filmstrips	400	300	600
Records and Tapes	60	600	1800

SCHOOL Central Jr. High 6-8

30 TEACHERS 600 STUDENTS

Commitment Data

Category

Staff

Professional

PHASE I

1 full-time certified teacher, with library science and audiovisual education, for each 500 students. Below 400--one half-time teacher.

PHASE II

1 full-time media specialist, with certificate in instruction materials, library science, or audiovisual, for each 500 students

- | | <u>Yes</u> | <u>No</u> | <u>Some</u> | <u>Comment</u> |
|---|------------|-----------|-------------|----------------|
| 1. Is there a member of your professional staff who has library and audiovisual responsibilities? | X | | | |
| 2. Does the responsibility of library and audiovisual duties fall under the jurisdiction of administrative personnel? | | X | | |

	<u>Yes</u>	<u>No</u>	<u>Some</u>	<u>Comment</u>
3. What percent of the individual's time is devoted to library and audiovisual duties?				one hundred percent
4. Does the individual receive any financial compensation for his or her duties?	X			
5. Does the individual have released time to perform library and audiovisual duties?	X			
6. Has the individual responsible had any formal training?	X			Masters in library science, courses in audiovisual education

SCHOOL Central Jr. High 6-8

30 TEACHERS 600 STUDENTS

Commitment Data

Category

Staff

Supportive

PHASE I

1 half-time media aide for each professional

PHASE II

1 full-time media aide (clerical and/or technical) for each professional

	<u>Yes</u>	<u>No</u>	<u>Part Time</u>	<u>Comment</u>
1. Is there an aide to support the professional?		X		
2. Is there an aide who is responsible for the library and audiovisual duties?		X		
3. Does the aide have any formal training?			-	
4. What percent of the individual's time is devoted to library and audiovisual duties?			-	

SCHOOL Central Jr. High 6-8

30 TEACHERS 600 STUDENTS

Accessibility data

Category

Quarters

PHASE I

Seating for 10% of the student enrollment at 40 sq. ft. per student, plus 2500 sq. ft. for the basic functions

30% of that seating in independent study carrels

PHASE II

Seating for 10% of the student enrollment at 40 sq. ft. per student, plus 2500 sq. ft. for the basic functions

At least 1000 sq. ft. for additional functions of the media program

Present

1. Space and Seating

<u>Space</u>	<u>Phase I</u>	<u>Phase II</u>	<u>Comment</u>
--------------	----------------	-----------------	----------------

966 sq. ft.	4900	5900	inadequate
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At 40 sq. ft. per person the 966 sq. ft. provides area for only 24 students rather than the 60 suggested by the guidelines. Also, this does not take into account the 2500 sq. ft. required for basic functions.

APPENDIX D

SCHOOL Washington K-6

6 TEACHERS 113 STUDENTS

Inventory Data

Category

Equipment	<u>Total</u>	<u>No. over 5 Years</u>	<u>Phase I</u>	<u>Phase II</u>
16mm Sound Projector K-12	2	2	2	3
Super 8 or 8mm Projector Remotely Controlled K-8	0	-	1	4
2 X 2 Slide Projector Remotely controlled K-8	0	-	1	3
Filmstrip or Combination Filmstrip Slide Projector	7	3	2	2
Sound Filmstrip Projector K-12	0	-	1	2
10 X 10 Overhead Projector K-12	1	1	2	4
Opaque Projector	0	-	2	3
Filmstrip Viewer	0	-	6	7
2 X 2 Slide Viewer	0	-	1	2
TV Receiver K-12	0	-	2	3
Audio Tape Recorder Player, including Reel to Reel Cartridge and Cassette	3	1	2	5
Record Player	10	7	2	8
Listening Station	0	-	2	3
Copying Machine	1	1	1 per school	1 per school

SCHOOL Washington K-6

6 TEACHERS 113 STUDENTS

Inventory Data

Category

Equipment	<u>Total</u>	<u>No. over 5 Years</u>	<u>Phase I</u>	<u>Phase II</u>
Micro-Reader	0	-	1	2
Micro-Reader Printer	0	-	-	1
Portable Video Tape Recorder system	0	-	-	1
Laminating Machine	0	-	1 per district	1 per district

Local Production Equipment Per Building K-12

Local

Phase I

X

Paper cutters

X

Thermo transparency maker

Film Splicer (16mm)

Primary typewriter

Tape Splicer

Mechanical lettering devices

Dry mount press and tacking iron

Local

Phase II

Copy camera and stand

Diazo Transparency equipment

slide sorting equipment

Audio-reproduction equipment

SCHOOL Washington K-6

6 TEACHERS 113 STUDENTS

Inventory Data

Category

<u>SOFTWARE</u>	<u>Total</u>	<u>Phase I</u>	<u>Phase II</u>
Books	3800	3000	5000
Filmstrips	150	200	400
Records and Tapes	100	500	750

SCHOOL Washington K-6

6 TEACHERS 113 STUDENTS

Commitment Data

Category

Staff

Professional

PHASE I

1 full-time certified teacher, with library science and audiovisual education, for each 500 students. Below 400--one half-time teacher.

PHASE II

1 full-time media specialist, with certificate in instruction materials, library science, or audiovisual, for each 500 students.

	<u>Yes</u>	<u>No</u>	<u>Some</u>	<u>Comment</u>
1. Is there a member of your professional staff who has library and audiovisual responsibilities?		X		
2. Does the responsibility of library and audiovisual duties fall under the jurisdiction of the administrative personnel?		X		teacher's aide manages the program supervised by principal

	<u>Yes</u>	<u>No</u>	<u>Some</u>	<u>Comment</u>
3. What percent of the individual's time is devoted to library and audiovisual duties?				no professional
4. Does the individual receive any financial compensation for his or her duties?		X		
5. Does the individual have released time to perform library and audiovisual duties?		X		
6. Has the individual responsible had any formal training?		X		

SCHOOL Washington K-6

6 TEACHERS 113 STUDENTS

Commitment Data

Category

Staff

Supportive

PHASE I

1 half-time media aide for each professional

PHASE II

1 full-time media aide (clerical and/or technical) for each professional

	<u>Yes</u>	<u>No</u>	<u>Part Time</u>	<u>Comment</u>
1. Is there an aide to support the professional?		X		
2. Is there an aide who is responsible for the library and audiovisual duties?	X			teacher's aide one half-time
3. Does the aide have any formal training?		X		on-the-job training
4. What percent of the individual's time is devoted to library and audiovisual duties?				50%

SCHOOL Washington K-6

6 TEACHERS 113 STUDENTS

Accessibility Data

Category

Quarters

PHASE I

Seating for 10% of the student enrollment at 40 sq. ft. per student, plus 2500 sq. ft. for the basic functions

30% of that seating in independent study carrels

PHASE II

Seating for 10% of the student enrollment at 40 sq. ft. per student, plus 2500 sq. ft. for the basic functions

At least 1000 sq. ft. for additional functions of the media program

	<u>Present</u>	<u>Phase I</u>	<u>Phase II</u>	<u>Comment</u>
	<u>Space</u>			
1. Space and Seating				
sq. ft.	2500	2952	3952	

At 40 sq. ft. per person the 2500 sq. ft. provides area for 62 students. The guidelines suggest an area which would accommodate 11. However, this does not take into account the 2500 sq. ft. required for basic functions.

Note: this area also serves as an all-purpose area.

APPENDIX E

SCHOOL Shabbona K-5

12 TEACHERS 300 STUDENTS

Inventory Data

Category

Equipment	<u>Total</u>	<u>No. over 5 Years</u>	<u>Phase I</u>	<u>Phase II</u>
16mm Sound Projector K-12	2	2	2	4
Super 8 or 8mm Projector Remotely Controlled K-8	0	-	1	4
2 X 2 Slide Projector Remotely controlled K-8	0	-	1	3
Filmstrip or Combination Filmstrip Slide Projector	5	2	2	3
Sound Filmstrip Projector K-12	0	-	1	2
10 X 10 Overhead Projector K-12	4	0	3	6
Opaque Projector	1	1	2	3
Filmstrip Viewer	0	-	7	9
2 X 2 Slide Viewer	0	-	1	2
TV Receiver K-12	0	-	2	2
Audio Tape Recorder Player, including Reel to Reel Cartridge and Cassette	6	0	3	8
Record Player	18	10	3	11
Listening Station	0	-	2	2
Copying Machine	1	0	1 per school	1 per school

SCHOOL Shabbona K-5

12 TEACHERS 300 STUDENTS

Inventory Data

Category

Equipment	<u>Total</u>	<u>No. over 5 Years</u>	<u>Phase I</u>	<u>Phase II</u>
Micro-Reader	0	-	1	1
Micro-Reader Printer	0	-	-	1
Portable Video Tape Recorder System	0	-	-	1
Laminating Machine	0	-	1 per district	1 per district

Local Production Equipment Per Building K-12

Local

Phase I

X

Paper cutters

X

Thermo transparency maker

Film Splicer (16mm)

Primary typewriter

Tape splicer

Mechanical lettering devices

Dry mount press and tacking iron

Local

Phase II

Copy camera and stand

Diazo Transparency equipment

slide sorting equipment

Audio-reproduction equipment

SCHOOL Shabbona K-5

12 TEACHERS 300 STUDENTS

Inventory Data

Category

<u>SOFTWARE</u>	<u>Total</u>	<u>Phase I</u>	<u>Phase II</u>
Books	3000	3000	5000
Filmstrips	150	200	750
Records and Tapes	40	500	750

SCHOOL Shabbona K-5

12 TEACHERS 300 STUDENTS

Commitment Data

Category

Staff

Professional

PHASE I

1 full-time certified teacher, with library science and audiovisual education, for each 500 students. Below 400--one half-time teacher.

PHASE II

1 full-time media specialist, with certificate in instruction materials, library science, or audiovisual, for each 500 students.

- | | <u>Yes</u> | <u>No</u> | <u>Some</u> | <u>Comment</u> |
|---|------------|-----------|-------------|----------------|
| 1. Is there a member of your professional staff who has library and audiovisual responsibilities? | | X | | |
| 2. Does the responsibility of library and audiovisual duties fall under the jurisdiction | | | | |

	<u>Yes</u>	<u>No</u>	<u>Some</u> X	<u>Comment</u>
2. of the administrative personnel?			X	Mainly under principal's secretary
3. What percent of the individual's time is devoted to library and audiovisual duties?				Minimal
4. Does the individual receive any financial compensation for his or her duties?		X		
5. Does the individual have released time to perform library and audiovisual duties?		X		
6. Has the individual responsible had any formal training?		X		

SCHOOL Shabbona K-5

12 TEACHERS 300 STUDENTS

Commitment Data

Category

Staff

Supportive

PHASE I

1 half-time media aide for each professional

PHASE II

1 full-time media aide (clerical and/or technical) for each professional

	<u>Yes</u>	<u>No</u>	<u>Part Time</u>	<u>Comment</u>
1. Is there an aide to support the professional?		X		
2. Is there an aide who is responsible for the library and audiovisual duties?	X			
3. Does the aide have any formal training?	X			2-year course in library science

	<u>Yes</u>	<u>No</u>	<u>Part Time</u>	<u>Comment</u>
4. What percent of the individual's time is devoted to library and audiovisual duties?				12%

SCHOOL Shabbona K-5

12 TEACHERS 300 STUDENTS

Accessibility data

Category

Quarters

PHASE I

Seating for 10% of the student enrollment at 40 sq. ft. per student, plus 2500 sq. ft. for the basic functions

30% of that seating in independent study carrels

PHASE II

Seating for 10% of the student enrollment at 40 sq. ft. per student, plus 2500 sq. ft. for the basic functions

At least 1000 sq. ft. for additional functions of the media program

Present

1. Space and Seating

sq. ft.

<u>Space</u>	<u>Phase I</u>	<u>Phase II</u>	<u>Comment</u>
720	3700	4700	inadequate

720 3700 4700 inadequate

At 40 sq. ft. per person, the 720 sq. ft. provides an area for 18 students. The guidelines suggest an area which would accommodate 30. However, this does not take into account the 2500 sq. ft. required for basic functions.

APPENDIX F

SCHOOL Shepherd Jr. High

25 TEACHERS 414 STUDENTS

Inventory Data

Category

Equipment	<u>Total</u>	<u>No. over 5 Years</u>	<u>Phase I</u>	<u>Phase II</u>
16mm Sound Projector K-12	2	0	3	7
Super 8 or 8mm Projector Remotely Controlled K-8	2	0	1	4
2 X 2 Slide Projector Remotely controlled K-8	2	0	1	4
Filmstrip or Combination Filmstrip Slide Projector	5	0	3	6
Sound Filmstrip Projector K-12	0	-	1	3
10 X 10 Overhead Projector K-12	9	0	6	10
Opaque Projector	2	1	1	3
Filmstrip Viewer*	12	0	10	13
2 X 2 Slide Viewer	0	-	1	2
TV Receiver K-12	0	-	2	2
Audio Tape Recorder Player, including Reel to Reel Cartridge and Cassette	11	0	8	10
Record Player	4	0	4	8
Listening Station	1	0	2	2
Copying Machine	1	0	1 per school	1 per school

SCHOOL Shepherd Jr. High

25 TEACHERS 414 STUDENTS

Inventory Data

Category

Equipment	<u>Total</u>	<u>No. over 5 Years</u>	<u>Phase I</u>	<u>Phase II</u>
Micro-Reader	0	-	1	1
Micro-Reader Printer	0	-	-	1
Portable Video Tape Recorder System	0	-	-	1
Laminating Machine	1	0	1 per district	1 per district

Local Production Equipment Per Building K-12

<u>Local</u>	<u>Phase I</u>
<u>X</u>	Paper cutters
<u>X</u>	Thermo transparency maker
<u>X</u>	Film Splicer (16mm)
<u> </u>	Primary typewriter
<u>X</u>	Tape splicer
<u>X</u>	Mechanical lettering devices
<u>X</u>	Dry mount press and tacking iron
<u>Local</u>	<u>Phase II</u>
<u>X</u>	Copy camera and stand
<u> </u>	Diazo Transparency equipment
<u>X</u>	Slide sorting equipment
<u>X</u>	Audio-reproduction equipment

SCHOOL Shepherd Jr. High

25 TEACHERS 414 STUDENTS

Inventory Data

Category

<u>SOFTWARE</u>	<u>Total</u>	<u>Phase I</u>	<u>Phase II</u>
Books	5000	3000	5000
Filmstrips	1000	200	400
Records and Tapes	150	500	750

SCHOOL Shepherd Jr. High

25 TEACHERS 414 STUDENTS

Commitment Data

Category

Staff

Professional

PHASE I

1 full-time certified teacher, with library science and audiovisual education, for each 500 students. Below 400--one half-time teacher.

PHASE II

1 full-time media specialist, with certificate in instruction materials, library science, or audiovisual, for each 500 students.

- | | <u>Yes</u> | <u>No</u> | <u>Some</u> | <u>Comment</u> |
|---|------------|-----------|-------------|----------------|
| 1. Is there a member of your professional staff who has library and audiovisual responsibilities? | X | | | |
| 2. Does the responsibility of library and audiovisual duties fall under the jurisdiction of the administrative personnel? | | X | | |

	<u>Yes</u>	<u>No</u>	<u>Some</u>	<u>Comment</u>
3. What percent of the individual's time is devoted to library and audiovisual duties?				one hundred percent
4. Does the individual receive any financial compensation for his or her duties?	X			
5. Does the individual have released time to perform library and audiovisual duties?				regular duties
6. Has the individual responsible had any formal training?				masters in audiovisual, and courses in library science

SCHOOL Shepherd Jr. High

25 TEACHERS 414 STUDENTS

Commitment Data

Category

Staff

Supportive

PHASE I

1 half-time media aide for each professional

PHASE II

1 full-time media aide (clerical and/or technical) for each professional

	<u>Yes</u>	<u>No</u>	<u>Part Time</u>	<u>Comment</u>
1. Is there an aide to support the professional?	X			
2. Is there an aide who is responsible for the library and audiovisual duties?		X		
3. Does the aide have any formal training?				on-the-job training
4. What percent of the individual's time is devoted to library and audiovisual duties?				one hundred percent

SCHOOL Shepherd Jr. High

25 TEACHERS 414 STUDENTS

Accessibility Data

Category

Quarters

PHASE I

Seating for 10% of the student enrollment at 40 sq. ft. per student, plus 2500 sq. ft. for the basic functions

30% of that seating in independent study carrels

PHASE II

Seating for 10% of the student enrollment at 40 sq. ft. per student, plus 2500 sq. ft. for the basic functions

At least 1000 sq. ft. for additional functions of the media program

	Present			
	<u>Space</u>	<u>Phase I</u>	<u>Phase II</u>	<u>Comment</u>
1. Space and Seating				
sq. ft.	3755	4156	5156	

At 40 sq. ft. per person, the 3755 sq. ft. provides an area for 94 students. The guidelines suggest an area which would accommodate 41. However, this does not take into account the 2500 sq. ft. required for basic functions.

APPENDIX G

SCHOOL McKinley K-5

16 TEACHERS 350 STUDENTS

Inventory Data

Category

Equipment	<u>Total</u>	<u>No. over 5 Years</u>	<u>Phase I</u>	<u>Phase II</u>
16mm Sound Projector K-12	2	2	3	5
Super 8 or 8mm Projector Remotely Controlled K-8	0	-	1	5
2 X 2 Slide Projector Remotely controlled K-8	0	-	1	3
Filmstrip or Combination Filmstrip Slide Projector	3	3	2	4
Sound Filmstrip Projector K-12	0	-	1	2
10 X 10 Overhead Projector K-12	9	0	4	7
Opaque Projector	0	-	1	2
Filmstrip Viewer	0	-	8	10
2 X 2 Slide Viewer	0	-	1	2
TV Receiver K-12	0	-	2	2
Audio Tape Recorder Player, including Reel to Reel Cartridge and Cassette	12	1	4	10
Record Player	16	4	4	13
Listening Station	0	-	2	2
Copying Machine	2	1	1 per school	1 per school

SCHOOL McKinley K-5

16 TEACHERS 350 STUDENTS

Inventory Data

Category

Equipment	<u>Total</u>	<u>No. over 5 Years</u>	<u>Phase I</u>	<u>Phase II</u>
Micro-Reader	0	-	1	1
Micro-Reader Printer	0	-	-	1
Portable Video Tape Recorder System	0	-	-	-
Laminating Machine	0	-	1 per district	1 per district

Local Production Equipment Per Building K-12

Local

Phase I

X

Paper cutters

X

Thermo transparency maker

Film Splicer (16mm)

Primary typewriter

Tape Splicer

Mechanical lettering devices

Dry mount press and tacking iron

Local

Phase II

Copy camera and stand

Diazo Transparency equipment

slide sorting equipment

Audio-reproduction equipment

SCHOOL McKinley K-5

16 TEACHERS. 350 STUDENTS

Inventory Data

Category

<u>SOFTWARE</u>	<u>Total</u>	<u>Phase I</u>	<u>Phase II</u>
Books	6000	3000	5000
Filmstrips	400	200	400
Records and Tapes	50	500	750

SCHOOL McKinley K-5

16 TEACHERS 350 STUDENTS

Commitment Data

Category

Staff

Professional

PHASE I

1 full-time certified teacher, with library science and audiovisual education, for each 500 students. Below 400--one half-time teacher.

PHASE II

1 full-time media specialist, with certificate in instruction materials, library science, or audiovisual, for each 500 students.

- | | <u>Yes</u> | <u>No</u> | <u>Some</u> | <u>Comment</u> |
|---|------------|-----------|-------------|----------------|
| 1. Is there a member of your professional staff who has library and audiovisual responsibilities? | | X | | |
| 2. Does the responsibility of library and audiovisual duties fall under the jurisdiction of the administrative personnel? | X | | | principal |

	<u>Yes</u>	<u>No</u>	<u>Some</u>	<u>Comment</u>
3. What percent of the individual's time is devoted to library and audiovisual duties?				Minimal
4. Does the individual receive any financial compensation for his or her duties?		X		
5. Does the individual have released time to perform library and audiovisual duties?		X		
6. Has the individual responsible had any formal training?				one course library science

SCHOOL McKinley K-5

16 TEACHERS 350 STUDENTS

Commitment Data

Category

Staff

Supportive

PHASE I

1 half-time media aide for each professional

PHASE II

1 full-time media aide (clerical and/or technical) for each professional

	<u>Yes</u>	<u>No</u>	<u>Part Time</u>	<u>Comment</u>
1. Is there an aide to support the professional?		X		
2. Is there an aide who is responsible for the library and audiovisual duties?		X		
3. Does the aide have any formal training?			-	
4. What percent of the individual's time is devoted to library and audiovisual duties?			-	

SCHOOL McKinley K-5

16 TEACHERS 350 STUDENTS

Accessibility Data

Category

Quarters

PHASE I

Seating for 10% of the student enrollment at 40 sq. ft. per student, plus 2500 sq. ft. for the basic functions

30% of that seating in independent study carrels

PHASE II

Seating for 10% of the student enrollment at 40 sq. ft. per student, plus 2500 sq. ft. for the basic functions

At least 1000 sq. ft. for additional functions of the media program

Present

1. Space and Seating

sq. ft.

<u>Space</u>	<u>Phase I</u>	<u>Phase II</u>	<u>Comment</u>
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0	3900	4900	inadequate
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The guidelines suggest seating for 35 students.

APPENDIX H

SCHOOL Jefferson K-6

17 TEACHERS 435 STUDENTS

Inventory Data

Category

Equipment	<u>Total</u>	<u>No. over 5 Years</u>	<u>Phase I</u>	<u>Phase II</u>
16mm Sound Projector K-12	2	2	3	5
Super 8 or 8mm Projector Remotely Controlled K-8	0	-	1	5
2 X 2 Slide Projector Remotely controlled K-8	0	-	1	4
Filmstrip or Combination Slide Projector	9	4	3	4
Sound Filmstrip Projector K-12	0	-	1	3
10 X 10 Overhead Projector K-12	3	1	8	10
Opaque Projector	0	-	2	3
Filmstrip Viewer	0	-	8	10
2 X 2 Slide Viewer	0	-	1	2
TV Receiver K-12	0	-	2	3
Audio Tape Recorder Player, including Reel to Reel Cartridge and Cassette	3	2	4	10
Record Player	15	7	4	13
Listening Station	4	0	2	2
Copying Machine	1	1	1 per school	1 per school

SCHOOL Jefferson K-6

17 TEACHERS 435 STUDENTS

Inventory Data

Category

Equipment	<u>Total</u>	<u>No. over 5 Years</u>	<u>Phase I</u>	<u>Phase II</u>
Micro-Reader	0	-	1	1
Micro-Reader Printer	0	-	-	1
Portable Video Tape Recorder System	0	-	-	1
Laminating Machine	0	-	1 per district	1 per district

Local Production Equipment Per Building K-12

Local

Phase I

X

Paper cutter

X

Thermo transparency maker

Film Splicer (16mm)

Primer typewriter

Tape splicer

Mechanical lettering devices

Dry mount press and tacking iron

Local

Phase II

Copy camera and stand

Diazo transparency equipment

slide sorting equipment

Audio-reproduction equipment

SCHOOL Jefferson K-6

17 TEACHERS 435 STUDENTS

Inventory Data

Category

<u>SOFTWARE</u>	<u>Total</u>	<u>Phase I</u>	<u>Phase II</u>
Books	3200	3000	5000
Filmstrips	525	215	435
Records and Tapes	240	500	750

SCHOOL Jefferson K-6

17 TEACHERS 435 STUDENTS

Commitment Data

Category

Staff

Professional

PHASE I

1 full-time certified teacher, with library science and audiovisual education, for each 500 students. Below 400--one half-time teacher.

PHASE II

1 full-time media specialist, with certificate in instruction materials, library science, or audiovisual, for each 500 students.

	<u>Yes</u>	<u>No</u>	<u>Some</u>	<u>Comment</u>
1. Is there a member of your professional staff who has library and audiovisual responsibilities?		X		
2. Does the responsibility of library and audiovisual duties fall under the jurisdiction of the administrative personnel?	X			Principal

	<u>Yes</u>	<u>No</u>	<u>Some</u>	<u>Comment</u>
3. What percent of the individual's time is devoted to library and audiovisual duties?				Minimal
4. Does the individual receive any financial compensation for his or her duties?		X		
5. Does the individual have released time to perform library and audiovisual duties?		X		
6. Has the individual responsible had any formal training?		X		

SCHOOL Jefferson K-6

17 TEACHERS 435 STUDENTS

Commitment Data

Category

Staff

Supportive

PHASE I

1 half-time media aide for each professional

PHASE II

1 full-time media aide (clerical and/or technical) for each professional

	<u>Yes</u>	<u>No</u>	<u>Part Time</u>	<u>Comment</u>
1. Is there an aide to support the professional?		X		
2. Is there an aide who is responsible for the library and audiovisual duties?	X			
3. Does the aide have any formal training?		X		on-the-job training
4. What percent of the individual's time is devoted to library and audiovisual duties?				one hundred percent

SCHOOL Jefferson K-6

17 TEACHERS 435 STUDENTS

Accessibility Data

Category

Quarters

PHASE I

Seating for 10% of the student enrollment at 40 sq. ft. per student, plus 2500 sq. ft. for the basic functions

30% of that seating in independent study carrels

PHASE II

Seating for 10% of the student enrollment at 40 sq. ft. per student, plus 2500 sq. ft. for the basic functions

At least 1000 sq. ft. for additional functions of the media program

	<u>Present</u>			
	<u>Space</u>	<u>Phase I</u>	<u>Phase II</u>	<u>Comment</u>
1. Space and Seating				
sq. ft.	650	4240	5240	inadequate

At 40 sq. ft. per person, the 650 sq. ft. provides an area for 16 students. The guidelines suggest an area which would accommodate 44. However, this does not take into account the 2500 sq. ft. required for basic functions.

APPENDIX I

SCHOOL Hills K-6

7 $\frac{1}{2}$ TEACHERS 135 STUDENTS

Inventory Data

Category

Equipment	<u>Total</u>	<u>No. over 5 Years</u>	<u>Phase I</u>	<u>Phase II</u>
16mm Sound Projector K-12	1	1	2	3
Super 8 or 8mm Projector Remotely Controlled K-8	0	-	1	4
2 X 2 Slide Projector Remotely controlled K-8	0	-	1	3
Filmstrip or Combination Filmstrip Slide Projector	1	1	2	2
Sound Filmstrip Projector K-12	0	-	1	2
10 X 10 Overhead Projector K-12	4	0	2	4
Opaque Projector	0	-	2	2
Filmstrip Viewer	3	0	6	7
2 X 2 Slide Viewer	0	-	1	2
TV Receiver K-12	1	0	2	2
Audio Tape Recorder Player, including Reel to Reel Cartridge and Cassette	7	2	2	5
Record Player	12	6	2	8
Listening Station	0	-	2	2
Copying Machine	2	1	1 per school	1 per school

SCHOOL Hills K-6

7½ TEACHERS 135 STUDENTS

Inventory Data

Category

Equipment	<u>Total</u>	<u>No. Over 5 Years</u>	<u>Phase I</u>	<u>Phase II</u>
Micro-Reader	0	-	1	1
Micro-Reader Printer	0	-	-	1
Portable Video Tape Recorder System	0	-	-	1
Laminating Machine	0	-	1 per district	1 per district

Local Production Equipment Per Building K-12

<u>Local</u>	<u>Phase I</u>
<u>X</u>	Paper cutters
<u>X</u>	Thermo transparency maker
<u>_____</u>	Film splicer (16mm)
<u>_____</u>	Primer typewriter
<u>_____</u>	Tape splicer
<u>_____</u>	Mechanical lettering devices
<u>_____</u>	Dry mount press and tacking iron
<u>Local</u>	<u>Phase II</u>
<u>_____</u>	Copy camera and stand
<u>_____</u>	Diazo Transparency equipment
<u>_____</u>	slide sorting equipment
<u>_____</u>	Audio-reproduction equipment

SCHOOL Hills K-6

7½ TEACHERS 135 STUDENTS

Inventory Data

Category

<u>SOFTWARE</u>	<u>Total</u>	<u>Phase I</u>	<u>Phase II</u>
Books	2500	3000	5000
Filmstrips	200	200	400
Records and Tapes	75	500	750

SCHOOL Hills K-6

7½ TEACHERS 135 STUDENTS

Commitment Data

Category

Staff

Professional

PHASE I

1 full-time certified teacher, with library science and audiovisual education, for each 500 students. Below 400--one half-time teacher.

PHASE II

1 full-time media specialist, with certificate in instruction materials, library science, or audiovisual, for each 500 students.

	<u>Yes</u>	<u>No</u>	<u>Some</u>	<u>Comment</u>
1. Is there a member of your professional staff who has library and audiovisual responsibilities?		X		
2. Does the responsibility of library and audiovisual duties fall under the jurisdiction of the administrative personnel?	X			principal with secretary performing duties

	<u>Yes</u>	<u>No</u>	<u>Some</u>	<u>Comment</u>
3. What percent of the individual's time is devoted to library and audiovisual duties?				no professional
4. Does the individual receive any financial compensation for his or her duties?		X		
5. Does the individual have released time to perform library and audiovisual duties?		X		
6. Has the individual responsible had any formal training?		X		

SCHOOL Hills K-6

7½ TEACHERS 135 STUDENTS

Commitment Data

Category

Staff

Supportive

PHASE I

1 half-time media aide for each professional

PHASE II

1 full-time media aide (clerical and/or technical) for each professional

	<u>Yes</u>	<u>No</u>	<u>Part Time</u>	<u>Comment</u>
1. Is there an aide to support the professional?		X		
2. Is there an aide who is responsible for the library and audiovisual duties?	X			
3. Does the aide have any formal training?		X		
4. What percent of the individual's time is devoted to library and audiovisual duties?				12%

SCHOOL Hills K-6

7½ TEACHERS 135 STUDENTS

Accessibility Data

Category

Quarters

PHASE I

Seating for 10% of the student enrollment at 40 sq. ft. per student, plus 2500 sq. ft. for the basic functions

30% of that seating in independent study carrels

PHASE II

Seating for 10% of the student enrollment at 40 sq. ft. per student, plus 2500 sq. ft. for the basic functions

At least 1000 sq. ft. for additional functions of the media program

Present

1. Space and Seating

sq. ft.

<u>Space</u>	<u>Phase I</u>	<u>Phase II</u>	<u>Comment</u>
750	3040	4040	inadequate

At 40 sq. ft. per person, the 750 sq. ft. provides an area for only 19 students. The guidelines suggest an area which would accommodate 14. However, this does not take into account the 2500 sq. ft. required for basic functions.

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ESTABLISHMENT OF A DISTRICT MEDIA CENTER

IN OTTAWA SCHOOL DISTRICT 141

BY

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ABSTRACT OF A FIELD STUDY

Submitted in partial fulfillment of the requirements
for the degree of Specialist in Education at the Graduate School
of Eastern Illinois University

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1975

Abstract

The study consisted primarily of an evaluation on the media program in the Ottawa Elementary School District 141 and recommendations for improving this program. A key element in improving the program is the establishment of a district media center.

The study begins with a review of the literature concerning the role of the media in schools, the value of coordinating media programs, and the role played by district media centers.

The paper explains the categories used in evaluating the schools and examines each in relationship to the established criteria set forth in Standards for Educational Media (Library and Audiovisual) Programs in Illinois. This chapter also examines the district media centers in Mattoon District Number 2 and Gillespie Unit Number 7' in order to provide comparison with existing programs in Ottawa. The Mattoon and Gillespie programs were compared with the guidelines suggested in Standards for Educational Media (Library and Audiovisual) Programs in Illinois for district media centers in an effort to provide uniformity of evaluative data for comparison with the Ottawa District.

Each of the nine grade schools in District 141 was evaluated in terms of its individual media program. The criteria used in evaluating each program were: equipment, space, personnel, and software. Each of these categories was compared to the recommendations suggested by Standards for Educational Media (Library and

Audiovisual) Programs in Illinois. The personal opinions of the administrator of each school were solicited in order to determine how they felt about the possible value of a district media center and its possible benefit to his particular school.

Chapter III proceeds to draw the conclusion that the individual media programs do not conform to the Standards for Educational Media (Library and Audiovisual) Programs in Illinois. Using the standards as a guide, the study made recommendations concerning steps each school should take to improve its media program. The study recommends the establishment of a district media center for an orderly upgrading of the media program. The study then recommends, what the structure of the district media center should be, using the guidelines suggested in the standards. The study makes recommendations concerning staffing of a district media center, altering the suggested standards to conform to local conditions. Also, a plan was developed for the establishment of a distribution service for the district. Chapter III also recommends a particular location for a district media center based on local conditions. Recommendations are also made concerning the type of equipment necessary to establish a district media center.

The last element of Chapter III discusses how District 141 would benefit from establishing a district media center. It also reviews the literature to give support to the value of media.