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IMPLEMENTATION OF *INFORMATION POWER*:
THE EXPERIENCES OF STATE LIBRARY MEDIA
CONSULTANTS IN NEW ENGLAND

A Dissertation Presented

by

JANICE C. DORE

Submitted to the Graduate School of the
University of Massachusetts Amherst in partial
fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

February 1995

School of Education

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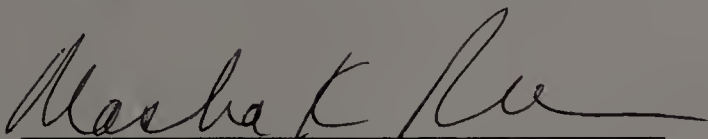
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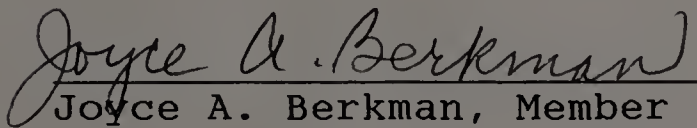
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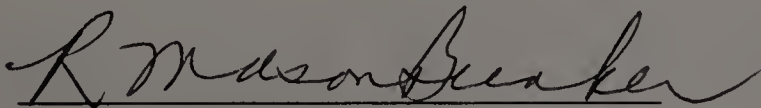
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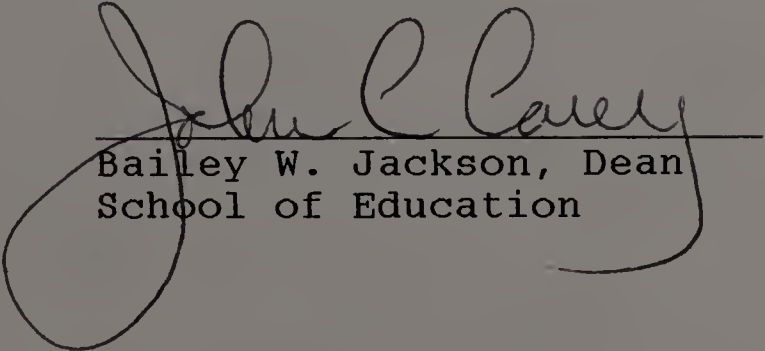
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To Craig

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to keep my dignity and asserted her belief in my abilities, enabling me to realize a dream.

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ABSTRACT

IMPLEMENTATION OF *INFORMATION POWER*:
THE EXPERIENCES OF STATE LIBRARY MEDIA
CONSULTANTS IN NEW ENGLAND

FEBRUARY 1995

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The purpose of the study is to describe how four New England state library media consultants are working within their respective states toward the promotion of excellence in school library media centers through the implementation of the elements of Information Power, the current national school library standards.

Literature describing the evolution of these standards, the current standards Information Power, and the activities of the school library media specialist and state library consultant associated with accomplishing the desired goals described in these standards are reviewed.

This quantitative research project is conducted over a period of three years. Data were gathered through a combination of surveys, field notes, interviews, and

questionnaires. Verbatim transcriptions were made of the audiotaped interviews. From these data were gathered responses to nineteen questions designed to provide the framework for the study - implementation activities of the state consultants.

Conclusions drawn from these data indicate that the state library media consultants, in spite of having no regulatory powers, work actively in a myriad of ways to promote quality school library programs. Their changing environment brought about by individual perceptions, economics, technology, and educational reform creates a challenge to each of these participants.

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CHAPTER I

INTRODUCTION

Introduction and Statement of the Problem

I have worked in the field of school library media as a school library media specialist for more than ten years. During that time, I have been concerned to find great variations in school library media programs. Staffing, facilities, collections, and activities related to the curriculum - all components of the program are widely disparate. In some elementary schools, SLMC's (school library media centers) do not exist or are comprised of sparse collections, housed in small closets managed by volunteers. The elementary/secondary school districts in which I work mirror this condition. Each of the four communities has new elementary schools and for the first time has school library media centers.

However, only two are staffed by full-time paraprofessionals, while the remaining schools have parent volunteers who strive to open the space for designated periods during the week. There is no formal program or program coordination among the schools.

There is irony in the fact that education reform principles which require students to become effective users of ideas and information underscore the urgency of

the development of quality SLMC library programs, yet no formal mandates are in place to ensure that programs be offered. A common understanding of the purposes of a school library media center program needs to be promoted before one can hope to move forward with development. In my own experience, an event which underscored this lack of awareness occurred recently at a computer meeting of our regional district and the district of our elementary schools. At this meeting, a private discussion with the elementary curriculum coordinator ensued about several projects with which I am involved that are associated with computer technology. The most comprehensive program is networking the public and school libraries in our four towns electronically with the end result being the development of an automated card catalog and the subsequent resource sharing among multitype libraries. The Western Massachusetts Regional Library System is assisting in this project, which is sponsored by the Massachusetts Board of Library Commissioners. Such a project will replicate in a small way a model being proposed at the state level that is based on the premise of greater cooperation among multitype libraries through the sharing an electronic "virtual catalog" for the purposes of resource sharing.

I suggested that at the local level there should be an awareness of the relationship between the expanded

resources and information skills program of the school library media center and the curriculum in resources based education. Successful implementation of this approach necessitates the collaboration of the teachers and SLMS in each area school. That cooperation should be reflected in the curriculum revision that is now occurring in major subject areas in our district. To ensure the participation of the SLMS in the process, I suggested that during our curriculum days, the SLMS people at the two levels meet to discuss what is happening in their respective schools.

Closely related to the teaching of information skills through the curriculum is the issue of accountability. Periodic formal assessment of information skills, including demonstrated competencies should occur at various points in a students' academic career. Such skills would also include higher order thinking skills such as problem solving, critical thinking, synthesis of information, and technological proficiency. Regular assessment at defined levels would guard against inequities of the experience of a school library media program among the schools in our district.

As an educator who is concerned about technology and the development of coordinated school library media center programs, I initiated this conversation with the elementary curriculum coordinator. In my view, she is

critical in influencing the development of a quality school library program integrated with the curriculum throughout the districts. To my chagrin, the coordinator told me that she didn't have the "slightest idea" what I do. This conversation provided me with an opportunity to send her our national standard, Information Power and state standards. I expect to continue to discuss the importance of resource sharing, using an automated catalog, of incorporating that "information thread" throughout the revised curricula, as well as, to press for a discussion of assessment of demonstrated competencies, using new technologies. My expectation is that the awareness of these national and state standards will underscore the validity of my suggestions and assist in promoting a credible and equitable program among our school districts.

Who does have the responsibility for explaining and promoting school library media programs? If the incentive or expertise to explore the issue is not at the local level, who can influence and subsequently ensure that a program exists? What if there were a person at the state level to articulate and promote the tenets of our state and national standards, Information Power? To search for an answer to these queries, I decided to research the function of the state library consultants

and their work with the current national standards,
Information Power.

Information Power, the national guidelines, published in 1988, was written under the aegis of the American Library Association to provide a model for excellence in school library media centers nationwide. The guidelines describe innovations which are vital to adopt if school library media centers are to become important in educational reform measures such as resources-based education. Resources-based learning requires that students utilize many different information sources, thereby encouraging the students' development of higher order thinking skills and their use of new technologies.

Information Power describes a library program where staff and students can become skilled users of information. Staff and the School Library Media Specialist work together to plan ways of integrating information skills into the curriculum. New technologies are used to expand access to information through networking with other libraries and by electronic databases. Administrators support the program by staffing the center with a professional school library media specialist and by providing for flexible scheduling, allowing for more variation in program planning. The SLMS' role is clearly articulated within

these guidelines as one who serves as teacher, information specialist and instructional consultant. Suggestions regarding collection size, equipment holdings and the facility are also included in this document.

Although national guidelines often serve as a stimulus for change, Information Power has been irregularly implemented nationwide, documented by my recent survey among twenty-eight state school library media consultants (See appendices). The state library media consultant is critical in this process because of the number of school library media programs that potentially can be influenced through the efforts of this office. At this time, forty-two states have state library media consultants. Hoffman (1978) describes the responsibilities of those who hold this position, stating that a policy statement developed in 1960 by the Chief of School Officers continues to serve many state programs. The focus of this policy is to assist state departments of education in the development of exemplary programs. Enumerated administrative responsibilities in the reports include: 1) planning state programs for school librarians, 2) supervision and leadership, 3) coordination and cooperation, 4) certification of school librarians, 5) standards for school libraries, 6) statistics and research, and 7) budgeting and finance (181).

Information regarding the role and activities of the state library media consultants in implementing Information Power to promote excellence in school library programs is not currently available in a publication. Bender (1975) reports that in his research few materials describe what is occurring at the state level. He suggests that there is a need for continuing research, evaluation and study of state media programs (27). The Council of Chief State School Officers (1960) in their policy statement included in the responsibilities of State Departments of Education for School Library Services the following: "The state department of education should 1) develop standards for elementary and secondary school library programs, 2) carry out a continuing program of interpretation of the standards, 3) implement the standards by assisting the schools to meet and to exceed minimum standards and ensure that standards are met through approval and accreditation (17-18). Hoffman (1978) reiterates that state library media consultants provide leadership in the provision of the quality of the library programs within their states...that the state school library consultant shall...stimulate every school to reach or exceed state and national standards (181-2).

My study focused on the 1988 national set of standards, Information Power, and the examination and

documentation of the efforts and methods of state library media consultants in utilizing these standards to bring about change providing updated school library media programs for the learners in our increasingly technological society.

Statement of Purpose

My purpose in completing this study is to learn how, by using the stated goals of the national standard, the state library media consultant encourages the development of excellence in school library media center programs.

In the study, I documented through interviews, questionnaires and surveys what the experiences of selected state library media consultants have been in implementing the principles of Information Power.

Additional questions I asked in order to expand the understanding of the milieu in which these queries are made include:

How important in your view are the current national standards, Information Power?

Have the state standards in your state incorporated the elements of Information Power?

What have been your work and experiences in the implementation of the Information Power principles?

What conditions have enhanced or encumbered these implementation efforts?

Rationale and Significance of the Study

In July, 1984, Secretary of Education Terrence H. Bell released Alliance for Excellence: Librarians Respond to a "Nation at Risk". A highlight of this publication included recommendations for assessing the impact school library media centers can have on the improvement and reform of our schools. Among the recommendations was the following: "That libraries, associations, state educational agencies, and accrediting organizations adopt more rigorous and measurable standards for school library media services" (11). The newest national standards, Information Power, performance-based and descriptive in form, is an effort to meet the goal of rigorous and measurable standards.

At this time, the efforts of the state library media consultants are particularly important to the development of the quality school library media center programs described by Information Power for the following reasons:

Current research has pointed out the importance of the school library media center to the educational program. E.K. Didier (1984), as a foundation piece for the development of Information Power, compiled extensive research to support the existence of the school library media center as a cornerstone to the educational programs in schools (343-61). Marchant (1984) has further documented research which provides evidence that 1) the

verbal component of the SAT is related to good library service, 2) the quality of reading, problem-solving skills, verbal expression, self-concept, critical thinking are related to quality libraries, and 3) overall academic achievement is also enhanced by library service (20-2). The most recent research emanating from the Colorado Department of Education (1992) further substantiates the positive correlation between good educational systems and the quality of the library collections and services (1-2).

Equal access by all children to quality library service is critical. In the final report of the 1989 American Association Presidential Committee on Information Literacy, the importance of the issue of equity in accessing information is addressed. "...the very people who most need the empowerment inherent in being information literate are the least likely to have the learning experiences to promote these abilities...or to lack access to the information which can improve their situations" (2). Former U.S. Education Secretary Terrence Bell, in his address to this committee, stated "There is a danger of a new elite developing in our country: the information elite (3)".

Educational reform activities, which focus on inquiry learning necessitating active student involvement, according to David Barron of the University

of South Carolina (1989), have resulted in revised standards in the sciences (American Association for the Advancement of Science), mathematics (National Council of Teachers of Mathematics), English (National Council of Teachers of English and the Modern Language Association) and social studies (National Council of Social Studies). Within their current respective standards, each organization is now advocating 1) teaching beyond the textbook, 2) utilizing technology more frequently and efficiently, and 3) helping students become locators and users of information for decision making - to become independent learners and thinkers. Yet curiously none of the organizations name the SLMC as the arena where this extension of learning can occur (46-50). Information Power describes a school library media center program which incorporates all of the subject standards articulated goals. Resources-based instruction requires that a variety of sources be available for students to utilize in solving a problem. Such instruction offers students an opportunity to locate the information, to make decisions regarding the materials and format of the materials to use, to practice higher level thinking skills, to use critical thinking and to practice skills such as organizing and expressing information. Under the guidance of the School Library Media Specialist (SLMS), the resulting School Library Media Center (SLMC) program

can and should be a critical component of this reform movement.

Stripling (1989) suggests that performance based outcomes are currently being supported as part of educational reform; therefore Information Power may serve as an opportunity to shift the focus of the School Library Media Center (SLMC) standards from quantitative recommendations of materials (inputs) to the recognition of the fact that school reform now emphasizes performance (output) so that students and staff become effective users of ideas and information (136- 139).

State adoption of the principles of Information Power into the state standards, as well as utilizing additional implementation strategies would serve as an avenue to educating the administrators, staff and communities about the role of the School Library Media Center as an integral part of the educational program. The role of the state consultants in this task is critical since by working with those educational systems at the local level within their states, they may act as the purveyors for information and when necessary a catalyst for change, . This study illuminates the importance of their efforts in bringing about quality school library media center programs in their respective states. The study highlights issues which can either enhance or detract from the success of their work. A

better understanding of the work of the New England state consultants' to implement the national standard Information Power will result.

The expected end result is to stress the importance of the position in advancing the quality of school library media programs statewide through standards implementation.

For the researcher, the results should also serve as a small indicator of activity at the local levels. This information may reveal a connection between the efforts of the state library media consultant and the incorporation of Information Power.

Assumptions

The school library media specialist has a vital role in defining, developing, and publicizing that school library media program which will allow students to become astute locators, evaluators and utilizers of the vast amount of information available through print and non-print resources. Technology which accesses this information figures prominently in this process.

Information Power describes elements which should be included in a viable SLMC program: flexible scheduling; integration of library skills into the curriculum; extension of the SLMC program beyond the physical domain of the SLMC through technology and utilization of community resources; joint planning by administration,

staff and the SLMS, and involvement of a professional SLMS in the roles of information specialist, teacher, and instructional consultant in this process. It follows that Information Power underscores the importance of the SLMC program in the school. The use of this uniform standard if endorsed and implemented could become an important influence in providing equity in availability of resources and support. The key person to effect change across the greatest number of SLMC's through the implementation of this standard is the state library media consultant (s).

Limitations of the Study

This study is not a statistical study. Narrative taken from a series of interviews will provide the information necessary to describe the implementation efforts of these selected state consultants. The study is limited to New England, because it mirrors a variety of the situations identified by the earlier pilot study and therefore can serve as a sample of a wider survey. These states reflect the following situations found in the broader national survey: differences in numbers of consultants, methods of implementation strategies and the extent of these efforts, trends toward measurement of student outcomes, restructuring at the state level, and variance in financial support of school library programs.

This study does not attempt to suggest an "ideal" state consultant but rather to describe the varied approaches, perspectives and conditions of each consultant, since their activities, although circumscribed by general guidelines, are determined by the individual initiatives of each. By reviewing the results of the study, one can determine patterns of activity which are common to the group or unique to the individual consultant. It is not the researcher's intention to make value judgments about any or all of the state consultants in this study. The conditions which inhibit and enhance effectiveness of the consultant in implementation activities are described and the considerable contributions of the consultants to the enhancement of local school library programs are underscored. In a 1980 study, Information at Risk: Michigan Libraries in the 1990's, a commentary regarding the importance of the consultant stated "...without an advocate at the state level responsible for school library media supervision and coordination, the problems affecting programs and services throughout the state would continue (McCoullough, 1989, 204)."

All of the consultants are veterans in their position and are in some way being affected by education reform activities. Their participation in this study is indicative of the importance they ascribe to their work

and their interest in imparting information regarding their activities to others. The researcher expects the study to expand the limited amount of published material on the position of the state consultant.

Review of the Literature

The literature in the following areas will be examined to assist in understanding these topics: (1) The development of national standards; (2) The role of school library media specialists and resulting program as described in Information Power; (3) The role of the state library media consultant in affecting quality school library media programs.

Liesener (1989) states that "...national standards are a means of focusing national attention on the value and need for school library media programs. They become the content and impetus for national, regional, state and local promotion and implementation efforts (26)". Standards are revised periodically to reflect changes in society and represent the research and best thinking of professionals in the field. "Professional standards have always been a dynamic, positive force for change. These documents have provided the philosophical framework from which school libraries have evolved. Standards have often shifted the direction of the profession" (Information Power, v). Jones (1977) has described the evolution of seven of these national standards in

conjunction with societal conditions and technological change, beginning with the Certain Standards, developed in 1920.

The latest standard, which is the main focus of this study, is Information Power, published in 1988.

Reflective of our current society which is flooded with information in all formats, this standard has as its mission to "ensure that students and staff are effective users of ideas and information" (1). The document emphasizes the needs of access and subsequent use of the gathered information within the structure of the curriculum of the many disciplines. Haycock (1988) describes effective ways that library skills can be integrated with the curriculum, which requires planning with staff and administration. Technology is a critical component of this process, facilitating access both within the confines of the SLMC and beyond through the utilization of networks. Professional staffing is critical to the success of the school library media program. Information Power standards require the implementation by professionals.

Loertscher (1982) describes the degree of involvement a school library specialist may exhibit in a taxonomy of behaviors. According to this taxonomy, Information Power requires the greatest involvement of the school library media specialist. Turner (1989)

describes the expanded role of the SLMS. Such responsibilities enumerated in Information Power include 1) leadership as a teacher, providing effective instruction on the access and use of information, 2) leadership in instructional design as it pertains to integration of library skills with the curriculum, 3) leadership as an information specialist with particular emphasis on the integration of technology into the expanded SLMC program.

Niemeyer (1988) investigates the role of the SLMC programs as it relates to performance based accreditation, based on the achievements of all students in a state. Since Information Power is descriptive and focuses mainly on process in the library program (output) rather than providing qualitative requirements (input), it is a reflection of nationwide trends in education reform.

Performance based education is becoming an important component of many state educational reform initiatives. For example, the Massachusetts Educational Assessment Program has been designed to provide a performance profile of each student body in selected grades in the state. The purpose of this program is to assist in the evaluation of programs and to set clear goals for all students. Accountability within school programs is becoming increasingly important; therefore it follows

that the school library media program should be subject to the same scrutiny. The development of national standards in the major disciplines is an important aspect of this movement toward reform.

Methodology

The qualitative research process is used to investigate the experience of New England state library media consultants in the implementation of Information Power.

In this study, the primary data sources are:

- 1) a questionnaire completed by each state library media consultant which describes their implementation strategies to promote the principles of Information Power, as well as, to determine who is responsible for the development of the current state standards.
- 2) interviews with each of the four New England consultants to focus on the individual efforts made in the respective states to promote the basic premises of Information Power: integration of the library program into the curriculum, flexible scheduling, joint staff planning, outreach of program beyond the physical boundaries of the school library media center through technology, and involvement of a professional SLMS in the three roles of instructional consultant, teacher, and information specialist.

3) an evaluative questionnaire, completed under the direction of a number of SLMS' at the local level. This questionnaire was developed by the American Association of School Librarians for their use at the local levels. It sets out to determine ways in which their program reflects the directives of Information Power (Epler, 1991, 9-13). Responses are asked from the SLMS, teachers, administration, parents, and students, reflecting the Information Power criterion of broad-based support of the SLMC program. (See appendices for sample.) These responses complement and expand information gained from the responses of the state consultants.

Selection of Participants

Selection of state library media consultant participants is based on their position at the state level in the departments of education/or state library. Initially names are obtained from a membership list in the National Association of State Educational Media Professionals. Participants for the local self-evaluation survey are selected at random by the researcher from a list of SLMS in each state. The state library media consultants are asked to provide names and addresses of potential participants.

Interview and Survey Process

Each participant was contacted by phone to discuss the nature of the research project and to elicit their participation in a survey for the pilot study. Following this study, more detailed information was sought from each New England consultant through a personal guided interview regarding their experiences as a state consultant implementing Information Power. The transcribed interviews provided information in these broad areas: 1) Their view of the responsibilities of their position with regard to the standards, 2) Their experiences in implementation activities of Information Power, 3) Their understanding of events which may/can impact on the efforts to implement Information Power. The surveys will ensure that each consultant responds to the same materials, while the interview will allow for a description of their individual experiences, which are quite diverse.

The final element of the research involved a questionnaire, distributed to several SLMS' in each state. To provide anonymity, each school returning their materials was designated by state, but not by system.

Options for Interpretation and Analysis

Principles of Information Power are listed to serve as the guide for the study. These elements include: staffing by professionals; incorporation of the teaching

of library skills into the curriculum; provision for new technologies/resources sharing; responsibilities of the school library media specialist as teacher, information specialist, and instructional consultant; and flexible scheduling.

Additional measures by which the consultant can indirectly impact on the school library media program to provide the quality program described by Information Power are recounted as well. They include school accreditation/approval, staff evaluation and certification, legislative activities, publications, and professional development. Comparison of these activities among the states is completed in an effort to document endeavors which have enhanced success and highlight areas which have proved to encumber progress. Financial support given to the SLMC's in each state is also examined to indicate commitment to the program by the state (White, 1990, 13-20).

The questionnaire to be completed at the local level describes the effects of implementation of Information Power on several of the SLMC programs within each state. This effort requires staff and community to review their current school library media program against the descriptive elements of Information Power. Recognition of incorporation/non-adoption of these elements by those

completing the questionnaire may provide a catalyst for change.

The product of this research includes 1) a description of the importance the state library media specialist ascribes to the current national standards, 2) a description of how the state library media consultant views her role in the implementation of national standards, 3) a description of the implementation activities of the state consultant, 4) a description of the current adoption of the standards at the local level and the degree to which equity is ensured in all systems from the perspective of the state library media consultant, including those events which have served to enhance or encumber adoption of the standards, 5) a description of how educational reform is impacting on the development of standards and subsequent school library media programs in each respective state, 6) a description of those events or conditions which have served to enhance or encumber implementation of the standards, 7) a description of how the consultant's position fits in the state hierarchy in terms of power and location.

Planned Presentation of Results

Results of the study are summarized in a final chapter of the dissertation. This commentary includes remarks about the methodology, implications for policy change and indications for further research.

Outline of Dissertation Chapters

Chapter I - Problem Statement and Background

This chapter presents a statement of the problem, basic methodology used in the design of the study, delimitations and significance of the investigation.

Chapter II - Review of the Literature

A survey of the literature which reveals the importance of national standards in developing quality school library media programs and the role of the state library media consultant in this effort provides the theoretical foundation for this study.

Chapter III - Methodology

This chapter provides the methodological framework of this research, including the pilot study, which gathered responses of state library media consultants in twenty-eight states regarding Information Power implementation strategies.

Chapter IV - Data Presentation and Analysis

Chapter IV includes a description of specific implementation activities by the state library media consultants in New England and analysis of the data obtained from the design, the implementation and the evaluation of this research.

Chapter V - Conclusions and Recommendations

Conclusions of this particular study and implications for further research are provided in this chapter.

Appendices

The appendices includes the following: Survey Form to state consultants, Pilot Study Results, Diagram of Information Power components and factors affecting school library media center programs, Letter to the State Consultants with written consent form, Questionnaire pertaining to the local SLMC program, and Summary of the professional background of the researcher.

CHAPTER II

REVIEW OF THE LITERATURE

To clarify the importance of the existence of national standards to provide guidance for the development of school library media programs, the literature is reviewed relating to: 1) The evolution of the national standards, 2) A description of the current national standard Information Power, 3) The potential impact of Information Power on the role of the SLMS and the school library media program, and 4) The process for the implementation of the standards set forth in Information Power by state library consultants.

There is an emerging consensus in the education community that, if children are to be prepared for a future that is characterized by change, they must learn to think rationally and creatively, to solve problems, to manage and retrieve information, and to communicate effectively. The mission of the school library media program is to ensure that students and teachers are effective users of ideas and information. The school library media program that is fully integrated into the school's curriculum plays a central role in the learning process by facilitating access to information and ideas.

-Mission statement Massachusetts Association for Educational Media School Library Media Standards

If the above mission - to develop the skills of information users in locating, retrieving and utilizing information through practice in course work, with the school library media specialist adopting a clearly-defined active role in that process - is to be accomplished, minimum standards for school library media

programs should exist and be clearly articulated. The provision of standards which would set out expectations for the school library media specialist and the library program would do much to develop and maintain a level of excellence for library media programs in our schools. All who are involved in the development and implementation of a library program would then have a common understanding of the mission of the program and how it should be carried out, based on the wisdom and experience of professionals in the field.

National School Library Standards

National standards have been developed to ensure that students get the maximum advantages in their encounters with information and ideas. First developed in 1920 by an accrediting agency, North Central Association of Colleges and Secondary Schools (NCACSS), and the professional organization, National Education Association (NEA), the standards were to define the role of the school library program in the educational program (Stahlschmidt, 120). These standards have continued to be developed over the decades to define specific areas of library service: personnel, program, facilities, management, funding. They provide a set of criteria and a philosophy for programming, introduce new ideas and focus national attention on the value and need for library programs (Liesener, 1989, 26) Turner (1989)

expands the purpose of standards by suggesting that standards ideally would contain a "consensus about the place of the profession in society, the role of the professional in practice and the resources required to carry out this role." He also advocates that the specifications for minimum resources be based on high-quality research (104).

Six times over the century, national library, media or educational organizations have issued national standards for school library/media programs. Because standards have been developed to reflect the changes in society, frequent revisions have been necessary. Each set of standards is the product of a particular period in which they were developed (Liesener, 1989, 25). The evolution of the school library programs and the attendant role of the school library media specialist have paralleled the publications of these standards, though a period of time elapses before the innovations are adopted (Craver, 1986, 122). Information Power, the newest national standard published in 1988, states in its preface that, "Professional standards have always been a dynamic, positive force for change. ... Standards have often shifted the direction of the profession" (Information Power). The influence on the writing of state and local standards and the training of library

professionals are two very clear ways the standards have effected change.

The process for the writing of the standards at the national level involves recommendations produced by a committee from the participating groups, followed by presentations and discussions at national and state professional conventions. Finally, a draft is submitted to area specialists for comment prior to publication (Jones,1977,9). The following are brief summaries of the standards which have been developed to determine the development of school libraries:

American Library Association (ALA) 1920 Standard Library Organization and Equipment for Secondary Schools of Different Sizes - This first standard, known as the Certain Standards, was based on surveys conducted in 1918 by the North Central Association of Colleges and Secondary Schools and the National Education Association. They were developed in response to the rapid growth in the numbers of schools since 1900, providing administrators specific, definite and official information regarding school libraries. These standards provided requirements for the number of books, type of facilities, and amount of budget, according to the size of school enrollment and the academic preparation of the librarian. Because librarians developed collections to support the curriculum and acquired books for popular

reading, school libraries influenced the improvement and support of reading programs. At this time the distinction between the role of the school librarians and public librarians began to emerge. The Certain Standards were utilized by state departments of education, training schools for school librarians and accrediting agencies (Hug,1989,38). However, little emphasis was placed on examination of the school library program in these standards (Jones,1982,14).

ALA 1945 School Libraries for Today and Tomorrow: Functions and Standards - This standards provided the first K - 12 School library standards. Some aspects of these standards were quantitative: staffing, collections, expenditures and space. Also included was an attempt to measure the degree to which school library programs were integrated with the school and district educational programs. In addition, the standard emphasized cooperation in planning among these groups, as well as outlining criteria for building collections and services. This standard greatly influenced the writing of state and regional standards (Hug, 1989, 38). Since the 1950's, changes in society and education have greatly affected school library media programs. Instruction moved from self-contained classes to variations of large group instruction, small discussion groups and independent study (Hug, 1989, 39). The role of

the librarian changed markedly, with major emphasis being placed on services directly offered to students and staff. The launching of Sputnik I brought about increasing interest and support in the use of technology to deliver and manage instruction. The school library media center was seen as a key area in which this would take place. The merger of media and print took place as resources within the center, resulting in the addition of technology into the school library media program. The following four standards reflect these changes:

American Association of School Librarians (AASL)

1960 Standards for School Library Programs - This publication is recognized as providing the bench mark for publicizing the importance of the school library to administrators and others who could affect educational programs. It also represented the first effort to base the standards on research and judgement of well-known authorities (Hug, 1989, 39). This research was accomplished by sending surveys to established school libraries that were recognized as having very good facilities and resources. The standards resulting from this research were widely endorsed by influential national educational and professional organizations and are recognized as the best written and most easily interpreted. When the Elementary and Secondary Education Act of 1965 was passed, libraries received for the first

time direct federal assistance. Because of the existence of these standards, identification of needs for school libraries was made possible by referring to the recommendations found in those 1960 standards (Sullivan, 1986, 48). As a consequence, many school libraries across the nation were able to significantly add to their collections. Such assistance provided greater equity in provision of materials for student use nationwide, since it was not linked to the tax appropriations of individual communities. The librarian was encouraged to enlist the assistance of teachers in the selection of materials and to be responsible with the teacher for teaching library skills as a part of the classroom instruction Information Power, 1988, vi).

National Education Association (NEA) 1966
Quantitative Standards for Audiovisual Personnel, Equipment and Materials in Elementary, Secondary and Higher Education. Growing interest in technologies in education and production resulted in the development of these standards which covered audiovisual programs only. Based on recommendations from the field and research, these quantitative standards introduced two program levels - "basic" specifications for a functioning program and "advanced" specifications for an outstanding program.

ALA/ NEA 1969 Standards for School Media Programs.
This publication created the concept of unified media

collections and established standardization of terminology to describe the administrative and organizational arrangement of materials and services, ie. media center, media program, media specialist...

Since all media, print and non-print materials were equally important, staffing became specialized. Many new professionals entered the field and emphasis on unified media certification combining both areas arose.

ALA / Association for Educational Communications and Technology (AECT) 1975 Media Programs: District and School - Significant in this publication is the quantification of basic minimum standards for personnel, expenditures, resources, facilities, furniture and audiovisual equipment, published in the appendix of the document. These standards also placed new emphasis on management, planning, instructional design, networks and interrelationships of building, district and state (Jones, 1982,15). Support of building level programs at the district level was promoted. "Guiding principals" served as directions, which were frequently viewed as "idealistic" for the development of beginning, established and model programs (Hug, 1989, 39). Although few library programs were been able to meet these national standards, they did impact in providing a model for developing state standards (Stahlschmidt, 121).

ALA & AECT 1988 Information Power. Representing a strong departure from the previous standards, Information Power sets out in a clearly worded mission statement to expand the role of the SLMS. The intent is to provide a model for the development of SLMC program and a guide to assist the SLMS in articulating his/her role, as well as to significantly expand access and use of information and ideas by students and staff (Information Power, 1988, vii). Quantitative standards reflecting staffing, budget, facilities/equipment, and collection, obtained through surveys by the U.S. Department of Education in 1985 and 1986 of 6,200 public and private schools, are included. These models are representative and are included to allow people in charge of decision making to compare their own statistics with these "state of the art programs as a part of a planning process." (IP, 115). Information Power recognizes the needs and diversity of school library programs.

The Media Programs (1975) and Information Power (1988) standards were the result of the joint efforts of two divisions of the American Library Association - American Association of School Librarians (AASL) and the Association of Educational Communications and Technology (AECT). The collaboration of the two groups to address the question of standards indicates the unification of the use of print and non-print materials in the SLMC as

critical sources of information. Certainly the merger underscores the emergence of the impact of technology on the SLMC, which is no longer a repository of information, but rather an information center, reaching beyond the physical boundaries of the SLMC.

The development of these standards was based on present practices (conditions and opinions) and data, which represented the nature and extent of services. Data were collected through surveys and interviews, therefore quantities were easily obtained, but less tangible aspects of a library program's services and outcomes were more difficult to access. Quantitative aspects of the early standards have been defended by Frances Heene in her book, A Planning Guide for the High School Library Program, "...the objective of these standards, when adopted, is to provide teachers and students with the media services to which they are entitled" (Sullivan, 1986, 48). Loertscher (1980) states that the greatest need in the school library field is continued solid and well-planned research by its professionals which will enhance school libraries in general (55). In my opinion, the funding of research studies to substantiate presumptions of excellence and to reveal areas which should be reexamined should be actively encouraged through our professional organizations. To encourage broad acceptance of newly-

developed standards, presentations were made by the national library associations AASL and AECT to enlist recognition and support by key educational bodies, such as the International Reading Association, the American Vocational Association and the National Association of School Principals (Whitney, 1988, 176).

Information Power

The most recent standard, adopted in 1988, is the major focus of this study. Adoption of the proposals set out in this document, if they are incorporated into state standards, and implemented by the state library media consultants, has far reaching consequences for school library media programs . For the first time the standards address the need for a partnership among administration, teachers, and the library media specialist to develop a library program which ensures the stated premise that all students are entitled to become informationally literate. This expanded mission, with the role definition of the SLMS and the joint planning of the administration and staff to accomplish this end, is important to this standard. Information Power provides the philosophical framework for the implementation of a program to accomplish this goal.

Information Power and the Library Program

An integral part of most educational systems is their library media centers. New teaching strategies, such as co-operative learning (McGiffin, 1990), the emphasis on literature-based reading programs (Cullinan (1989), and the trend toward heterogeneous groupings in the secondary schools (Slavin,1987) create new opportunities for integration of curriculum with the school library media program. Since these approaches often require the use of materials designed for a wide-range of abilities the SLMC can provide those resources. The physical design of a school library media center allows space and materials which enhance the group work of the cooperative learning model, often associated with heterogeneous grouping. Studies, such as Gilliland (1986) and Didier (1988) among numerous others, have shown that the library clearly impacts on the educational achievements of the students within the school.

The library program as defined by Information Power marks a transition from isolated traditional library skills activities and use of the facility to expansion and incorporation of library skill training into the school curricula itself. The initial step in establishing the library program is to identify the "Information Curricula" which must be developed within the subject areas of the school. Learning how to locate

and use information is basic to all subject areas (Planning Guide, 1988, 18). Inclusion of the library skill components into a curriculum project makes the process more useful and meaningful to the students who are actively involved in research.

Based on the need to educate students to successfully participate in the Information Age, the library media program, within the curriculum of the school, must teach users to define their need for information, then to develop a strategy for finding it. Students must learn to critically analyze the materials to detect bias and credibility of the source, to evaluate in terms of accuracy and to form conclusions about what has been read - all higher order thinking skills. Finally, students must organize and use the information appropriately.

The library program set forth by the guidelines of Information Power seeks to promote a program which is not based on quantitative recommendations for staffing, materials and facilities, but allows each system to evaluate its needs, adapting to the local situation in terms of their larger objectives (Whitney, 1988, 8).

Information Power provides the framework for library program as follows:

- 1) The school library media program is an important and critical component in teaching/learning activities.
- 2) The library media program is fully integrated into the curriculum, meeting the school's educational goals and objectives by providing access to information and ideas for the entire school community.
- 3) The principal, library media specialist, teaching staff, and students work together to ensure that the program contributes to the educational process of the school.
- 4) The library media program offers both traditional resources and new technologies as teaching and learning tools.
- 5) The program is housed in a school media setting that provides adequate and appropriate space for all resources and activities of the program.
- 6) The library media center is convenient, comfortable and aesthetically pleasing (OELMA, 1989, 18).

Clearly the directive from this standard is to 1) emphasize the importance of the library program and

integrate that library program directly into classroom curricula, 2) underscore the importance of SLMS collaboration among the school faculty and administration, and 3) interpret the responsibilities of the SLMS well beyond that of library management as being critical to the instructional process. The end result would be a high level of use of the SLMC by students of all abilities, utilizing the facility and materials to locate information required for their course work. Teachers and administrators would see the SLMS as a resource person for joint planning, program support, and also as an information specialist. Key to the success of the library program are the clear definition and mutual understanding among teachers, administration and the SLMS about the role of the school library media specialist.

Information Power and the Role of the School

Library Media Specialist

The role of the school library media specialist (SLMS) and the program of the library media center are not commonly understood. The traditional view of the SLMS - that of manager of materials and space - appears most frequently held by faculty, school committee and administration (Naylor, 1988, 234). Good management is the foundation which provides for the carrying out of the expanded role; yet to modify this perception, the SLMS' have the responsibility of further defining their roles

within their system. Such explication will serve to garner support for their program and to involve staff and administration in the functions of the center. Loertscher (1982) in his "Taxonomy of the 1980's" describes progressive stages of the SLMS' involvement from management to active instructional leadership. They may be summarized as follows:

- 1) No involvement - media center is generally ignored as a resource. The SLMS makes no attempt to be part of the instruction process.
- 2) A self-help system in a functional center - The SLMS selects, organizes and maintains the collection for the user.
- 3) Individual reference assistance upon user request - The SLMS locates materials from a vast array of sources within the SLMC and other libraries.
- 4) Spontaneous interaction in locating resources - The SLMS responds to new ideas which may have occurred during a classroom discussion to develop projects or to locate resources.
- 5) Cursory, informal planning with teachers - THE SLMS offers suggestions, becoming an "idea" person to incorporate materials into the curriculum.

- 6) More formal planning, gathering of materials to support curriculum units - THE SLMS works with the staff in assembling materials to support the needs of the classroom activity.
- 7) Outreach and promotion of media services - Teacher inservice workshops are offered to promote equipment and materials. The SLMS promotes, cultivates, stimulates enthusiasm for the use of SLMC materials.
- 8) Scheduled collaborative planning to integrate learning objectives of the media center - The SLMS works with staff and students in locating materials, interpreting them or to create a presentation. The SLMS does not take a leadership role but discerns the objectives of the teacher or student and integrates SLMC services.
- 9) Instructional design with a team approach for co-teaching units - The SLMS is viewed as an equal partner in the development, execution and evaluation of a unit.
- 10) Instructional design, including team teaching and program evaluation - Students recognize the SLMS as a coequal teacher and evaluator of the unit. The SLMS' opinion can impact the grade or activity carried out.

- 11) Leadership in curriculum development for the school - The SLMS is recognized as a colleague who has knowledge of materials, can contribute meaningfully to the planning process, and understands learning strategies.

As a consequence of these varying levels of SLMS involvement, diverse programs have developed, varying both in content and quality. National standards can serve as an exemplar for which educational systems can strive in order to eliminate disparity in programs and services and to provide the best opportunities for their students.

To ensure that students have access and opportunities to utilize information in varying formats in order to be ready for the demands of our changing society, cooperation between administration, teachers and the library staff is of paramount importance. In order to accomplish this goal, the school library media specialist is charged with analyzing of the present library program, working together with administration and teachers to implement change by developing a SLMC mission statement, and preparing an assessment of the present library program. After the SLMS completes the examination of the library program, a plan is developed, based on the garnered information, to expand the present program to accomplish the articulated mission.

The joint planning component is critical since it requires a more intense collaborative effort than previously existed. Because of the sophistication of demands implicit in such an effort to accomplish the desired program, Information Power states that the qualification of the director at minimum in all SLMC's be a liberal arts degree with an advanced degree in a "program which combines academic and professional preparation in library, information science, education, management, media, communications theory and technology". ... "All students, teachers, and administrators in each school building at all grade levels must have access to a library media program provided by one or more certified library media specialist working full time in the school's library media center." (Whitney, 1988, 9). Such preparation is also touted by Liesner (1985) and Perritt and Heim (1987) (Coleman, 1989, 51). To require such a level of certified personnel, although extremely important to the profession, has been a negative factor in the adoption of the Information Power standard by the states, since such a practice potentially would increase the costs of the library program. Costly, too, are associated staff. Support personnel for the SLMC is critical to ensure that the time and expertise of the SLMC specialist required by the students and staff are not diminished by clerical tasks.

The role of the SLMS in Information Power is defined in three broad areas:

1) INFORMATION SPECIALIST - In this capacity, the SLMS is responsible for assuring full access to the center by all users in the school environment. Policies, developed by the SLMS, administration and school committee, should allow for flexibility and encourage access.

The SLMS should provide print and non-print materials, databases using new on-line and CD ROM technologies, and provide additional computer capabilities, which may be enhance the curricula. SLMS' networking with other libraries and community resources fulfills the new concept of an information center, extending beyond the physical boundaries of the SLMC.

Collection development must be systematic, based on school philosophy and the needs of the school curricula. How the collection is developed is articulated within a formal selection policy.

A further responsibility within this role is to appropriately match the material with the user, helping the user to locate, analyze/evaluate the information, and organize the selected information in a coherent, useful manner. This facet of librarianship is the most universally accepted beyond that of the library manager. Users' traditional view of these roles is based on their

own experiences. A survey of the 1966 Media and Library programs offers no role for the SLMS beyond that of the selection of materials and management of them (Erikson, 1968, 613-628).

2) TEACHER - As teacher, the SLMS must work within all curriculum areas to teach library skills, rather than apart. Materials are introduced in scope and sequence to ensure that mastery of information use has occurred. Team teaching with subject area teachers is essential. Planning of what, when and how to access information is an integral part of the teaching role. The SLMS must also keep teachers and administrators through staff development apprised of the use of new technologies and such areas as current regulations regarding copyright.

Adopting the teaching role within the curricula is an innovation which requires the cooperation and support of the staff. According to Rogers (1983), for one to be a change agent requires identifying a staff person with whom rapport can be developed and who can see the value of the joint venture both to themselves as colleagues and to students. It is helpful if these staff members are the opinion leaders of the school, who will then reiterate their experience to others. Usually those staff persons are most like the change agent philosophically (Rogers, 312-331). Because such staff share a common understanding about the function of the library program, their energy

need not be expended to convince and cajole, but rather can be focused on the planning of program.

3) INSTRUCTIONAL CONSULTANT - The SLMS plans with individual teachers to develop teaching/learning strategies, then subsequently co-operatively implements and evaluates these strategies. He/she must be a part of the overall curriculum design of the school to ensure that the LMC meets the needs of the school's instructional program. The SLMS must assume the leadership, assuming a pro-active role as the instructional consultant. Key to this leadership position is the perception of the SLMS as being active in school affairs, participating on key committees, current in educational pedagogy, one who supports a helping relationship that culminates in an improved school program. It is also incumbent on the specialist to be cognizant of new developments in the areas of information technology and to be able to offer leadership in procuring appropriate technologies and expertise in incorporating them into the instructional program.

To be an instructional consultant also requires skill in working with the school staff. Conditioned by their own past experiences with librarians, administration and staff often see instructional expertise as beyond the realm of the responsibility of the SLMS. Therefore it is critical that the SLMS avail

himself/herself of the opportunity to attend seminars and workshops which feature instructional innovations. School administration must agree philosophically and support this endeavor so that the SLMS will have the necessary time and monies for conference attendance and planning time.

As stated in Information Power, the role of the SLMS involves leadership in all areas, communicating visions of the programs clearly and effectively. Professionalism is critical in order to gain the respect of the teachers and administrators within the school community. Walker (1988) has given specificity to each of these roles by enumerating anticipated skills to be taught at each level. Such articulation of responsibilities will aid the staff and administration in understanding the ways the SLMS can and should participate in the school program.

The Information Power guidelines mandate increased involvement of the school library media center, which would allow it to become an important part of the education of each child. While these guidelines exist at the national level, implementation at the state level can occur through a variety of ways. The key figures at the state level are the school library consultants, who are active in all the following areas.

Implementation of Information Power: Activities
of the State Department of Education Consultants

State library consultants and professional organizations recognize Information Power as containing an important philosophical statement for the SLMS profession. It requires those in the profession to become proactive. Each state library consultant has the responsibility of leadership in ensuring the currency and quality of the school libraries within their jurisdiction. From research and readings, I have found that the following methods appear most frequently employed by state library consultants to accomplish the goals set down in Information Power:

- 1) Provide the impetus for revision of the state standards in light of Information Power.
- 2) Explain and disseminate the principles of Information Power to libraries at local levels.
- 3) Work with those colleges which offer school training programs to reflect the Information Power philosophy in their course offerings.
- 4) Become involved with the accreditation of schools.
- 5) Evaluate School Library Media Specialists.
- 6) Sponsor professional development opportunities.
- 7) Influence the development of state legislation.

- 8) Become involved in the certification of school library media specialists.

What follows is an amplification of these activities.

Revision of the State Standards

Perhaps the most critical aspect of implementation of the national standards are the formulation and implementation of state standards. Ideally these standards serve as models for excellence, reflecting the current philosophy of the field as set out in the national standard. These standards then establish those goals and expectations of the states for their school library media centers, which may be at variance with the national standards. The responsibility of overseeing the implementation of these standards is that of the state consultants.

Each state has its own state standards, developed by the state consultants, often with the assistance of their state library media association. Standards may exist as a separate document or be principles written into a general educational guide. Massachusetts was the last state in the Union to develop standards, with the publication of Standards for School Library Media Centers in the Commonwealth of Massachusetts (1988). Lobbying efforts are underway in many states to revise current state standards to reflect those in Information Power .

Several states have already accomplished this task. (The pilot study has indicated this.)

Critical to this effort are two questions: What are the differences between national and state standards? Are standards a model to be followed or a rule established by an authority? If they are guidelines, they simply serve as a model or a goal to stimulate progress. If they are standards in the official sense, then compliance with the quantity and quality of the materials, facilities and services is required, and the state has the authority and means to require that compliance. (Liesener, 1989, 26-7). Such requirements necessitate a financial commitment from state or local governments, since often additional space, materials and certified staff must be added to the library program. As a consequence, establishment of guidelines, rather than state standards, is most commonly the rule.

Dissemination of Information Power

To pave the way for understanding the importance of Information Power and to counter possible resistance to any changes the standard supports, state consultants have worked to publicize this document within the profession through the media, professional journals and publications as well as workshops. Conferences of superintendents and principals, key officials at the local levels, have been

targeted as an important delivery point (Barron, 1990,49).

Information Power specialists, such as Carolyn Haycock of The Emergency Librarian Staff, who focus on integrating information skills and use of those skills into the subject areas, deliver seminars to school professionals in order to create support and adaptation for the Information Power program. In Haycock's presentations, she maintains that the movement toward removing tracking from the secondary schools and the use of co-operative learning as a teaching strategy both result in heterogeneous groupings. Such innovations may also invite more curricula integration with the library program, since many activities offered are resource-based projects. The SLMC has a wide range of materials to accommodate such activities (Haycock, 1988).

An Information Power planning/discussion guide, Information Power: Guidelines for School Library Media Programs written by M. Ellen Jay , Michael Leahy and Hilda L. Jay, provides a format for methods of developing a mission statement, needs assessment, and selection of key individuals within a system to bring about change. Questions specific to each member of the constituency are included. Supporting research which underscores the impact of the school library media program on the educational program is also a part of this guide. A

video, Information Power, has been produced by Encyclopedia Britannica Corporation for use by professionals and administrators as well.

Offering Updated Library School Programs

There are only 46 ALA accredited library schools in the nation for training new SLMS or providing professional growth programs. Markuson (1987) enumerates the skills which she as a supervisor finds necessary for an SLMS. The norm is a teaching certificate, plus master's degree. Specialists need extensive computer skills, a better understanding of child development through professional development, and a thorough knowledge of literature and resources in both print and non-print formats (426). The importance of skill development to coincide with the increasing demands of the profession is evident as accessing information becomes more sophisticated. State consultants may contract library schools to come to their state to offer programs to their SLMS. Courses offered through the program can be designed beyond the basic curriculum to reflect the full range of skills called for in Information Power. South Dakota is offering an inservice program for its current SLMS in conjunction with Syracuse University "...to ensure that leadership skills required by the adoption of the new roles of teacher, consultant and information specialist are developed" (1991 AASL/ABC-

CLIO Leadership Development Award for the South Dakota School Library Media Association).

School Accreditation

Perhaps one of the strongest methods for Information Power implementation is through the school accreditation procedure. Secondary school accreditation is completed every decade by one of six geographically delineated regional accreditation teams. Membership in the school accreditation associations is voluntary, but if a school participates, self-study and evaluations take place every ten years. Standards in these regions vary in format and content. The library media standard exists in each of these evaluations as a critical standard, equal in importance to such standards as curriculum, facilities and school climate.

Although the contents of these standards vary across the six regional associations, the evaluation process is basically the same nationwide. Prior to the visit of the school evaluation team, an extensive SLMC self-evaluation occurs over a period of eighteen months. This self-evaluation requires a team of at least six people composed of staff, students and community members, following an extensive guide (See appendix). Information required in the study is both quantitative and qualitative. A mission statement and philosophy are integral parts of the evaluation. Yet the success of the

accreditation as a catalyst for change is affected by the degree to which the self-study instrument addresses the school media operation (Winstead, 1989, 68-9).

The self-evaluation is submitted to the evaluation team, which then is invited to the school to validate the findings of the self-evaluations. If the SLMC fulfills the requirements of the standard, then when the evaluation team votes on this specific standard, a positive response is given. Failure of two of the 8 standards can result in a school losing its certification.

Once more the effectiveness of this process to effect change depends on the nature of the visiting committee and the quality of the visiting committee report. One problem which may arise in the process is the fact that on occasion the visiting team does not include a media specialist, even though that would seem essential. The use of the accreditation process to promote quality library programs nationwide is dependent on a common agreement of what constitutes excellence.

The National Study of School Evaluation instrument, which is used by some regions in the evaluation process, has some poorly constructed items, as well as duplication; yet it appears to be one of the best available instruments in the self-study process (Winstead, 1989, 72). This instrument guides the self-

evaluation process of the SLMC in an orderly progression from quantitative measurements of the collection to school philosophy regarding the use of the SLMC. The significant amount of information which is reported can serve as a very good reflection of the use and content of a school's SLMC. The fact that this questionnaire is standardized ensures that each SLMC is responding to the same requests for information, creating an ample body of information about the SLMCS in a region for general information and comparison.

Perhaps key to the acceptance of Information Power based standards in the accreditation process is the necessity of describing the services of the school library media program. These descriptions can be effective tools to communicate organizational expectations and goals. Aaron (1989) suggests that public demands for accountability and the necessity for competition for limited funds underscore the necessity for providing measured program effectiveness, categorized according to major services and expected outcomes in the areas of instruction and provision of information (4-5).

Public libraries utilize such a measurement, which requires counting, tracking, tallying or surveys (Smith, 21). These measurements indicate content of the

collection, use and levels of satisfaction by the patrons.

The goal and activities of the SLMC program are concerned not only with the quality of the center, its use, and the satisfaction of its patrons, but also the intellectual impact on the learning of the students it serves. The SLMC must play a role in the intellectual development of students in the school sharing both the responsibility and the accountability of that task. The success of some programs is currently being evaluated in some states through performance based testing. It is expected that students who excel in these tests will come from educational systems with exemplary SLMC programs. Less formal evaluations would be improved performance in the quality of research and information procured by students routine course work.

Information Power represents a process-based definition of effectiveness. In this approach, the mission of the SLMC is clearly stated. The objectives to fulfill this mission are articulated as program descriptions (services). The description of these services coupled with expected outcomes of those services provides administrators with an opportunity to observe concrete performance information with which to evaluate a program. Such a method permits rational decision making,

rather than subjective responses to the quality of the program (Aarons, 12).

The State Board of Education in Vermont (1991) requires their own evaluation process in addition to the New England evaluation procedure. Both evaluations are conducted in tandem by the same evaluators. In Vermont, schools must meet state approval requirements and submit plans for school improvement if areas do not conform to specific rules set out by the State Department of Education. The state evaluation process requires a self-assessment and site visit as well. The SLMC evaluation process formalizes the approach by instituting "evidence boxes", which contain samples of the scope and sequence materials utilized within the curriculum, as well as documentation of the SLMS's joint planning with staff (1). Such a policy substantiates that the activities are part of the library program.

Since Information Power requires much of the SLMS, it is important that those responsibilities be borne by a professional.

Evaluation of that professional should be done through an instrument which incorporates those expectations set out in Information Power. Although the role and expectations are very different, the SLMS is currently evaluated by the same criteria as a classroom teacher.

State Evaluation of School Library Media Specialists

Emphasis on the evaluation of teachers is a relatively new phenomenon. The role of the School library media specialist warrants an evaluative instrument of its own because of the unique and varied responsibilities required by the position. Varying instruments are being developed to meet this need. The Mesquite, Texas Independent School District developed an instrument, with criteria based on job descriptions. The document also includes a section named "explanation" which enumerate observable behaviors that indicate meeting the criterion (Mann, 1992, 18).

The Fairfax, Virginia school system has written an evaluation tool based on performance standards, also with listings of observable activities (Hook, 1992, 20). Farmer (1992) suggests the use of portfolios, compiled by the SLMS to validate the competencies of professionalism, communications, group dynamics, collection management, organization, administration, instructional leadership and access (21). Farmer states that the process of developing the portfolio and the analysis and review of the evaluation process are important to emphasize accomplishments and indicate needed change (22).

Some state education agencies have mandated evaluation procedures; nevertheless, clearly defined role expectations have yet to be agreed upon. According to

Turner, "...a great deal of benefit can be gained from the creation of a clear role description for the SLMS."

(16). Information Power may be the document which provides such a description. Implicit in this endeavor, however, is the expectation that although the evaluation may be a catalyst for change, there must be clear direction in which to move so that the role be defined in terms of the purposes of the school library media program (16).

An added advantage in providing a definition of role within each state is to increase the awareness of the school administrator so that he/she has clearer understanding and expectations of the role of a library program and the responsibilities of the person who leads that program. Information Power is a strong departure from previous standards because rather than quantitatively measuring what a library media center should be, it expands into the FUNCTION of the SLMS and the library program.

The effective state library consultant works in tandem with the professional library organization (s) within the state. These organizations wield considerable power and have as their objective the enhancement of their profession.

Working with Professional Library Associations

Each state library consultant actively works with the state professional organization to promote quality library programs. It is through the efforts of these organizations that much of the program developed by the state consultant is brought to fruition. In Massachusetts, one of two states without a library consultant in the Department of Education, the professional organization, Massachusetts Association for Educational Media, was responsible for the writing of the standards and eliciting of support of the state legislature.

Kathleen Craver (1986) has indicated in her studies that instead of taking a leadership role to initiate change, the SLMS professional organizations "are responders, rather than initiators... change in school libraries is more dependent upon the speed of which changes occur in society and education than on actions taken by members of the profession." (122) Such a response is linked to the perceived needs of the communities being the strongest impetus for change and the absence of professional leadership and clearly defined goals at the state levels of the library organizations. Craver also states that the development of the school library media profession follows a pattern of being introduced by the leaders in the field of

library media educators, endorsed by professional organizations, and then adopted by the practitioners in the field, often involving a ten-year lag from introduction to adoption (122). Such a pattern underscores the importance of the leadership of the library state consultants as agents of change, since they have the responsibility of continually assessing and enhancing the library programs in their states.

Developing State Legislation

State consultants actively promote state legislation, through informal, often loosely worded expectations. For example, Indiana has actively requested that the focus of curriculum connection be added to the library legislation. Such a measure would formally support the integration of the LMC program with the school curriculum as defined in Information Power. The state has also requested that fully certified librarians be present in all libraries, both elementary and secondary, and that the legislature adopt revisions in the school accreditation procedures which reflect Information Power (Niemeyer 9-10)).

Certifying School Library Media Specialists

State Library Consultants write the certification requirements for their librarians. This is an opportunity to effect change in the preparation of librarians. For example, in June, 1994, Massachusetts

will revise the certification of the SLMS (K-12). Full certification requires classroom teaching certification as a prerequisite, 36 hours in graduate course work in Library Media, completion of a Master's Degree in Library Media Studies, and 400 hundred clock hours of clinical experience. It is anticipated that the increased requirements, which in this case is the now-required completion of a master's degree in library science, will strengthen the library programs and the profession in the state.

The national guidelines can do much to influence and ensure the quality of library programs nationwide. Incorporation of the Information Power philosophy within the state standards, especially with regard to the library program and the role of the SLMS within that program, is a key factor to progressing into the Information Age. State consultants, empowered to interact with their state governments and the district /local school library media centers, can cause this desired change to become a reality through many of the methods of implementation discussed. Critical to the entire effort to promote quality library programs in the country is the continued funding of the important positions of state consultants by state governments.

CHAPTER III

METHODOLOGY

Defining the Study

This study describes the implementation process of the national standard Information Power by selected state library media consultants. It is based on the premise that when implemented at the state level, these standards as described in Chapter II can have an impact on the development of quality school library media programs, providing equity in accessibility to information by students. The current national movement toward educational reform and development of a national "Information Highway" has accelerated the need to focus on the development of information skills and the accessibility to information utilizing current technologies, skills frequently taught in the school library media center setting.

Since Information Power describes exemplary school library media programs and is designed to be utilized at the local school level, the role of the state school library media consultant is viewed as one which educates and motivates the local school library media specialists to become practitioners of the principles stated in the document.

Using qualitative methods of research, this investigation documents the work and experiences of the

four state library media consultants in New England in the implementation of the principles of these standards from their perspectives. In addition, it identifies events and situations which enhance or encumber the effectiveness of their implementation. Utilizing recorded interviews, questionnaires, surveys and field notes, this study records current practices at the each state level to bring about change, moving the states' school library media centers toward an exemplary status.

The following broad questions have guided this research:

- 1) How important in your view are the current national standards Information Power?
- 2) Have your state standards incorporated the elements of Information Power?
- 3) What have been your experiences and work in the implementation of Information Power principles?
- 4) What conditions have enhanced or encumbered these implementation efforts?

Choosing a Methodology

Qualitative research is basically an investigative process, comprised mainly of words, not numbers. Designed initially for social scientists, this form of research permits multiple methods of information gathering to provide richness of data. McCracken (1988) speaks of the

"complexity-capturing ability of the qualitative study (p.16)."

Lofland (1971) describes this methodology as one which helps one determine "what is going on with others". Since my purpose was to obtain in narrative form descriptions of the work and experiences of the New England school library media consultants in implementing the principles of the national standard Information Power, this methodology was selected. This method does place high expectations on the integrity of the researcher. Lofland goes on to say that "... since those who conduct the research have a commitment to the participants to 'faithfully depict' the participants 'in their own terms through the use of facts, descriptions and quotations' (p.2-4)."

The case study, one method of qualitative research, according to Yin (1993), is the approach to use when researchers seek to define a topic broadly; rely on many multiple sources of evidence such as interviews, surveys and questionnaires;, and cover contextual conditions of the study (p. xi). I used multiple methods of information gathering: the survey, the guided interview and the questionnaire. The involvement of the investigator/researcher during this study is critical, for it is he/she who serves as an "instrument" (an informed researcher), where the research objectives can

not be met without using a broad range of his or her experience (McCracken (1988) p. 18).

According to Yin (1984) a pilot study is a necessary part of the case study process. It is valuable as a precursor to the final portion of the study because it helps the researcher refine data collection plans in regard to both content of the data and the procedures. It serves as a "dress rehearsal", although the initial inquiry is often broader and less focused than the ultimate plan (p. 74-5). Prior to the larger research, I developed a pilot study related to the efforts of the state library media consultants nationwide, conducted in the summer of 1992. The purpose was to determine the extent of their involvement with the national standards Information Power. As a result of the data collected in the study the researcher was able to refine the area of study to the New England consultants, since they represent a sample of the nation, based on the numbers of consultants, the revision of their state standards, publications, involvement in educational reform, financial support, legislative activities, all documented in the pilot study.

The indepth guided interview was utilized to obtain further descriptions of the consultants' work and experiences. Therefore using the information gathering techniques of the survey for the pilot study and the

subsequent interviews to obtain more detailed information from the New England consultants, it was possible to determine through comparison what efforts were being made to implement these Information Power principles in the New England states.

The follow-up questionnaire sent to a small number of local school library media specialists was an attempt to learn the effect of the standards on their respective programs at the local level.

Participants

The New England Consultants

For the purpose of this study, the only state library media consultants (4) in New England were selected. Seidman (1991) states "... interviews applied to a sample of participants who all experience similar structural and social conditions gives enormous power to the stories of relatively few participants (p.45)".

Sarah. Sarah has been very active in her profession. Trained as an elementary teacher and school librarian in the Midwest, she worked as a third grade teacher in an American school overseas for three years, as well as a media consultant in an Ohio school. She tells how these experiences affected her view of what the role of school library media consultant should entail. During the interview in her well-appointed office, she was animated as she talked about her responsibilities.

From her stories, she appears to be the consummate organizer, networking with many people and organizations to realize her programming goals. Technology represents a challenge for her, one which she approaches with relish. She was the only consultant who was tied into the LM-NET bulletin board. Since she views the importance of utilizing technology as critical to her field, she is making efforts to get training at a Leslie College, a considerable distance from her state office. Prior to becoming the state consultant, she was at the state library for two years..

Mary. My first impression of Mary was of one who is eminently approachable. Hidden within a small cubicle barricaded with a clutter of books, she was animatedly talking on the phone. Her voice had a cheerful ring as she talked to a constituent. Her demeanor was relaxed and pleasant. Bright and energetic are words which characterize this state library media consultant. A graduate of prestigious schools, she has been a school librarian in several public education systems since the early eighties. She has also worked as a children's librarian in a public library for a brief period. She has been in her present position since 1987, where she offers leadership, technical assistance and professional training for SLMS in her state. She assists schools in meeting public school approval guidelines, and is

presently participating in educational reform initiatives linked to the middle grades. In addition, she conducts the unusual task of holding statewide materials review, an important task in her rural state. She also reviews print and nonprint materials for the School Library Journal and other review media.

She serves on several executive boards and teaches adjunct courses at two educational institutions and acts as a mentor for college programs. To keep current in the field, she is a member of national and state professional organizations.

Elizabeth. Elizabeth is articulate and professional as she describes the organization and functions of her work. A native of Indiana, she is visionary as she thinks about the ramifications of technology in her state. She holds an Ed.S. in Instructions System Technology and Library Science, working at the AV Satellite Media Center at the University of Indiana while obtaining her degree. Elizabeth has been in her current position as library media consultant for seventeen years. Successfully networking with other departments and agencies, she will be instrumental in bringing about desired change through linking her state electronically. She also has been a key contributor in writing the state document which outlines the common core of learning and the linkage with technology. At one point in her career,

she was adjunct faculty in library science in her state and in a summer program in another New England state. Our meeting was held in an adjoining conference room since the small cubicle in an open office space in which she works was so congested. Her sense of humor about the office space conditions created a friendly atmosphere as we proceeded with the interview.

Ruth. A native of New York State, Ruth has been state consultant in that state for twenty years. Prior to her present position, she served for eight years as Children's Services Consultant in the BOCES system in New York state. One recognizes her strong commitment to the SLMC programs in her state by the conviction in her voice as she describes programs. She works in concert with another state consultant, speaking highly of her cohort's efforts. Working with the state organization, she has produced several well-received Information Power documents for use in the local school libraries. (Information Skills Guide 1990, School Library Media Programs 1991). Quiet in her demeanor, I found her to be easily approachable and extremely supportive in this research project. Ruth has been helpful to me throughout the research, first reviewing the initial pilot study questionnaire. She has been very receptive to my visits in her pleasant office in the state

library/archives building, graciously introducing me to her colleagues.

Access to Participants

Access to the participants was accomplished through a listing of their professional membership in the National Association of State Educational Media Professionals. Participants were contacted by phone to ask if they would be included in this expanded study. This direct, personal approach established a personal connection, allowing the researcher and participant to discuss the nature of the study and to tell how the information would be collected and used. Each of the four consultants voiced willingness to contribute to the study, especially after learning that they would see their transcribed interview. The respondents in the interviewing process are subject to several risks according to McCracken (1988). The process is time consuming, privacy endangering, and intellectually and emotionally demanding, but can be rewarding since the respondent has someone who is eagerly willing to listen to anything he/she has to say (p. 27-8). Mishler (1986) sees a further benefit for the respondent in that "individuals make sense of and give meaning to their experiences by organizing them in a narrative form (p. 119). One of the consultants gives credence to this statement by later writing, "isn't it interesting that I

continue to think that I speak in complete sentences, when the evidence before me shows completely incoherent ramblings: However, it's pretty interesting reading!"

To provide protection from the invasion of privacy, the ethics protocol was used (Appendix). After the participant agreed to take part, a written contract (human subject consent form) was forwarded to them to be signed before the first interview (Appendix).

Data Collection

Developing Questions for the Research

Both the pilot study survey and guided interview research questionnaire were developed after a thorough review of the literature, which according to McCracken(1988) "is a critical process that makes the investigator the master, not the captive of previous scholarship" (p. 31).

McCracken (1988) further suggests the development of a questionnaire which acts as a guide and ensures that the investigator covers the same areas in the same order with each respondent. A questionnaire provides for direction and scope of the process, enabling the interviewer to focus on the discourse of the participant. The interviewer expects that the participant will speak about what he or she considers to be important on a particular topic which will allow the production of rich, detailed material that can be used in qualitative

analysis. It is important that this instrument be designed in such a way as not to preempt the "open-ended" aspect of the interview (pp. 24-5). Seidman (1991) emphasizes the importance of preparation, planning and structure. He says that "...without a plan, a sense of purpose, or structure within which carry out that purpose, the interviewer has little on which to base decisions(p. 30)".

Questions for the Guided Interview

Prior to the formal development to the guided interview, Lofland (1971) suggests that the interviewer write down over a period of time things that are "puzzlements". Things that are seen as problematic to the researcher -possible topics of investigation. This process can occur over a long period of time and serves as a "point of departure" for interviewing. These topics are then clustered and arranged topically for the interview. He cautions that the topics be written in "straightforward" language to communicate more effectively with the participants (p.76-7). The following questions were derived in the manner that Lofland described. Each of the participants was sent a copy of the four broad questions that would form the core of the interview.

- 1) Describe what you see as the importance of the national standards Information Power.

(The awareness of the content of the national standards and the importance ascribed to them by the consultant impact on the motivation of the state consultant to seek implementation.)

- 2) Have the standards in your state incorporated the elements of Information Power?

(State standards that are in concert with those at the national level give added impetus to the implementation of those nationally state principles. Such a commonality also reveals currency of understanding about what a school library program should entail.)

- 3) What have been your experiences and work in the implementation of the Information Power principles?

(That the state consultant is aware of the content of the national standards, feels empowered by her position, and acts on implementation of them is critical to this study. The extent of the activities in the implementation efforts of the national standards reflects the value the state consultant places on the standards as a document which outlines direction for the improved school library media programs.)

- 4) What conditions have enhanced or encumbered these implementation efforts?

(Consideration of the environment in which the consultant works is indispensable to the understanding of their

activities. Each state has its own idiosyncracies and political climate. An understanding of these conditions improves the understanding of the state of the school library media center programs.)

For my personal use in the guided interview process, I considered that, in addition to the broad questions, which formed the basis for questions 1 and 2 in the data presentation and analysis, specific questions needed to be included in the research to amplify the broad questions 3 and 4. The purpose was to reflect specific principles enumerated in Information Power and outside influences which affect the SLMC program. What follows are the specific questions which are numbered to correspond with the data presentation and analysis questions and responses.

The following five questions cite principles described in the document that must be included in the development of an exemplary school library media center program:

- 3) Describe your efforts to implement flexible scheduling in the library media centers.

(The ability to use the SLMC at the point of need provides a condition that allows for the use of information skills in conjunction with curricular activities. Such experiences allow students to understand

the relevance of information skills and their task, since the skills are taught within a subject context.)

- 4) How have you acted to promote the roles of the professional SLMS as information specialist, instructional consultant, and teacher?

(Not only is the SLMS expected to manage the SLMC and to develop the collection, but Information Power describes the position as expanding to encompass planning programs with staff members in conjunction with curricula, offering expertise in the areas of technology to expand access to information, and participating in the SLMC program as a teacher, either independently or co-teaching with other staff members.

- 5) Describe how you have encouraged the incorporation of library skills into the curriculum activities within the schools.

(Information Power underscores the importance of linking the teaching of information skills within the context of the curriculum, where the mastering of these skills is both useful and meaningful.)

- 6) Describe your experiences in the use of technology in your state to expand the information resources of the library media centers.

(Technology is transforming our society. Similarly, the impact on the ability to broaden access to information,

both current and archival, is astounding. Technology should revolutionize the school library media center.)

- 7) How have your activities addressed the issue of equity of access to information in institutions in the state?

(Provision of equal access to information in each institution statewide should be the goal of each proponent of SLMC's. Information Power states as its mission that students and staff shall become effective users of ideas and information and that "...access to information and ideas shall be unimpeded by social, cultural, economic, geographic or technological constraints" (p.5). Each student should have a SLMC in his/her educational institution.

The remaining questions are designed to address those issues which influence the local school library media programs in a more indirect manner, yet activities in these areas enhance the exemplary program described in Information Power.

- 8) Describe your activities which impact on SLMS preparation in library schools.

(To be a skilled practitioner of Information Power components requires appropriate preparation in higher education. Technological skills and the ability to work effectively with those in the workplace and general public are imperative.)

- 9) Describe your role in the evaluation of the SLMS in your state.

(The appropriate evaluation instrument provides information that describes the functions of the SLMS, offering an opportunity to respond to the skill exemplified in the fulfillment of that task.)

- 10) Describe your activities in relation to the certification of SLMS' in your state.

(Agencies at the state level can effectively monitor the educational caliber of those who will become professionals through the use of certification. In library school it was called "controlling the quality of your profession.")

- 11) Describe your legislative activities.

(Financial and program support must emanate from the legislative bodies. State library media consultants are functioning at this level so they should be privy to the events that are and should be occurring to affect the interests of their constituency.)

- 12) Tell how you have used conferences to provide for professional development related to the Information Power principles.

(The state consultant is in a prime position to organize, schedule, obtain funding, and publicize programs which will reach a broad constituency.)

- 13) Describe your involvement with the school accreditation/ approval process.

(Consultants are the best prepared to identify critical components in a school library program. As a consequence, they should be actively involved in the process of evaluating the SLMC's in their state for quality of program.)

- 14) Describe your relationship with the professional organizations in your state and discuss their activities in promoting quality school library media programs.

(Members of the professional associations have a vested interest in their profession. It is they who will ultimately affect the caliber of program since they are visionaries who set goals for themselves and seek to attain them, enhancing the profession and attendant programs.)

- 15) Describe the development of state standards and your role in this process.

(Ideally the state standards are written with the assistance of the state consultant who is ultimately charged with the implementation. At this point, those standards should have incorporated the principles of Information Power.)

- 16) Describe the impact of educational reform on your state standards and then on to the local school library media center programs.

(Educational reform, which means inquiry learning where students take an active role in the process, is affecting departments of education in all of the New England states. It is important to learn how the school library media center programs are affected by this reform process.)

- 17) What are the conditions which enhance your work in the implementation of Information Power principles?

(Understanding of those positive factors which can expedite the attainment of goals is crucial to the development of a successful program.)

- 18) What are the conditions which encumber your work in implementation of Information Power principles?

(Awareness by the consultant of potential and real barriers to success allows him or her to plan strategies to circumvent problem areas or to accept the reality of current conditions, whether they be such issues as power, funding, time, staffing or lack of support.

Consideration of the environment in which the consultant works is indispensable to the understanding of their activities. Each state has its own idiosyncracies and

political climate. An understanding of these conditions will improve the understanding of the state of the school library media center programs.)

- 19) What is your position in the state organizational hierarchy? How has it affected your ability to proceed with your efforts as state library media consultant?

(The success of any bureaucrat is linked to their real and perceived position in the political structure or organizational scheme. This is an additional factor which may help in the understanding of the data.)

Interviewing

I chose to use the interview process for several reasons. In the research and subsequent pilot study, I had learned basic information about implementation efforts of Information Power, authoring of the state standards, information about SLMS certification and professional SLMS training programs, as well as staffing issues of the local SLMC programs through the surveys. Having worked with the phenomenological process of interviewing, I knew that one can get very interesting material by allowing for a free flow of conversation, using the previously enumerated guidelines as a focus for the interview. Such an interview provided information about what the respondent finds to be important and relevant in their work by the areas that they seek to

elucidate, their vocal tones, and often by body language. An interview can help a person articulate what he or she thinks, perhaps for the first time. The interview also can strengthen the sense of the participant's commitment to the project because of the contribution of more detailed information than a survey could provide.

I found interviewing a very satisfying method of accumulating information because of my own and the interviewees' shared personal interest in the same topic. To listen to comments about a topic of mutual interest is stimulating. This joint enthusiasm carries over into the interview, making it more fruitful.

In preparation for each interview, I thought carefully about personal factors that could affect the success in the interview. These factors enumerated by McCracken (1988) are the perceptions of the interviewer by the respondent who may be judged by institutional affiliation, description of the project, appearance, patterns of speech - all of which can influence how the respondent answers the questions (p.26).

Conducting an interview about an area which one thoroughly understands gives credence to the results of this process. McCracken (1988) speaks to the importance of the fact that "quantitative researchers are working in their own culture that they can make the long interview do such powerful work. It is by drawing on their

understanding of how they themselves see and experience the world that they can supplement and interpret the data they generate in the long interview (p. 12)."

During the taped guided interview, I was aware of three general areas:

- 1) Listening skills - Seidman (1991) concludes that one must learn to "listen on three levels - to what the participant is saying, to listen for the public vs. the inner voice, and to be aware of the process, knowing when and how to move the interview forward (56-7). The interviewer must be willing to keep his/her thoughts, ideas and opinions in check.
- 2) Moving the interview forward - McCracken (1988) suggests that one way to move this data collection phase forward is through the use of "prompts" to provide structure to the interview. In these interviews, I used key words from the questions such as "flexible scheduling", "certification", "SLMS preparation" as prompts to limit intrusiveness into the interview and to maintain the momentum of the responses.
- 3) Manipulating the participants - Seidmann (1988) cautions the user of the interview guide against this shortcoming (p.69).

- 4) Creating a cordial relaxed atmosphere. Each of the consultants was cognizant of the importance of locating a quiet space where the interview could proceed without interruption. Because we had talked in advance of the meeting, each approached the interview with good humor and interest. Lofland (1971) likens successful interviewing to "...carrying on unthreatening, self-controlled, supportive, polite and cordial interaction in everyday life' (p. 90). McCracken (1988) suggests an atmosphere of a "certain balanced informality" to be the most advantageous (p.26)

Individual perceptions of the participants were documented within the broad categories of research questions during the guided interview that related to their position as a state library media consultant. These categories were chosen because understanding how the consultants value the national standards is critical to their commitment in carrying out the intent of the document. Documenting the implementation strategies would actively demonstrate that commitment. An understanding of the environment in which the implementation of strategies occurs is needed in order to conduct a final analysis of the impact of the guidelines. Patton (1990) sees the "advantage of qualitative

portrayals in holistic settings and impacts that greater attention can be given to nuance, setting, interdependencies, complexities, idiosyncrasies, and context" (p.51).

Surveys

References to the survey appeared in Emergency Librarian in an article "Using Evaluation to Bring School Library Resource Center Programs into Closer Alliance with Information Power", written by Doris Epler of the Pennsylvania Department of Education. It was designed by the American Association of School Librarians. I developed the learners' component of the survey, since I consider their perceptions critical to the success of any program.

Timeline of the Study

Pilot Study:

Spring 1992 - Survey was written. A State Consultant (Ruth) reviewed the areas for coherence and content.

Summer 1992 - State consultants nationwide were called to ask for their participation in the project. At that time there was an explanation of the project given and a request to complete the survey. In addition, the consultant was asked to forward a copy of the state standards and publications which had been developed to

promote Information Power in their state. More than half of those (28) who were contacted responded to the survey.

Fall 1992 - Surveys were collected and data reviewed. (Appendix)

Winter 1993 - After a thorough review of the pilot study surveys, I determined that New England served as a sample of the national situation. Nationally states were actively involved with the promotion of school library media centers; some were in a state of change, some states had emerged from educational reform with performance based criteria for their students, while others were facing fiscal constraints which forced them to eliminate personnel, often leaving no one at the state level to offer leadership and direction for the development and enhancements of school library programs or to act as an advocate for program support.

In our six New England states the situation is similar. Two states are without state library media consultants, three have a single consultant, and one state has two state library media consultants. Three of the four states with consultants are in varying stages of educational reform, which has impacted on their position and effectiveness as consultants.

Spring 1993 - I followed the call with a letter which included four broad questions which would comprise the core of the interview. These questions described what

I expected to discuss with the consultants relating to their work and the implementation of Information Power. A letter of consent which allowed me to use their interview was included.

I arranged appointments with them to meet in their state offices.

Summer of 1993 - I interviewed each of the consultants in their respective offices. Each interview lasted more than 2 hours. During the remainder of the summer, I transcribed each interview, forwarding it to the consultants for their interest and to gain additional comments.

Fall 1993 - I contacted representative school librarians at the local level to determine if they would like to complete a survey designed to reflect their incorporation of Information Power elements at the local levels.

Spring 1994 - I worked on the analysis of the transcribed results of the long interviews.

Working with the Data

The research information was then gathered from the transcribed taped interviews, field notes and surveys. Each description was provided by the participants through one or more instruments. In addition, numerous printed materials were sent to the researcher as evidence to the referred accomplishments.

The results of the pilot study surveys were recorded on a computer database and sorted by topic for the purposes of comparison by states. Extended narrative comments were noted at the bottom of each page.

The following summary illustrates steps taken in the process of working with the data from the long interviews:

- 1) Interviews
- 2) Tape Transcriptions - Returned to the participants for comment.
- 3) Construction of Profiles of the work and experiences of the consultants by marking the transcriptions for "compelling" dialogue.
- 4) Match excerpts of profiles against specific guided interview questions.
- 5) Interpret data

Step 1 - During the interview process, the researcher was careful to allow for the "free flow" of response. Prompts were used to move the interview along, when necessary. Generally the interview was initiated by such comments as "please talk about your work with local schools in developing quality programs", or "how do the national standards Information Power impact on the work that you do?" The consultants needed few prompts to proceed; rather they clearly enjoyed talking about their work.

Step 2 - Tape Transcriptions - All the interviews were audiotaped, then transcribed verbatim onto computer diskettes. The researcher has attempted to protect the anonymity of the participants by the use of pseudonyms in the transcripts. Once the transcriptions were completed, they were forwarded to the participants for their review.

Step 3 - Construction of the Profiles - Segments of the interview text were marked which seemed "compelling" and/or relevant. Criteria for marking the text included:

- 1) Narrative which was articulated at length, repeated, or responded to by the participant with strong feelings evidenced by the tone of voice, body language, or facial expressions,
- 2) Narrative which demonstrated unique situations for that participant,
- 3) Narrative in story-form which revealed personal values,
- 4) Narrative which interested me because it more fully demonstrated the personality of the participant.

Mostyn (1985) says in The Research Interview: Uses and Functions that responding to interview text is no different from what is required in responding to other texts - a close reading plus judgment. At this stage of reducing the text, according to Seidman (1991), the interviewer has begun to reduce the text and make meaning

of it (p.90). Through a process of winnowing the resulting rich data from these instruments, the "qualitative analyst should begin to decide what things mean, note regularities, patterns, explanations, possible configurations, causal flows and propositions relatively early in the study" (Miles and Huberman (1986) p. 22). McCracken (1988) concurs, stating that the goal of a qualitative study is to "isolate and define categories during the process of the research" (p. 16).

In this study, these marked areas are then grouped into profiles, later into themes.

Step 4 - Match segments of the profiles into "themes." Using the guided interview questions as a frame of reference, I matched portions of each participant's narrative with a specific question determined for the guided interview. The resulting responses are crafted in the participant's own words, allowing those words to speak more powerfully than if they were altered.

Step 5 - Interpretation of data

Carefully keeping the authentic voice of the respondent, I summarized the position of the consultant, followed by the precise narrative of the participant. At the conclusion of each participant's contribution, I comment from my perspective. Drawing on McCracken's comments regarding the qualitative study"...Key to the process is

the investigator/researcher, who serves as an instrument", where the research objectives can not be met without using a broad range of his or her experience (p.18)." (See appendixes for my credentials.)

Final conclusions did not result until the data collection was completed. In this comparative structure, data presentation and analysis were based on the research questions.

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

In the previous chapter, the qualitative methodology used to collect, describe and analyze the data of this study was presented. Instruments used for data collection included transcribed interviews, surveys, and field notes from conversations over a period of three years.

The questions developed for the interviews of the four state library media consultants described in Chapter I provided the structure for the collection of information, as well as the framework for the subsequent reporting and analysis of the data.

Chapter II identified research which verifies the importance of the national standard Information Power in enumerating the elements of a school library media program. This research also supports the role of the state school library media consultant in assisting the administrators and school library media specialists in local institutions to work toward the achievement of that goal. The literature is used as a filter for the analysis.

To learn about the activities of these consultants with regard to the enhancement of school library media programs, I have posed a series of questions. What follows are the general questions this researcher asked

the consultants and their replies during my conversations with them. The responses to the questions are in direct quotations, indicated through the use of italics. Long excerpts of the interviews are used in order to reflect the personalities of the consultants.

Question One: Describe What You See as the
Importance of the National Standards
Information Power

The national standards are developed to establish direction for school library media programs. Information Power seeks to ensure that students and teachers are effective users of ideas and information. The thrust of these guidelines is to describe the optimal program by which this goal may be achieved. Since the state library media consultant has the responsibility of leadership in the development of local programs, the perception of that consultant with regard to the guidelines, either as a whole or in parts, will impact on the implementation of these guidelines.

Sarah:

Sarah is well aware of the national standards and the potential that they have for offering new, prescribed directions to the development of exemplary programs in her state.

She states " Well I think that it is our restructuring document, when I say our-the library

media profession. I think that it has the potential for making much difference. What Information Power does for the very first time that I can see in terms of previous ones is that it does define program and it defines it in educational terms - what and why media centers and the library specialists are all about. So I think that it is very powerful in that regard."

Sarah's focus on information acquisition as having two avenues of access, a physical and intellectual access, will affect her development of program, especially with the SLMS function.

"I think that people need to embrace it and understand it and understand the concept of information itself - not only physical access but intellectual access.... And so I think that IP has been very valuable, very important."

"...the part that I have focused on primarily has been to help library media people understand their roles."

She supports the efforts for revisions of the current standard for applicability at the state level.

"...to make it fresh. Not a lot, I am not saying this is only for librarians, but more of a guideline - sort of briefer than Information Power.

Mary:

Mary is cognizant of the importance of new challenges. She is of the opinion that within the last five years, those who are going to alter their programs as a result of the national guidelines have already done so. Some, she is convinced, will not be affected by the standards because of reluctance to change and individual comfort level.

" I guess to go back to IP, I think that it is 5 years old. I think that when it came out it was a more startling document to people in the field than it is now. People have absorbed it and they are ready for new challenges. Not all of them of course. I think there is a division among leaders - movers and shakers and those people who will never stop what they are doing and it will be the same for the rest of their lives. So I would not ever say that IP has been absorbed statewide. It has not. There are people who are moving and have moved in that direction. There are people who will always be a warehouse of books."

In her work, she has also found the impact of these standards as waning and revision imperative to confront new challenges.

" Now at one point I could go to a meeting and hold up these standards and everybody was in awe

because they would say you already have everything in Information Power in that document. Now it is 5 years old and we haven't changed. We haven't moved on.

Elizabeth:

Elizabeth's responsibility involved the development of companion state guidelines which localized the national standards.

"I think it is a good framework. The committee produced the document three years after Information Power. I think it (the new document) helps strike that balance that we didn't have before between the description, the instruction, and really looking at the integration - making it (the school library program) an integral part of the school as opposed to something solitary. And for that I think that it is really good. It moves us into the Information Age and I think it provides a good framework on which local districts or states can go. That is how we have used it and I think it does create that perspective. I think because it is a national document, it is general in some ways. That is why in our guidelines we have a whole chapter on copyright, because that is an issue and isn't dealt with at all.

Elizabeth uses the guidelines to describe the evolution of school library programs to students in library programs.

When I talk to beginning library classes which I do. I start with the national guidelines and say, " Look, nationally this is what we are looking at." You know we are looking at this kind of library media program/library media specialist. This is how it has changed. It has gone from being a passive place to an active place and it has gone from a separate program to an integrated program and then I bring it down to the state level and to what is going on in the local schools. To me it is a natural lead-in to what is going on in the state. So we use the principles of it. I use the state guidelines more because they are more specific to our needs, yet I think that obviously our state contributed some of this stuff to Information Power.

It is very readable. I think that is one of the positive things. There is no jargon in it and there is something in it that can easily be related to by members of the education community, but I think that it gives people a way to say things and put them in a framework, to say this is what we are really trying to do.

Question Two: Describe Your Role in the
Implementation of the National
Standards Through the State Standards

Although the consultants work directly with their constituents to enhance school library media programs, they do so as "nurturers" not as regulators. The state standards in all cases serve as guidelines with no provision to require compliance to the goals enumerated. Therefore, the consultants work toward informing their constituents about the recommendations and supporting their activities by personal contact and development of informational programs.

Sarah's position is currently being redefined, as are the standards, which were one time used to guide the development of school library media programs. As of this writing, the standards have been abolished and the state library media consultant's position no longer exists under that title. As a result of reorganization brought about by reform, her responsibilities have been changed drastically. She no longer has the school library media specialists as her sole constituency.

Sarah:

We had this wonderful elementary standard that was Information Power based.

Recently the Sarah's state has removed all standards that required legal compliance. Sarah is referring to a standard in place at that time.

It was much stronger and definitive. I had a lot of people involved.

Sarah was responsible for directing the authoring of the SLMC standards.)

It defined program a lot more. We had staffing provisions. It had library media program to teach to children. To the uninitiated it gave a sense of what it should look like. We tried to come up with some kind of a guide to define what is a good program, but would not be part of the standard or mandated but just as an informational tool.

The state's current policy regarding libraries is mentioned only in relation to the facility. "...There must be a location to house a school library media collection." Since the guidelines are purposely vague, Sarah has directed her efforts towards personal assistance to the library media specialist in developing optimal library programs to do what she can to combat the weakening of the standards she believes in.

In my position, I have spent time helping people to focus. They are overwhelmed. I help them set goals. I have done a lot of that in the past - to provide that kind of support because of the

isolation factor. Sometimes people need a lot.

Many times they need confirmation too that they are on the right track. I can't do that as much.

Sarah was the sole library media consultant in the state.)

A lot of times of someone calls me up and I talk to them for ten minutes, they will say, 'Thank you, you have helped me so much!' I have listened. That is all I have done is listen and maybe asked a few probing questions.

Mary:

Mary's state is in transition also, moving from a quantitative standard to one which will focus more on outcomes, in accordance with their newly-developed common core of learning. She reflects this transition in her statements.

We have state standards which are in transition. We have public approval standards. Every school in the state had to go through a process of meeting these standards, but about midway through people started moving from them. You know how slow everything is in education. So they are input based. Everything is so many hours of this and so many hours of that and the facilities will be like this and the climate like this. They are excellent, but they are input based and we have

moved. (to a performance-based approach) They describe what goes into a system rather than what will happen to the student in the system.

Our state standards specify that there will be a full-time licensed librarian and, if you have a student population of 300, you need a full-time person and it is prorated below - if 200, a 2/3 time person. It doesn't say what happens if you have a thousand, but it does say sufficient personnel to carry out the program. It also specifies collection size which is 20 titles per student plus one title per student per year plus 5 periodicals as a base plus 1 periodical per 20 students. When they first came out, librarians used them as clout. They could go to the school boards saying we have to do this or we are not meeting the standards. If we do not meet the standards then the state can take away our accreditation and our funding which goes with that.

We use our document for planning, both short term and long range planning. These are the goals, how do you get there. It depends on who you are talking to, how you use them. People know they exist because we do workshops. I used to never leave the office without an extra copy, but now we are pretty much through that process and now we are in to phase two. I don't know exactly what that is going look

like, but that is the common core of learning that I am working on, which will reflect the changes that are happening.

Mary is working toward changing the direction of thinking about the function of the school library media program, as defined in Information Power, rather than remaining with the focus on quantitative input goals.

In her statement, Mary also tells ways in which she interacts at a personal level with her SLMS' to support them in program and professional development. Personal accessibility appears to be key to her success as a supporter of the professional.

As state consultant, librarians call me for anything and some of them never call me. Some of them call me all the time. They would call me for advice. They will call me to do weeding. I will actually go in my spare time to help them weed their collection because I do believe that they have a really difficult time doing that. If I go in and throw out all of their books, they can say Mary made me do it.

I will help them with facility design. Sarah (the school library media consultant in the neighboring state) and I co-operated on renovation and facility planning. For a while we were building libraries like crazy and the architects least of all

knew what to do. So we did that and I will look over blue prints, I will work with architects. That took a lot of time for a while. I will help librarians design a program. I will help them plan. I will help then define their goals. They will call me for any of that. They will call me to put together an inservice or a district wide workshop. They will call me to come to a school board meeting and talk about what a good program would look like. Usually I ask them a lot of questions. You know I don't deliver to them programs. We discuss what might be right for their school, what their curriculum looks like, where they are starting. I try to push them little. We talk about flexible scheduling. We talk about resource based learning. Those are my biggest concerns. We talk about budget.

Elizabeth:

Elizabeth is active at the state level, working with groups and agencies to ensure development of guidelines and accessibility to new technologies to improve the quality of the school library media programs.

I work with school library media programs throughout the state. I work on interagency committees. We have an advisory council for library planning and development, which is really a state library committee. I go to individual school

committees up on request. We are a non-regulating agency as far as school library media programs are concerned so technical assistance generally comes at the request of the school or media specialist or parent or who knows. That is one part of my job. I also handle the instructional television program for the state. We work cooperatively with public television but the scheduling, development, program selection guide preparation are done through this agency and I do that.

We don't have standards that require schools to do these things, but in our standards we reflect the principle of Information Power, but then expand on that wherever necessary. So there are somethings that the committee put in that are important to our state.

Like the other consultants, Elizabeth reacts strongly at the sense of being considered a "regulator".

There is enough to do without looking to regulate and we do not regulate. It isn't that I couldn't go out and say , "Could I visit your SLMC?" In fact if there is someone now who has a good media center and I want to call and ask if I can come out and look, it is because of interest, not because I am checking on them. We do not go out and check on them. The only time that I would be in that

particular role is through a legislative/legal process 10 4B. That is a legal process by which parents can file a complaint to the Commissioner of Education that their children are not receiving equal educational opportunities and in those cases they may cite the library media program as something they see as insufficient. In that case, I would go with the team that is established then you can go in and say, "You need to do something" and describe things - media specialist full time, whether they need to develop a collection- whatever it may be, then you go in as in sort of a regulatory function, but that is really the only time that I would be doing that.

Elizabeth is a strong advocate for the development of elementary school libraries, using her skills as an information provider, rather than one who enforces guidelines.

I encourage development of elementary school libraries because schools are interested and many times they have a committee looking at the program. I work with those committees sometimes on a long term basis, sometimes on a short term basis. We can offer advice set out in our guidelines, but we are not in a position to say what every school must provide. We can't because we don't have any

regulation that backs that up. In fact regulations that do exist say that it is the school boards that decide what goes into programs. What I do when I work with them is to try to get them to look at what the role of the library media center is and we have a videotape some by the Educational Media Association that talks about that role, and Information Power and the new role technology has in schools. It does tell people what is going on so they are kind of brought up to date with that.

I also try to select schools for them to go visit to see what kinds of programs are going on. Facilities are hard to find. We have not had a lot of building in the past decade but I do try to get them to go see what some people are doing and again it is informal. I try to keep track of what some people are doing well such as flexible scheduling so that if they want to talk about that they could do that.

I also get with the committee. I was just in one of our towns and said you need to revisit your philosophy and goals and objectives because you need to look at what the role of the whole program is, then followed by the suggestion that they look at Information Power to get a national perspective and then to look at our guidelines getting into

something more specific. This is what you need to be looking at but in reality you also have to look at your curriculum, your types of students, collections that you have now and so on to try to get them into the process. And I think that is thrust of Information Power and I think that it is the thrust of our guidelines. There is not a prescription. I say this is a starting point. You need a frame of reference, but more than that you need to sit down and say, "How are your kids going to use this?" "What do you want to be going on?" "What should be going on?" You have the technology thing. What can you be doing with it to really get them into the process of planning and I think that is harder because it takes longer, but I think that it produces lasting results.

On the good side of no state mandates, you can't come down and say you are out of compliance do this, that gets to the letter of the law, but not the spirit of the law. Sometimes even though the process moves along more slowly, by the time the philosophy and the goals are established, people have created an awareness throughout the whole community - educators, parents about what is going on and why you want that money and why you want to support. It seems to be better than when it is

personality driven or because it is a state mandate. It is much more effective than if the state says so. Elizabeth uses Information Power guidelines as that, a reference to what the school library program should look like, yet she emphasizes it is the domain of the individuals of the school to fashion a program that meets the needs of their educational program.

It was much easier to say to the principal, "Here this is what you should have and it tells you what you should do." You should have x number of books and X number of magazines and x numbers of feet in your rooms. It is a lot easier than my saying, I don't know what you need. You need to decide, to sit down and think about your program. It is a whole different ball game. Standards give a starting point. You often meet with people who are not part of the library media center. Remember if you haven't had any books, a thousand looks like a lot. And I see it with architects. You know the media center has been in a classroom. They come in and make it into 2 classrooms and they say we have doubled the size of the media center. It was only 1/10th the size it should have been to start with. Doubling it doesn't do anything. So you have to have to have a big perspective and not just what has been going on in the schools. That is why you have

to have something that says you are not in the ballpark yet, because to them they have doubled what they have had. How can you - yet it was so bad to start with and that is why you can not totally get rid of all of your numbers, because you have to have some kind of reference point to say well you may have 1800 sq ft in your space but the minimum you have to have to house a collection needed is 2800 sq. feet, you are 1000 square feet off and that is how I use statistics like that.

For example schools report how much they spend on library books and periodicals. The state average is 15-16 dollars. Well I say look, " If you are at \$2, you have to question it. If you are at \$15, you still may need to question because you may be so far behind that you need to triple that just to get up to a standard. So you have to use your standards sparingly, but you have to have some reference point too in order to really get at quality. That is one of the most difficult things that we had in doing this. It was going back and forth and finding a balance between quality and quantity and the conclusion of the committee was that you can't look at either one in isolation. There is a point. If you have 1000 fabulous books that may not be enough books. If you have 10,000 bad ones it may not be

enough books, so we really try to look at curriculum, analyze reports when they are turned in terms of what students need, what their levels are. The process (library program) is a lot harder to quantify.

Elizabeth advocates the use of the Information Power document by the school library media consultant at the school level, since she thinks that it speaks directly to his/her needs. She does not see the document as one which promotes change, but rather one which reflects what is already occurring in the field - good professional practices.

I think the standard is more central to what the school library media specialist does than to what I do, simply because we are involved in a lot of other things like instructional television. We were involved with it before these standards came out. I think that there are somethings that go on because you are part of the organization. We didn't develop state guidelines and library media technology because our commissioner said, "Oh there are new state guidelines in library media. We had better do something to that." We do that because we took the initiative and said we need this and we have something to base it on.

I think Information Power itself says that it is primarily a resource to school level people and it is helpful in setting the stage and talking to people, but I think that there are other things that are going on that come about by people who have never heard of Information Power, so I think that it is essential to have state standards but there is a lot that we do that is tangential to that. I don't know. I can't help that. There are a lot of things that I am doing in educational technology that did not come about because of the national standards. Information Power came about because somebody in the legislature said, " Hey we have really got to do something more formal." Yet it fits very nicely definitely. It is an important piece, but Information Power was not the catalyst for change.

Ruth:

Ruth concurs with Elizabeth that Information Power is reflective in content, underscoring exemplary professional practices, providing goals to which educational systems can aspire. In her work she does not directly link the elements in Information Power with her activities, yet the final results are in accordance with the guidelines.

I think that we have addressed all of the areas that are represented in the national standards

and I think that our state standards are an impetus or a catalyst toward the concept of Information Power. Networking, the three roles of the slms, making professional librarians mandatory. I know that is a goal. Flexible scheduling, curriculum connection, technology - all of those are at the core.

In contrast to the other consultants, Ruth does not use the Information Power document as a guide, but rather as a supporting document to the planning process as it evolves. This planning process, carefully developed over time, is much more traditional and is integral to the way in which the program is implemented in their state. This process appears to be a highly structured, organized data gathering approach. There seems to be little opportunity to develop a program based on individual curriculum needs. Ruth sees theirs as one which best reflects the needs of their constituency. The planning process does focus on quantitative inputs into the program, rather than elements of what one would expect to see in the program - flexible scheduling, curriculum integration, although these exist as manifested by several state generated documents which have received acclaim from the NE library community. Information Skills and the Curriculum.

This document does focus on performance based learning..what a student should be able to do at a given time. I think that the standards are central to what we do. When we are working in local school systems, we don't give the document itself high visibility. We don't say we are going to lay this standards document on you people today. We use it. It is central to what we do, but we don't make the standards document itself a focal point. We make the planning process the focal point and if people say well how many volumes should we have in the book collection, we can say well our state standards recommend 125 volumes per student so I guess it is in the approach that we use. We try not to make the document itself a focal point, but we try to make the planning process the focal point.

The assessment process moves forward, but the document is what guides you however. It is something that is published, that it exists, gives direction and is RECOGNIZED and I can't see us going in saying we recommend so many professionals and so many support staff and having no basis for doing that. We can't as professionals. We could not function that way. We would be just pulling out figures out of the air. We need some grounding, some basis for what it is we are recommending. We are

saying that 1 per cent of the operating costs. You know we have to have some basis, some acceptance in the profession itself and also acceptance at the state level. I think that the standards provide the credibility some basis for our recommendation.

Especially since it comes from your professional organization too, the grassroots.

Ruth sees the fact that it is a national document as being more influential.

To me it makes it a stronger document than if it were something that we generated at the state level and then tried to go out and sell it. The professionals have generated their own standards and we are in concert on what are considered minimum standards.

A lot of what I do is to help with long range planning. The media services coordinator and I work with what we call long range planing. We have an assessment process that we go through. When the school system calls us for help, usually we like to provide the assistance in a program context rather than saying well, we are going to just sit down today and plan a budget and then leave or we are going to sit down and look at collection development and then leave. We try to address whatever their question is in a program context and we look at five

program areas: collection, facilities, staff, curriculum, and budget. What we do is to profile what exists now and then develop recommendations to be implemented over a period of 3 -5 years. We have found that to be very successful in helping program growth. It is a kind of system that we have fine tuned over a period of quite a few years, to describe what is in each of those 5 areas and then to recommend for development.

The actual document or the standards/guidelines which address the five areas that we talked about describe enrollments and staff recommendations for professional and support staff K-12, the level of collection development - books, magazines and technologies, equipment and facilities, where we have square footage requirements. These requirements have been approved by the state board of education, so there really are some teeth in those.

When the Department of Education approves instruction, they use square footage guidelines for the library. Before this precedent, it was on a formula and square footage was related to enrollment. The large schools got large facilities, the small one closets. It was quite a battle for us to overcome this formula. Finally we got it changed so we have square footage for both student use and

non- student use space, office, workroom, storage. That part of our guidelines has some teeth in it. And the school facilities office uses those guidelines when they look at a plan. They look at the enrollment, grade levels and say yes or no.

There are guidelines for staffing, which are incremental, based on enrollment and professional and support staff that reads access to, so they don't necessarily have to be in the building, although they are more apt to be in the building at the secondary level. They are more apt to be a shared position at the elementary level, a circuit rider position.

In our guidelines we recommend that school systems spend 1 per cent of the state wide per pupil operating costs. I think that works out to around \$30.00 per student. The state wide per pupil operating cost is determined from data collected by the Department of Education. In other words they determine what school systems are spending and then what we recommend is that they spend 10 per cent of that figure. We call \$15.00 per pupil a minimum for books - a maintenance budget, the other \$15 is AV and computer equipment. This is a sizeable amount, but I don't think that it is unrealistic. We don't do this through our assessments. This is not what we

say, " \$30.00". People would throw up their hands. We break it down and say for a maintenance budget for books, we recommend \$15.00. Sometimes we go to \$20. We found high schools that were spending less than \$10 per student and their collections were very weak. In order for them to make any improvements, we would say we recommend that you spend \$20 to bring the quality of those collections up. We use the \$15 as a minimum and then more if there is a lot of updating to do. We try to tailor it. In other words if we went into a small school and said \$30 to them, they would probably just give up because there is no way we can do that and would get discouraged, so we try to make recommendations fit that local situation the best we can. We describe it as a long range plan. There again if we were to say we are going to have you do this, this and this right away, a school system just can't accommodate. They have all kinds of needs. We are an important part of those needs.

We try to be realistic about what we try to recommend and if we say in a long range plan (3 - 5 years) these are the priorities, these are the things that should be addressed first and then on to the second phase of development, these are the remaining things. In other words we take it apart. Those program elements and most of the time people

are receptive to that approach where we recognize they are not going to be able to do it all at once. Sometimes we are surprised that they accomplish their goals sooner. The other thing that we do is work very closely with the professional staff. We send them a draft report of what we have found and our recommendations. We say we want this to be as accurate as possible we want to all be "dancing to the same tune" so there aren't any surprises for those professional staff persons. We have worked together and are supporting them so I think that is an important part of this. If we came in as people from the state, people who are going to tell you what to do, then that is less of a nurturing and supporting role, rather than saying we want to work with you and make some changes and growth.

Question Three: Describe Your
Efforts to Implement Flexible Scheduling
in the School Library Media Centers

Flexible scheduling as a key element in Information Power. In order to provide a program which is conducive to integration of the library skills in conjunction with the curriculum, physical access to the SLMC must be available at the point of need. Such a program necessitates scheduling which is not bound by a tightly formed, lock-step schedule, which limits free access. In

order for the staff and students to view the SLMC as an integral part of the education program, use of the facility and assistance of the SLMC staff must be available when it coincides with their particular projects. Key to the designation of this flexible schedule is the administrative outlook, which does not view the SLMC as a space to accommodate students while teachers are involved in planning time or other activities. When the SLMC is used in this manner, library use is limited to out-of-context training, lacking in relevance for the students. The concept of flexible scheduling is critical to the implementation of a library program described in Information Power.

Sarah:

Sarah understands the importance of flexible scheduling, but has little control over implementation of this concept. She underscores what SLMS understand and is alluded to in Information Power, that administrators are the key figures in the implementation of change. She sees the importance of staff development through conferences and networking as instruments for adoption of flexible scheduling.

Sarah's impression is that a lot of districts in her state do not have flexible scheduling. She tells of a team comprised of an elementary principal and librarian who attended a conference on "Library Power" in Rhode

Island. They came back convinced of the usefulness of the concept, although implementation was not without problems.

This librarian has really done a shift as a result of this staff development. Now she doesn't have enough table space. The kids are coming in and doing resource based learning in grades 1,2,3. So you see that happening and it is very exciting. The whole shift is away from story hour... not to say that it doesn't take place sometime, but the emphasis is not on it. Sometimes flexible scheduling is really difficult (in the primary grades) because the parents want a time for the children to exchange their books. The teachers are all for it because the principal gives the teachers planning time. This principal brings in a substitute sometimes so that the teachers can get together with the librarian and they can talk about the units they are all working on. It is quite exciting!

In some elementary schools, a brand new librarian can adopt a flexible schedule much more easily than the librarian, who has been there and trained in the traditional classes that we are all used to do. It is getting those people to change that is difficult. To implement such a program, you have to work with just a few teachers. It is a very,

very slow process. Sometimes implementation depends on the background of the school. I know librarians who are in two different schools and each school may be different. In fact the person who is going to this workshop has one school K-3 in which the schedule is totally flexible, and one 4-6 which has traditional teaching. It appears that the principal does make the difference in it all. The principal is key.

Sarah is referring to a situation where the librarian has the same philosophy with regard to SLMC use in both schools but because of differing forces - administrators' attitudes and beliefs, staffing size/school population, or support for the media center program by the staff, curriculum integration made possible by flexible scheduling does not happen at the 4-6 level school.

Sarah has adopted the use of the conference as a way for librarians in her state to learn new strategies, based on Information Power. The consultants teach strategies that involve integration of the use of library skills with the curriculum, therefore flexible scheduling is necessary if this practice is to become implemented. Sarah sees networking and mutual support as an important factor in change and isolation in the profession as a common deterrent. She also targets school administrators

and school committees as the change agents, assisting her constituency in educating those bodies about areas of desired change.

In the fall of 1988, we first brought Carolyn Haycock here. She came for three or four years straight and many, many times we did a series of seminars. There were some people in this state who attended every single session. Her whole thrust is toward resource based learning, information skills across the curriculum, cooperative planning and teaching, which necessitates flexible scheduling. In the summer of '89, Carolyn visited again for three days. We had teacher teams with library media people. We invited state legislators, legislators on the education committees, administrators and school board people. One particular district had two school board members, two administrators, two library media specialists and three teachers. We had a real team from that school. That school district has really moved forward. So what I have tried to do is to create a model.

Mary:

In order to change and improve the school library media program in her state, Mary stresses the importance of professional development for the librarians. She

advocates flexible scheduling through workshops, peer networking, and printed matter.

I think the way I have perceived it as my role here is to help librarians make changes within their schools. That has been my philosophy and has been my goal. When I first came I put out several issues of newsletters that talked about flexible scheduling.

Also I have put out lists of who does it (flexible scheduling) so you can go visit and call people who are close to you. I have done surveys like that. I have done workshops and conferences. Jim Neagle has come to talk about flexible scheduling. I think we have had something at least every other year if not more. We have brought New Jersey Educational fliers on flexible scheduling. One was what administrators should know about flexible scheduling and one was directed toward teachers. We sent those out to every principal in the state, so they could have a knowledge base. We sent one to every librarian so they had something to hand out to school boards.

Elizabeth:

She actively advocates flexible scheduling, citing the fact that students learn skills more effectively when done in conjunction with a "need to know" and that the LMC should be available at the point of need. Their state

library document supports flexible scheduling by articulating this premise.

In her state, teacher contracts requiring planning time is a consideration. The LMC's can be used as a space for the learners, while providing that assured time to the teachers. She finds that the administrator is key to the scheduling.

We certainly encourage flexible scheduling.

When I work with a school, I talk about how library media programs are operated, particularly at the elementary level. I look at what they are trying to do with their curriculum, then I try to work them away from fixed scheduling. If you are in a very small school and have small classrooms, everybody can have library time once a week and still have enough time if our have enough space and staff. I try to move people into that flexible scheduling, but it is a teacher contract issue. Sometimes administrators just say this can not be done. We are going to add a second phys ed class or music class and libraries will be used this way. It is really a local decision. In our guidelines students learn most effectively in conjunction with a need to know and students and teachers need to use the LMC at the point of need. That is the proper way to do it. We have also included indicators of success. We say if

you are doing this, this is how it works. Students and teachers can get to the library media center when they need to use it and not wait another week. Again, it is something that is decided at the local level.

Ruth:

Flexible scheduling is not common in Ruth's state. She does not advocate change in her school's educational systems, but rather sees that as the jurisdiction of the individual library media specialists.

I think that librarians maybe have trouble articulating what it is that flexible scheduling is, what are the benefits, what does it mean. One of the problems is that in a school sometimes teachers look at library class visits as a time when they the teachers can get away to plan. That is a hard one. It is a hard one to change, Music, art, gym and sometimes the library are our planning times. Classes go to the library and we meet in our teams. Some librarians are changing that by trying to involve the teachers who want to use the library in a flexible way, but librarians try not to lay on flexible scheduling across the board. They are trying to make small steps in that direction. Some are very successful.

Since integration of library skills and the curriculum is an important element of Information Power, I am surprised and disappointed that a more aggressive stance by the state consultants have not been not taken. Relevancy to the students of locating, evaluating and using information is key to making the task meaningful and interesting. Learners need to be able to have access to the SLMC at the point of need. Heightened awareness of the professionals and others in positions of power has worked in the adoption of flexible scheduling.

Question Four: How Have you Acted to Promote
the Roles of the Professional SLMS as
Information Specialist, Instructional Consultant,
and Teacher

Professional staffing of school library media centers is a critical consideration. Ideally all of the professionally credentialed staff are recognized as having credentials equal or superior to teachers and administrators. Therefore, credibility is given to initiatives taken or program suggestions made by this professional. The three roles defined by Information Power are responsibilities that this professional has been trained to carry out.

In the SLMS position, professional staffing, advocated in Information Power at both elementary and secondary schools, is found chiefly at the secondary

level. As a result perceptions of the role and capabilities of the school library media specialist vary widely.

Enumeration of responsibilities in the standards can serve to define the SLMC program and inform administrators and staff about the expectations that should be held for services provided by the school library media center. This articulation can also provide incentives for the school library media specialist to develop programs independently and with staff, to be leaders in the area of technology, to become active in curriculum areas, and to continually work toward professional development.

The administration should be recognized as key to the development and continued growth of the school library media center, since it is that group which makes funding allocations, selects and supports staff, and determines schedules. Key to the success of this relationship is good communication from the SLMS to the administration about the goals and accomplishments of the school library media program.

Sarah:

Sarah is a strong advocate for change and one who promotes the multifaceted role of the School Library Media Specialist. While many SLMS perform those roles

within their position, few individuals outside of the profession are cognizant of that fact.

I couldn't see a lot of that happening out there so one of my first objectives was to make sure that those things were happening so I found some models of places to send people. There has been tremendous change. We had a library media person who was the Teacher of the Year and that was really positive for the image of our profession. I had to do a little bit of work at this level to make sure that they would accept even that. Two years ago we had just got some literacy money through the legislature. A team was formed. We were not included. I said, 'Excuse me, you are talking about literacy and you left out library media?' They said, 'First we need to tell you that this is for improvement of the curriculum.' There is a clearer understanding now of what our responsibilities are as a result of this conversation.

Sarah alludes to what may well be the trend of the future. a melding of classroom teacher/SLMS roles as the use of the library is incorporated fully into the classroom and resource based education becomes more common.

Librarians are becoming more and more like classroom teachers and classroom teachers are

becoming more and more like librarians. There is more and more of a blend.

A commonly expressed concern among school library media specialists is that once automation is fully incorporated into the classroom, teachers and administrators will see this capability as supplanting the school library media center. The capability of accessing materials in full text online is seen as a potential threat to the school library media center as it now exists. Undoubtedly the program of the center will need to change and the staff must work to develop programs in new ways.

Mary:

Mary is working with her schools to recognize the importance of a professional school library program developed by a professional and that the library media center is more than a collection of books and tapes. Key to its success is the professional who can work with staff to promote information skills. To explain, she offers the following scenario:

A school had been through public school approval. They are supposed to get a librarian for 4 hours a week and what should they do? Shouldn't they just use that money to buy books. I said, " No, get somebody to start a program. The important thing is to get teachers and kids involved in using the

library. It is more important to have the person there than anything else." We talk about that.

Mary is describing a dilemma which faces numerous educational systems burdened with low budgets. A tangible purchase seems more plausible and appropriate. Much of what a school library media specialist does is invisible, or claimed for accolades by the teacher with whom he/she works. Communicating the activities of the SLMC program to administrators, staff and parents is an important aspect of the position. The school library media center must be perceived as an important part of the educational program.

Elizabeth:

Elizabeth has worked on a document which is designed to assist the development of the school library program and explain the role of the school library media specialist in her state. She has worked with other professionals in customizing the Information Power document to the needs of their school library media center programs. An advocate for these defined roles, Elizabeth describes the evolution of thinking and change required to reach the present level in her school of her roles as teacher, instructional consultant, manager and information specialist.

We said that there are really more roles. We had consultant, teacher, instruction, management and

services. One of the things that was happening in the state as part of teacher contracts was that the library was being used as prep time for teachers - so the "weekly death march" to the library. In the 80's we said , 'Wait a minute. We have a different role to play. We have an instructional role to play.' Principals and teachers said, 'Great. Here teach these kids now.' So instead of the book exchange, it became an instruction session to the point that elementary people were having their entire day structured for elementary school classes. There was no prep time and no time to do the other things. So we said, 'Instruction is good, but there is a proper way to do it. You don't do it at the expense of proper management or the services that go along with the library media program.'

In the area of Information Specialist, Elizabeth has worked closely with other state agencies to develop ways of linking SLMCs technologically. This linkage provides opportunities for resource sharing and opportunities to learn how to utilize technology to search for information. The school library media specialist is seen as one who promotes through their expertise connecting with information sources beyond the confines of the school library media center. By her involvement in this area, Elizabeth models the expectation that the school

library media specialist will be accountable for this area of responsibility.

Some of the schools are involved in library networks. There are some large ones in the state as well as cooperating library service units, which are regional cooperatives with multitype libraries. The Joint Committee on Educational Technology sees that as a major goal not just for library data, but for communication among teachers. The state library is going to be setting up an Internet node which will be accessed by all. Although we are not doing anything directly, it is happening in other ways. A number of things that the state library does has application for our schools. We do have a statewide database that is a CDROM product available to the schools. It is available to 80 different schools around the state.

One of the long range goals of educational technology is to have a state wide network. There was a committee set up by the legislature just this last session to study the telecommunications structure within the state. In fact there is almost too much happening. Technology is moving the agenda. Elizabeth underscores the importance of Information Power as a document which can bring about change of expectations of job performance within the profession.

It takes a certain amount of initiative to move from where your comfort level is to challenge yourself to move ahead. I think that that can be a problem for people who are comfortable in their situation and wish to remain so. I think that one of the advantages of Information Power is that it does articulate what the expectations should be at least in the library program and the person who is directing it. I think that is very good for sometimes communicating with administrators because they really don't have an understanding of what a program should and can be.

As much as we would like to think that all library media specialists are wonderful, have latched onto Information Power and are really pushing their programs, which they should be, it takes a certain type of personality and awareness. I think a lot has to do with administrative commitment to program. I have seen superb people stifled for years and then a new administrator comes in and through intervention, the program is turned around in two years. It is the same person, same initiative. Of course Information Power says that you must have administrators support and I really think that is true. They are the ones who facilitate your budget or scheduling or your involvement in

curriculum or not. And so that is one of the reasons you see such diversity all over.

Elizabeth cites ways in which the school library specialist can promote an exemplary program and underscore the roles of the school library media specialist. She is also aware of the misperceptions of the profession which evolve when the LMC is staffed by a nonprofessional.

We have a program of cooperation with the state that is called the Celebration of Excellence - a self nominating project where teachers say that here is something that I am doing really well. It works. Consider it for your publication. We end up reading the ones in our area. They end up with a really nice book. It has a picture of the teacher and so on. We try and encourage library media people to apply themselves in cooperation with a teacher.

I think that the reason many library media specialists aren't considered professional is because there are many aides in the library media center who aren't professionals, but are considered librarians. They are not on the teacher salary. If all the experience that you have known is that the librarian is not a teacher, that is a different concept. I think you see it especially when you see people taking the first certified position that the

schools have and previously there has been a library aide there. That person does not have the service concept and I hear the aides referred to as the librarian. They aren't and yet that is the experience that many people have had with librarians. They are truly an aide. They have not done professional things because they don't need to, so people don't know the difference. I really think that is a big factor in elementary schools where you have had the aide and it becomes a baby sitting service. That is the only concept that these people have of the library media service. You come in and are a library media specialist so what is the difference? Perceptions will not change until you have been there awhile and start to do that outreach work. This is a slow and tedious process sometimes because there has been a total history of non-academic use of the area. Past experiences affect one's concept.

I started to talk to a class at a local college. I started by asking those to tell me what they remembered about their library media center when you were in school. These are young people and only one out of thirty will have any concept beyond the fact that there was a room full of books and we used to go down there to check out books. These are

young people, so why would anybody want to be a librarian if that is the concept? You know they say we had study hall there, detention. It wasn't viewed as a place where it was fun to go. It was more as punishment.

Ruth:

Ruth is aware of the range of perceptions of the professionalism of the school library media specialists in her state.

I think that there are librarians who are considered co-equal with administrators and librarians that are co-equal with teachers. There are professional librarians who I don't think see themselves as coequal with teachers so they don't operate in that way. I think that is changing. I think one factor is the local school system demanding/wanting more from the library media program - updating certification, taking courses will help to change that. I think that the network, the interaction of professionals with each other will change it. There are a whole array of factors.

I think that the long range planning process that we provide the schools helps to move librarians away from a service mentality role, where the librarians respond when asked, but don't initiate. I think that it is important for them to respond when

asked. The role of the librarian /media specialist/ teacher implies there is more to that professional person than simply responding. They need to be an initiator.

I think that it is the personality of the person and the way they see themselves and their role that makes a difference. It is kind of a longstanding issue I have inside. When I hear the librarian talk about how they are perceived, often they say that they don't know what I do. 'They think all I do is check out books and maintain discipline in the library.' When I hear professional people bemoaning, my response is, 'Who is responsible for that perception? The principal is not going to know. It is our responsibility. As professionals we are responsible. If the principal thinks that all a librarian does is check out books, we aren't doing our job. We are not.' I feel very strongly about that. I don't know what the answer is.

I think one answer is that we need to see ourselves as accountable for the time we are on the job, money we spend, students we reach/teach. We need to document that, not only in circulation statistics, because I think that circulation statistics reinforces that we only check out books. And if I were to change one thing in the way that we

carry out our responsibilities as professionals, I would urge school librarians/public librarians, people in the information profession to document not only the materials that go in and out of the door but the intellectual teaching that we do with our actual instructional role.

Ruth points out a difference that is longstanding between public and school librarians - that of maintaining statistics. Circulation statistics do not define the use of the school library. Therefore her advocating a balanced reporting system to the administration is a wise one.

Question Five: Describe How You Have Encouraged the
Incorporation of Library Skills into the
Curricular Activities Within the Schools

A key element in any library program according to Information Power is to provide intellectual access through learning activities which provide cognitive strategies for selecting, retrieving, analyzing, evaluating, and synthesizing information at all age levels and in all curriculum content areas. This element of the national standards in conjunction with flexible scheduling represents the most important aspect of the description of the school library media program.

Integrating library skills when needed in conjunction with a meaningful subject activity is

appropriate. Students are taught the process of accessing and working with the located information, an important skill to have in our present information society, which is constantly changing.

Sarah:

Sarah has actively promoted this key element of Information Power, by working statewide to promote an interdisciplinary model for staff members.

I have backed staff (professional) development.

There are some really fine things going on in our state as a result of what I have done. When I see districts sitting back, there are certain things that must happen. The change has to be more systemic. It is not just me working with library media, but it has got to be more people having an understanding of what this information role is all about and how the librarian/media person can play a role in that. We must communicate that that is what we do and why we do it.

We have to have the excitement - such as the project that we did with resource based learning on AIDS. This was a three year state-wide project. I was looking in my area to try to develop some curriculum lessons. There was money from the Center of Disease Control for this major AIDS project with an interdisciplinary focus. I got Carolyn Haycock

to do two days of training for teams of slms, science teachers, health teachers - whatever and we used our state competencies. I ended up with 15 teams all fairly spread out from elementary to high school. They developed curriculum by working cooperatively in teams, then field tested it. They came back for more training. The idea was to present to other places, but I published the units based on resource based learning. It was the idea of my life. I did not know what I was getting myself into - editing everybody's units, trying to make them in a somewhat similar format. We were working with the desktop publisher. It was just a nightmare, getting it edited, getting it out, going around and presenting it.

It hasn't gotten as much coverage as I had hoped. It has had a lot of controversy. One of the teams was a dynamite team from one of the middle schools. Not only did they do the HIV project, but decided that they were going to do another project prior to the HIV project to get the kids headed into this. Then the kids started rebelling when the social studies teachers started giving them assignments saying I want you to do this, but they didn't give them a structure. They didn't help. The

kids were getting criticized because the kids had not done it the right way.

We were using Carolyn Haycock's model—a lot of check points, so the kids just rebelled. Haycock's model helps to define the process to give them that structure that they need, then to take responsibility for their own learning. So it catches on and that is what we had been counting on.

Mary:

Mary's state document requires that library skills must be taught within the curriculum. She supports the school library media specialists through inservice offerings.

In the context of the document we have the statement that library skills must be taught in the context of the curriculum, so we have that to back us up. In the context of that, we have done many things. We have had three or four various workshops and conferences. I have put together inservice meetings.

Elizabeth:

Elizabeth speaks of the evolution of instruction which has occurred in her state.

Consultation and instruction are of course together, but people found they were getting rooms that were filled up with books that didn't go on the

shelves because they were tied up every single period of the day teaching classes. Those classes might not necessarily have any relationship to what was going on in the class.

Our last guidelines were written in 1982. Two years after that, we met as a committee with the professional association and developed a supplement on instruction. We had scope and sequence that was meant as sort of a framework, but it was very much taken literally in some cases. It was handed over and said, 'Here, teach this. Everybody needs to know this.' It really should have served as a menu for what was appropriate in the integration. We were not doing that.

In the new guidelines we eliminated a lot of references to specific resources and talked about types -print, technology, indexes. There are online indexes, there are print indexes. Students need to understand the principle of an index.

Elizabeth offers her thoughts regarding the impact of instructional strategies on the school library media program.

I think that there are some curriculum initiatives that are pushing the agenda, things like whole language, a language rich environment, collaborative and cooperative learning and

alternative assessments. You can't do those things without the library media specialist and library media program.

I just think that there are systemic things that are moving the agenda forward, which is the only way it is ever going to happen. The important thing is that finally people are seeing the relationship of the library media program to the rest of the school. I think Information Power is timely in that it is in place when these other things have happened.

In our state document, we are not scrambling to say we want to latch on to a program, but are saying this (integration of library media center and curriculum) is what we were talking about to start with. I think that we have tried to take some of these ideas from there and say how they relate to other curriculum areas. We have a section on social studies, math and part of an article another consultant and I did on whole language, what it is and how it relates - to try to fit it into what is going on.

I think one of the greatest things Information Power does is that it gives people the words they need to say. It describes what they have known all along. I think that that is very important. Sometimes

you know what you have been doing and it is hard to put it into words for people. It is very easy to take Information Power because so many people have worked on it so you can pick up a section and say this is what I am talking about.

Ruth:

Ruth with the assistance of the state professional organization has written a scope and sequence document incorporating the principles of Information Power, which impacts on the incorporation of library skills in the curriculum.

We agree with the philosophical base of what Information Power is trying to accomplish. We are working in concert with what IP wants to do whereas we don't label what we do as implementing state or national standards. We don't think on a day to day basis that we are implementing standards, but I think that what we are doing is very supportive of the philosophical basis of Information Power - the LMC specialist as a teacher, the LMC program as an integral part of the instructional media program. We say this in all of those categories that we do in our assessment. It all points to the fact that the library media program is not a separate piece, a separate room or activity, but it is an integral part of the schools instructional program.

Everything that we do points to that, but what I am not sure of is how to describe the actual role of the document itself.

Ruth advocates for incorporation of library skills training in conjunction with the curriculum through the assessment process. There is power in such a recommendation.

We often recommend that the use of the library should be more tied to classroom unit study and not just lock step. In fact what we often recommend is that we have both, a combination of regular class visits and open times in which a teacher wants to schedule a class in cooperation with the SLMS, for a specific skills activity - that there be time in the day when that could happen. There seems to be more movement toward that.

We make a recommendation that plans should be developed to move library instruction in that direction. We try to get school systems off center - to move and to think in that direction. These recommendations would be in the assessment and the long range plan, although if someone were to call up and say, 'Do you know of any schools where I can go visit or talk to people?' then I try to give them help in that way, but most often it occurs in the assessment and long range planning process.

Question Six: Describe Your Experiences in the Use of
Technology in Your State to Expand the Information
Resources of the School Library Media Centers

Key to the development of a state-of-the-art school library media program is the inclusion of technology. Information Power recognizes the "unprecedented" opportunities it provides for access to information and ideas. According to this document, the SLMS' are exhorted to become leaders in the school technology team, who will evaluate, select, manage and promote instructional technologies (p. 38). A prevalent concern among librarians in general is the impact on technology on the use of print information. As the ability to scan materials becomes more practical, entire books will exist in electronic form and will become readily available. This trend can/will impact on library use and service as it presently exists.

Sarah:

Technology is becoming an integral part of library skills instruction. Sarah alludes to practical issues which can circumvent successful implementation, as well as underscoring the importance of technology in educational instruction.

A lot of schools do not have the infrastructure to change. Some schools do not have a telephone line into their library so that is going to take

some time. But a person who knows how to access information is going to be extremely valuable. There are so many skills that this technology is forcing us to make sure the kids have. That is another reason that technology is having such an impact. I think that there is so much information available, but whether it is available in the classroom or not is another question. Some of our (technology) curriculum will overwhelm people (staff and administrators), which I sometimes feel causes an information anxiety.

I talked to the computer people and some of these people say finding information is not the problem anymore. It is to evaluate the information, first determining what it is that you want. Teachers could have the perception that they do not need media centers. They can access information via stations in their rooms. DIALOG classmate is a program for teachers in classrooms where they are.

The Knowledge Index, a different kind of menu than the DIALOG, provides a simplified search, not requiring professional training, which allows kids to learn how to do their own searching. I access it from my home so that I can do searches and can try some of those skills. It forces the kids to ask what are the key words, how to narrow a search using

Boolean logic. There are littler kids using the electronic encyclopedias.

They have to start thinking in a different way, to look at the information they get, and try to evaluate by looking at titles and abstracts. It is just so much easier to facilitate and it is more necessary. So that is why I see the technology as driving a lot of this change and this whole concept of the teacher as facilitator (as opposed to traditional teaching methods) is really critical to reform. Technology can help that, make that happen.

Sarah is describing a commonly held anxiety among librarians. For students learning to access materials independently is important. Accessing information is only a part of library services. Teaching students to evaluate the acquired information source and selecting the most appropriate source is essential. While one does not want to inhibit the access of information, as Mary will later suggest, students are able to access and use information through technology, but perhaps use it without critically appraising the information or even understanding that there is a range of sources from which to choose, some of which are in print. They may not understand the content of what has been written in their final product.

Mary:

In Mary's schools, technology is utilized for resource sharing statewide.

The Department of Libraries has a statewide network online catalog (PUBCAT), which is basically the holdings of the state colleges, private colleges, five regional libraries and some of the public libraries, which have added data in the last few years. There also is a union catalog, which is paper (SCHOOLCAT), of school holdings so when somebody request a book through interlibrary loan, it generally goes through DOL first, to the regional collections and then to the public libraries that are online and then into the card catalog. The schools are getting a good deal and the public libraries know it, because they are not sending as much as receiving. They are paying postage one way. One of my long term goals is to get a school catalog on PUBCAT. That is the public library catalog. I would like to get SCHOOLCAT on that system, but I don't know how we will go about that quite yet. Part of it is a software problem, and part of it is a funding problem and part of that is a hardware problem.

Quick access to greater amounts of information is very desirable and potentially a way to equalize the

opportunities of access to information statewide. State initiatives are occurring in Massachusetts and other states which can make such a system a reality.

Collaborative initiatives by the public, special, higher education, and school libraries are common in this nation. Funding assistance is being given by both federal, state and local governing bodies, as well as through private sources.

Many of the schools have automated catalogs. Mary assists in promoting technology by fielding questions and making referrals when necessary.

I think that we have more than 60 schools that now have automated catalogs and circulation and more coming on all of the time. There are quite a few using CD ROM technologies in the elementary schools and quite a few other kinds of services, such as DIALOG. I encourage implementation of technology by workshops, newsletters, and personal visits. I also think that it is getting ahead of me. I think that initially we did several workshops that I put together that were attended by librarians about what you should know before you automate. They were excellent if I do say so myself. But at this point, I haven't been able to get out of state for a longtime. I feel that the whole thing is going beyond me.

Mary is describing a condition common among professionals in the field of education. Technology is moving so quickly that it is impossible to keep current and continue with the myriad activities that are required in the profession. Professional development is critical. Changes in certification in Massachusetts underscores the importance of keeping current with changes in the field. Mary's need to leave the state is understandable, since she wishes to view how other states are using new technologies to upgrade their services. Personal contacts and on site visits are superior to reading journals or being visited by a service representative. A visit can provide one with a "fresh" view of what can be accomplished and often offers inspiration.

Mary also has some reservations about the process of utilizing technology in education without consideration of the learning process itself.

There is also a tremendous education issue. I think that if every teacher can dial into something from the class room and has an electronic encyclopedia, it is going to be difficult to persuade them that they still need the services of a media specialist, because the teacher does not have the broadness of background that the professional librarian does. That is going to be the issue to work on with teachers. I saw Pam Bunker, the editor

of Information Specialist, a newsletter on CDROM. She said a student can now write a research paper sitting at home by using his modem without ever reading a word or learning a thing. You get on some system and you take bits and pieces from various encyclopedias and you pull it together and you turn it in. It looks pretty. It has a bibliography. It is really just cut and paste. They can do this now so easily without a thought going through their brains, so what we have to do now is work with teachers to change the kinds of assignments that are given to kids so that they learn to evaluate, process, and compare and contrast.

Elizabeth:

Elizabeth's state is developing a comprehensive approach to many types of technology under the aegis of a wide range of state leaders. As a state consultant, she is actively involved in the process. Her state's approach contrasts with the limited, narrow approach of the others in technology.

We are in the process of developing a microwave network which will serve as an instructional television system to also transmit data, teleconferences and things like that. This is a microwave system and is a private system and you have to have a special antenna and decoder which we

are giving each school district in order to receive the signal. That is really a satellite uplink and downlink. I am also staff to the Joint Committee on Education Technology which is a legislatively established in 1981. (Elizabeth is responsible for instructional television so she would be a likely person to serve in this capacity. Her participation elevates the profile of school library media specialist, as well as providing her with an opportunity to contribute to a far reaching program for the educational system.) The charge to that diverse committee is to advise the State Board of Education and the Board of Governors of Higher Education, the governing body for our state colleges, to develop and maintain a long range plan for educational technology. So we have that. It is about a 25 member committee and we have developed our initial goals and objectives and had them approved by the committee school boards. We are starting to flesh out some of the goals and objectives for implementation.

Some of the legislators felt that they wanted to improve in a particular school district that was behind. That was the charge given to that committee, which is very diverse. It has representatives from businesses and industry, higher education, teacher

unions, educational media associations, cable televisions, and the state librarian. In addition to that there are seven legislative appointments including one by the governor so it is a good committee.

Broad representation on committees which are developing technology plans is expected. The Massachusetts plan, developed to assist local school systems in writing their plans, require such diversity.

Ruth:

Ruth's state has long been involved in networking and resource sharing. Geographically distant small communities have necessitated networking in order to provide good library service. Technology now enhances this effort.

Ruth's state is sparsely populated. In 1972, before the advent of the present technology, the state was divided into three regional district areas, based on population, for the purpose of networking. Each of the districts has a reference and resource center.

Interlibrary loan exists throughout the state and with other states. Presently with the advent of computer technology, users in public and school libraries can tap into a statewide CD ROM database called STATE CAT. This database is a statewide project which is compatible with the objectives of the regional system.

What is interesting to me is when the legislation was passed it included all types of libraries from the beginning. The Library Commission, the State Librarian, and the State Association had the foresight to do this. It started in 1972-73. So I look at that as kind of the first network.

To me it is amazing that we have come along so far in the CD ROM technology. Each school does not have a CD ROM, but there had been a program in which the CD ROM would be provided, if the schools had put some money up for the equipment. The budget constraints in the last few years have brought that to a halt. Libraries can still go out and independently purchase all of the equipment for the CD ROM, since there is no state support currently for the hardware.

In our consulting, we recommend that when libraries automate in the school, they look at the community - at what the public library is doing, what the special and academic libraries are doing as a way to make that a compatible unit. In one town we suggested that the school, public and an area marine educational institution be able to participate in the computer network. That was one of our

recommendations to see if that would be a vehicle for resource sharing.

This recommendation in the long range plan would fall under collection development. We look at collections as all formats - books, traditional audio visual. More and more we are looking at collection development as a part of a bigger picture. The school will not have everything, but we would look at the strong points in each library like in the coastal town where they are looking at having a network with the local marine museum, high school and elementary school. Students can draw upon the resources of the marine museum. Why should the high school try to duplicate those resources? I guess that is a long answer for what we look at - the capacity for technology in sharing of resources in another network. This is in tandem with Information Power.

(Information Power suggests that one of the missions of the school library media center program is to provide physical access to information through the incorporation of networking.) Clearly Ruth's state has been a pioneer in the development of such networks.

Another different kind of network of is what we call the State Resource Bank, located at the state library. It is a database of people, programs and

resources, a computer database where teachers, librarians, people in schools mainly can call in and say, 'We want to have a bagpiper for our school program . Could you help us locate one?' We would like to have examples of school systems that are revising science curriculum. We might have a list in there. People on our staff developed this Information Exchange program. The State Resource Bank is part of it.

With regard to individual library automation of their collections, we are stressing the need to define what it is that you want the technology to do first. Then we try to provide people with our lists of Winnebago users and lists of CIRC Plus users so they can call upon each other and talk. We encourage the media specialist to go to conferences, to go to the vendors directly and say that these are the things that I want to do for my program.

While some SLMS will be accustomed to gleaning this information via the INTERNET in special interest areas, others will rely on the state consultant to act as a clearing house of information. Such a service eliminates the need for the SLMS to seek out the information independently, which can become very time consuming.

The state consultant suggests a process to use in selecting the appropriate system, eliminating potential bias that would come from a vendor.

Question Seven: How Have Your Activities Addressed
the Issue of Equity in the State

Equity of access to quality library services and program is the goal of each of these consultants. Indeed, one of the functions of the national standards is to describe quality library programs to which local libraries can aspire.

If equity were truly to exist, I think that all students in the state should be able to acquire the same print materials, perhaps through resource sharing; have equal access to computers which could access statewide databases for the procurement of these print materials and additional online information; have a professional to direct the school library media program; have sufficient materials within the confines of their LMC based on enrollment figures; and have equal opportunities within the school day to use the LMC.

Since each of the New England state has guidelines rather than standards, achieving such goals is predicated on the resolve of the communities, rather than through the force of law. Local control of school budgets has served to exacerbate the problem of disparity among school library programs. Minimal state and federal funds

have not begun to equalize the opportunities for information services.

Sarah:

Sarah is aware that equity is a large problem in her state. However, because of a vagueness in definition of what should constitute a LMC, the quality of the school library media centers varies according to local support.

Equity is a big issue in this state. One of the criteria of the project we are working on is that everyone have an equal opportunity to be part of any networking project. However, really what does that mean? Those who already have the technology, the phone lines are already ahead of the game. Yes, it is a big problem. The new standards do not have numbers, so definition of equity is a local issue. Every school- even small schools who don't have libraries- has a place where they have books and we don't have a statistics on that.

Since the standard/guideline has been newly implemented, the number of what would have been considered substandard or nonexistent libraries under the old standard will need to be revised because of the new definition.

Mary:

Mary is also disturbed by the disparity in library service in her state. She also is unable to affect this

issue, since local control of resources, based primarily on the property tax reflect the wealth or poverty of the localities.

Equity is probably my biggest concern. I see everybody and it breaks my heart to travel around and see what some kids are getting and what kids in other schools are not getting. I can't stand it. We have to change the way the education is funded. We are piggybacked on the property tax so the poor towns are suffering. I don't know of any of the proposals that are floating that will make a difference. We have poor towns and we have rich towns and that is a fact. I don't know how the refinancing will actually come down to make better schools, but we can't do what we are doing.

Budgets are getting turned down. I just read that nationally only 34 per cent of Americans adults have a child in school, which means that the other 76 per cent are voting down school budgets, so we can't continue to do that. It is a funding issue, a community education issue, and Department of Education issue. How do you get support for schools? What do you do with schools that will improve them enough so that people will care, because I think that part of the problem is that people are saying they are not working and why should I fund them.

They will float bond issues and towns sometimes have had three years of trying to do it. Bond issues to renovate or build a new facility get turned down every year by the voters. Town officials are making a sincere effort. They just can't get it approved, so what do we do? We can't go in there and build them a library.

Mary's state is looking for new ways to fund education. The property tax is not working well anywhere. Her state is the first in New England to actively seek to revise an antiquated method of support for education. Some view the property tax system as inequitable, while others deplore the lack of broad support by those who are not wise enough to see the investment that good education is in the promotion of a healthy society.

That gets us back to the issue of equity. Even though school approval and accreditation is there, there is still great diversity. It goes on and there is nothing I can do about that. The principals will say. 'We are doing that. Look at this worksheet.' There are other principals who will show me superb displays of projects on oceans. If I get a call from someone who asks where they should go to see a model program, I know where to send them. I am well aware of what happens in the state, but I wish I knew more.

Elizabeth:

Elizabeth's state has been challenged in the courts with regard to equity in the provision of educational opportunities. Naturally equity is a prime consideration in her work.

Of course equity is the issue really - equity of opportunity and again I think that you will see more with the technology as we go into regional planning. There is a court case, Sheff vs O'Neil, a major desegregation case which states that essentially the kids in that city do not have an equal educational opportunity. They do not have the opportunity that kids in other schools do as a result of racial and economic isolation. In this past session the governor signed a law that required every school district in the state to participate in a planning process based on eleven regions to look at the equity of educational opportunities.

The plan was also to reduce the economic and racial isolation that we find particularly in the urban areas. Not every district has to participate in the plan once it is developed, but they all have to participate in the planning process. I think that what we will see is Information Resources and Technology address some of the equity issues as far as who gets what. So one of my concerns is that

there be greater equity among the opportunities that kids get, just because equity is commonplace.

We are looking at technology in a statewide network with the idea that it would reach a number of schools. Sometimes it is a matter of getting that training center in a strategic place and reaching out to the more remote areas. The beauty of telecommunications is that it doesn't really matter where you really are. I think that there is a bigger problem getting hooked up to one passing by on the street than getting a network to the far corners of the state. That survey showed that in 65 % of our schools, none of our classrooms had outside telephone lines. You can't use telecommunication so that is a big problem.

Again I am assuming that there will be a proposal that comes out of this committee on educational excellence. It will either have to be funded by the state or in some type of partnership like Utah does -to have the state put up so much funding and business put up a certain amount and then the schools have to - really different combinations. If we want to be train the workforce for the 21st century, then we had better be doing this.

Elizabeth is suggesting that funding partnerships in support of technology is essential in order to prepare our students for the challenges which will need to be confronted in the next century. She is concerned that our students' educational preparation will not be adequate for the future needs of society, if our students do not have access to state of the art technology and training.

Ruth:

Ruth sees the standard as a force to ensure adequate resources. She sees technology, supported in the standards, as a route to promotion of equity to the availability of resources. Based on the fact that a network has existed in her state for more than twenty years, she has seen the results of resource sharing (print materials), one facet of the what a database can provide.

Networking can be considered as an equalizer to the extent that all students should have access to the computer databases which would provide them with the following information: 1) Access and availability of print/nonprint materials through a resource sharing network. The materials would be delivered to the users' library through mail or a courier system. 2) Access of electronic information databases where the full information can be downloaded into a file or printed out.

3) Access to the INTERNET - a network of networks, which would provide the user with the expertise and opportunity to "surf" the networks for their own information from individuals or user groups.

Standards can be a force in a context and a basis for moving toward more equity in terms of access, more equity in terms of the level of resources that are available and staffing. I think that networking/resource sharing outside of the building moves toward equity. That is the great thing about technology. Technology is increasing the amount of equity. In fact it no longer is one dependent upon what is in library "X" physically. That resource might be available in another part of the state/country and the access is there through our databases. Granted it is not immediate. You might not be able to go to the shelf and take the book off, but I think that technology is increasing access.

Funding may not be state funding. It might be partnerships, such as early partnerships where employees from a bank and several businesses came into the schools and read to the students. I think that there will be more of that so that funding might look differently. Our role would be to explore with someone in the educational system to say 'Have

you talked to the 'X' company?' How can we work together toward community library services in the school so there are those kinds of things happening? Getting to the question of equity, I think that standards are important as a starting point, a contact, a catalyst.

Ruth is also advocating for a broad collaboration of support from the public arena. Patterned after early cooperative efforts, she is supporting partnerships which blends the public and school communities toward the reaching of a common goal, a well-educated, productive citizen which will have a positive impact on society.

The remaining questions focus on additional areas of responsibility of the state school library consultant which can/may impact on the implementation of philosophy and principals of Information Power:

Question Eight: Describe Your Activities Which Impact on SLMS Preparation in Library Schools

Since I had expected the position of the state consultant to be removed from the school library media specialist preparation programs, I was surprised and pleased to learn the extent the state consultants have been active in developing programs and teaching courses which lead to the degrees of school library media specialists. No clearer method of accomplishing one's goals could be realized than by having an opportunity of

teaching or providing the curriculum for those students who will go out to develop and carry out school library media programs. Appropriately Information Power is a text that is utilized by the consultants in their teaching in the respective library school preparation programs.

Sarah:

Sarah is concerned about the lack of preparatory programs in her state.

We don't have a program for certification in the state at all. There is no library media program. You see the point is with those (SLMS) competencies in mind, I wrote the curriculum for our state college. A number of courses were offered over a period of time but they were never offered at the graduate level, nor were they formally adopted as a program of certification by the college. That was my goal. That was what I wanted to happen. It did not happen. It was because the state college didn't want to go through the process of getting the program approved. It is an expensive process and our state is small and provides a small market.

It is interesting that Sarah does not comment on the programs of surrounding states where school library media specialists are trained, nor does she suggest investigating developing an ancillary program with those colleges to provide training within the state boundaries.

Certainly such a program would benefit aspiring librarians and those who would like to update their skills. Her emphasis on programs within the state is important because clearly she has a vested interest in having control of the content, but also such a program would give integrity to the profession.

Mary:

Mary is tangentially involved with the certification of the SLMS, and in helping design the preparatory programs for SLMS in her state.

It has been a little unclear. We have program approval through this department, through the licensing office. I was on a visiting team that approved the two approved programs in this state - one was our state college and the other is the state university. Then the university decided last year to eliminate its school approved program for several reasons - financially mainly because of NCTA issues (National Council of Teacher Accreditation). We were in a quandary about what to do because most of the librarians in the state do use state university approval.

What I did this year as part of my job was to spend a lot of time working with continuing education, designing a series of courses that would replace what was an approved program that would lead

to a Masters Degree. It did not lead to an MLS. It lead to a Masters Degree in Education with a concentration in Library Media. But you could also take a sequence of courses and get licensed with 18 credit hours of graduate credit. Because it is no longer a part of that program, it is no longer a guarantee of licensure.

What we have done now is to design a series of 6 courses which will through portfolio assessment by our department here lead to licensure. It was valuable but it took a lot of time. As far as the state college goes, their program is also in upheaval and I think that there has been some interest in designing a statewide system of course offerings that would rotate from place to place. That is where we are heading now.

I presently teach the administration course. It is very opportune. I can indoctrinate them, which is good. The trouble is there is such a discrepancy in what situations they face. We have people who get new jobs and walk into an A plus library that needs nothing. All they have to do is maintain services. Then we have people who walk in and don't even have a room, let alone books. So it is hard to prepare them all equally. There are people who took that course and got their first job and in five minutes

said, 'What am I supposed to do? There is no shelf list..no books.. there is no that no this- teachers won't let go of their collections.'

It is hard to get them to develop. I sort of wish that I could run everybody through the class, not that it is that great and that I am that great, but that the dialogue is valuable. In the class they have to do one of several activities. One is to prepare a five-year plan for the library. They won't all have to do it, but some of them will have to. Sometimes I will get calls to help with it, but otherwise it is random. It is not that everybody in the state is on the same platform.

Mary's comments underscore the disparity that exists within the school library media center programs in her state. The scope of her presentation appears to be designed for the most difficult kind of situation, allowing students to then adapt what they have learned to their own particular needs.

Elizabeth:

Elizabeth believes that the preparation for SLMS needs to be enhanced. She would encourage the strengthening of the teacher preparation programs to instill the importance of information skills as a part of their training. She would have the student teachers become proficient in the use of the LMC, then work with

them in developing curriculum units that incorporate a library component for their students during their practicum experience.

Again another piece of the joint committee plan is looking at is higher education and the teacher training process, making sure that the people in higher education can fit into an environment for this current training re. information skills to happen. It really doesn't happen as much now as we would like it to.

A lot needs to happen in methods where you are really familiarizing students, such as using technology in the classroom to enhance learning and the teacher's understanding on how to use the library media specialist. Yes, the library media specialist does some of it, but before the teacher ever gets to the school, that teacher must be comfortable, using CD ROM and understanding how information is located and used. I don't think that there is necessarily a good working knowledge now.

I think that teachers should be familiar with the basic information resources in their own field. For example, our department offers 400 hours of instructional TV a year. How many people who come through their masters in a teacher training program have a chance to view these programs, know that they

exist, know that they are free, and that they can talk with their media specialist to get them?

One of the things that I do is to talk to the incoming classes in library school five or six times a year. They are either starting the library specialist training or they are a general class and looking at whether they want to be a library media specialist or not. I try to share some of these documents (national and state standards) with them and tell them some of the kinds of things that they need to be doing. I offer to show them, and tell them places that they can go visit so that they can look at some of the programs. The instructors use both of the state and Information Power guidelines in their classes. There is only one ALA school in the state.

Obviously Elizabeth is active in many areas to promote the principles of Information Power. She has a clear sense of direction that she proposes for teacher preparation in general, followed by more specific activities which she incorporates into her presentations to school library specialist students. Her comment regarding ALA schools is important because such an approval by the American Library Association lends credence to the quality of the degree. Often an ALA credential is the prerequisite for application to a

position. Simmons College and the University of Rhode Island also offer ALA programs in New England.

Ruth:

Ruth has offered a series of professional development workshops for the media specialist in her geographically diverse state. This is the method that her state uses to provide professional development and training opportunities for school library media specialists, since there is no institution in the state to provide such instruction.

We had a class in information skills, which I facilitated. There was continuing education credit for that toward certification and graduate credit. We have given courses for support staff over the distance learning system. The continuing education courses of the State Library Association are being delivered over that system, which is kind of exciting, because we have such a geographic area to overcome. This works beautifully to bring the course more closely to the people who need them.

The consultants in Ruth's state have developed an association with Clarion College in Pennsylvania to offer workshops for professional development and certification. The use of distance learning is an example of using technology to meet the needs of their constituents throughout a large state.

Question Nine: Describe Your Role in the Evaluation
of the SLMS in Your State

Evaluation of school library media specialists varies widely. Evaluations occur at the local level and can be used to ensure the quality of the professional leadership in the school library media centers. Evaluations can be used to define the elements of a program which need to be in place, as well as to describe the responsibilities of the school library media specialist.

Since the instrument used by the local administrators is often the same as that used for the classroom teacher, not all facets of the position are reviewed. In addition, if the evaluation document for school library media specialists were used statewide, basic principles of the state guidelines which should be implemented would be reviewed. For example, evaluation with regard to the integration of the teaching of library skills within the curriculum is important. It is a principal found in Information Power and should be occurring in all library programs. Such an element may not be found in the teacher evaluation form. Not only should this area be evaluated at the local level, all school library media center programs statewide should incorporate this area in the evaluation.

Although Information Power does not suggest the development of a statewide document, I think that such a form would provide for some uniformity of expectations regarding the programs of the school library media centers. The current NEASC accreditation document provides this function for the secondary school library media centers.

Sarah:

Sarah is aware of the importance of having an evaluation instrument which accurately reflects the responsibilities of the school library media specialist. She sees her role as an initiator, encouraging feedback from the practitioners.

A document came out in Colorado, which is really excellent for evaluating library media people. When it came out, permission was given to do whatever we wanted with this document. I wanted to get that out to administrators. It is one of those things I haven't done or have been able to do. I did give it to a committee in NEEMA but they didn't pick up on it. I thought that that could be the kind of thing that they could do, because I rely greatly on the people in the field.

I realize that I am up here sitting in my ivory tower and I may be way up on theory and I love all of this stuff, but I am not the practitioner. I am

not doing it. My reality check is to keep working with them (the local practitioners) and sending things to them so I wouldn't just take that document and send it out to them. It is a little lengthy and overwhelming. I want to get it culled a little bit, but I think that that is the kind of tool that can be very, very valuable.

Sarah also supports the view that there is a need to provide a straightforward document to administrators and school library media specialists to enumerate the responsibilities of the profession that translate into the library program. Subsequently the specialist will be evaluated by a document which accurately reflects those articulated expectations.

Mary:

Mary is encumbered by issues of strong local control in her state. Local evaluation forms developed for teachers are usually utilized for school library media consultants. Mary provides opportunities for those school library media specialists in training to develop evaluation forms specific to their roles while taking her classes.

Evaluation has been tricky because we have such strong local control issues that I don't get involved. I have sample evaluation forms that I send out to people. When I teach the course, I make them

develop a job description evaluation. ' Why do I have to do this? I have a job description.' I say, ' No you don't and if you do it will be a teachers so do your own and be prepared to change it, but know what you want to be evaluated on.'

Mary's state, long known for its penchant for grassroots independence and local control, seems to favor local descriptions for staff evaluations. Mary is relying on the school library media consultants to take the initiative if they want a form specific to their area which Mary is able to provide.

Elizabeth:

Evaluation in Elizabeth's state is also based on local decisions. Her state has developed sample forms that are available if requested.

Library media specialists were only being evaluated in terms of their instruction and not on the other things that they do, so that is why we changed it a little bit and adapted it. The instruments of evaluation are determined by the district, so they vary. In some cases it is the teacher evaluation, sometimes it is outside of that, based on commonly understood goals and objectives, and in some cases the library media people have adapted the teacher form. For example, we added control of classroom, changing it to effective

management of the media center and the organization of the media center.

Our state responsibility is not to evaluate the SLMS. I think that it has to do with teacher contracts. I don't know anybody who works outside of the teacher contract, so it has to fall into those negotiations. Sometimes it is unique unto itself just like your guidance counselors or other certified people who don't fit into the classification of traditional classroom teacher.

Elizabeth's state relinquishes all responsibility for evaluating the school library media specialists. Evaluation is an issue tied to a contract, therefore the local districts determine what they want that instrument to be. However, if requested, sample forms are available to the administrators.

Ruth:

Evaluation is ongoing, rather than being done formally, according to Ruth. Her sense is that the most appropriate and astute SLMS activity is to provide information about the school library media center program to the administrator/school committees on his/her own initiative. This is a superior form of accountability, rather than reliance on a formal evaluation instrument.

My sense is, although I can not back it up with documentation, that it (evaluation) is kind of

loose. Librarians say 'I don't get evaluated. They never set foot in the library or they kind of cruise by. And there will be no one there. That is what usually happens.' That gets us back to the accountability issue, documenting perhaps on a quarterly basis. Keep track on what is going on. I think that information needs to be provided to the administrator, whether they ask for it or not - a one page sheet -two at the most every quarter saying these are the instructional support activities. For example, these are the classes I have taught in conjunction with the math department. We have an average of 50-75 students each day using computer based technology.

I see this (reporting) as part of the evaluation process - the accountability. We don't wait for someone to find out what we do, but we tell them because we are accountable in a positive way. It is not the way that people used to talk about selection policies - protection against something, but I think as professional people, part of our responsibility is conveying what is done with the resources that are there and that you are responsible for. I see this (accountability) as a function of evaluation. Whether or not the librarian

is being evaluated, these activities must be documented.

Also it is sort of political to show where you are using materials. Then you are going to get support for those materials in the classroom when it comes time to ask for something. The administration and the school board have a solid foundation of information that relates to that program. When there is a crisis there isn't time to put that information into the heads of the administrators and school boards. There isn't time to say this is what we have been doing for the last ten years and I want you to give me more money, because that information activity has to go on all of the time. I think that we need to sharpen up our management skills. It relates to what is management in a business sense, more in tune with how other businesses plan and how they use information to plan for the future. I would put it in the context of the real world. We as professional librarians need to use some solid management practices as part of our role.

In our state, I would come back to assessment as part of the long-range planning. I would make that recommendation to the librarian/media specialist as part of that planning process. It might not show up in the report itself, but it would

show up in discussions with the professional staff saying part of selling this long range plan is letting the administration know what exists now and what it is that you want to do. In order to do that you have to be extremely well informed about what it is you want to do in program areas.

Ruth suggests that her recommendation to the school library media specialists is that they carefully communicate what is happening in their program to the administration. Such communication is essential as a management tool, and can also serve as one mechanism for program evaluation. In my opinion such an initiative is both prudent and useful. Documentation of activity provides a clear view of the program and offers substantiation for future development. Such a report will also suffice as a substitute for an evaluation if a formal process is not completed.

In my experience, I have not been formally evaluated after my probationary period, since I do not serve under a department head. On my own initiative, I do provide a formal report to the administration at the conclusion of each year. Information Power underscores the importance of reporting, but does not suggest that it be a substitute for a formal evaluation, when additional issues may be under scrutiny.

Question Ten: Describe Your Activities in Relation
to the Certification of SLMS in Your State

Key to successful school library media programs are those who design and implement the program - the school library media specialist. Initially the success of that person is based on the quality of the training for the profession. The state can have an impact on the preparation of those who are employed by the educational system through its certification process.

Currently, as state leaders embark on educational reform, professional development tied with certification is a critical part of the effort. As the demands of the professional change, so must the sophistication and skills of those who are charged with educating change. Instituting mandatory professional development tied to some form of remuneration and certification will ensure that the desired change occur.

Sarah:

Sarah's state has an elaborate certification program with several tiers. Alternative 1 is granted to a graduate from an approved program in the state, Alternative 2 is granted from an approved program in another state where there is reciprocity such as Simmons or URI, Alternative 3 is based on job competencies, while Alternative 4 allows one not fully qualified to be hired

during a time of "critical shortage", then given a period of time to gain needed competencies. As a state library employee, she participated in the authoring of those competencies. She provides personal assistance to those seeking accreditation.

What I have tried to do is encourage people who are classroom teachers. Sometimes I had rather see a classroom teacher become the elementary librarian than somebody has an MLS and is in the public library. I encourage people who are classroom teachers to get the four basic courses, they need to be hired under and Alternative 4, then continue to take courses to complete the competencies and that is how we got a lot of good people in at one point.

When those (competencies) were written, I led the group. I was at the state library at that time and we worked very closely with this department. We had really a time getting a lot of people to understand what the competencies were and why they were necessary. The competencies were written about 8 years ago, but weren't put into affect for certification until 1988 - the same time as Information Power. They need to be updated in my opinion, but they are going to be low priority . When they are revised, I hope that because I am here, I will have some input. How they are going to

approach that now, I don't know. Hiring people who are experts in the field - consultants from the outside and getting people from the organization involved to look at those competencies is the way that I would do it.

Sarah realizes the difficulty in writing competencies and having them accepted. In retrospect, she wisely said that she would bring in experts, who are also impartial, to develop the competencies for certification, then involve the state professional organization to review and comment. An advantage of the outside consultant is to bring in a broader view and timeliness of the necessary competencies, freeing the state consultant and professional organizations of solely making those determinations.

Involvement of the professional organization in the final review is crucial, since that body will test for viability and appropriateness in terms of the conditions of the state. That organization may ultimately be the advocates for professional development needed to meet the required competencies.

Elizabeth:

Elizabeth's state has several ways of certifying professionals. One is to have a valid certificate and masters work which gives an endorsement on that certification. The other way is that one holds a

bachelor degree, followed by an 18 hour professional education requirement for library media, including student teaching. Elizabeth was involved in the developing of the certification standards in 1983, prior to Information Power. She understands the importance of the educational preparation of teachers to be very important in encouraging the use of information and the associated technology.

Beyond the professional librarian, I think that the third grade teacher should come out of the training program predisposed to using informational technology and knowing how to do it. The last major revision in certification was in 1983. I believe when the title went to library media specialist and listed competencies, we did have input into that.

I try to help people with certification if there is a problem, but we have others for that. Again how we deal with that is sometimes when a person has a deficiency in some area, we tell them what kinds of courses they have to take. We have regulations and the school sometimes adds to them. In recent years new people have been hired, who are really into the concept of the library media program. We are training all types of librarians, but I think that they are getting up to speed. I

think that there was a real lag. That was true throughout the profession.

Elizabeth's state has a flexible method of providing for certification. Both require work beyond the bachelor degree, yet provision is made for one to work as a professional without an MLS. As in the other New England states, the state consultant had a voice in the certification requirements, but certification is not the responsibility of the consultant's office. Elizabeth's office acts as a conduit of information for those who would apply for the credential. She is encouraged that the present requirements of the certification are current with the library media center concept as described in Information Power.

Ruth:

Ruth's co-worker is responsible for technology and teacher certification in her state.

Our media service coordinator works closely with the certification division. He does transcript analysis of people who are applying for library media specialist certification. Someone calls him and says, 'I want to work in your state. What do I have to do to work in a school position?' He will often sit down with them, look at their transcript and actually recommend to the certification division what this person needs. The requirements were

developed and refined over a period of years by a committee of the state association. My coworker sits on the committee.

It is amazing how requirements have changed from the amount of preparation that is needed through the efforts of the association. There is a requirement in there that asks for computer based technology competency. There has to be some literacy in that area. Those certification requirements were accepted by the department unlike our program standards which are not accepted by the Department or legislature.

As one reflects on the evolution of the national standards, one is made aware of the increased importance the school library media center has assumed in the educational institutions. For example, prior to the 1988 Information Power guidelines, the standards were quantitative. Of greatest importance was the number of volumes, square footage, staffing, amount of equipment...Information Power is noteworthy because it describes the program and the associated responsibilities of the school library media specialist. Inclusion of computer technology has a significant impact on the library program.

To develop and maintain the described school library media center program requires increasingly sophisticated

and skills. In Ruth's state, the professional organization has led the effort to upgrade necessary skill development. Appropriately the state department of education officially acts on these requirements to ensure the integrity of the credential and provide for well-qualified people in the position.

Question Eleven: Describe Your
Legislation Activities

Legislation is the method of ensuring that the goals set out by the state agencies become reality. Curiously, few state consultants work actively to develop legislation, allowing the state professional organizations to assume the leadership role.

Sarah:

Sarah's department does submit legislation. However, any initiatives from the school library consultant must receive the sanction of the entire department before it can move forward for consideration.

We had very little legislation this spring.

First of all, any kind of legislation that goes forth goes in terms of this department. Members of the department decide which ones they are going to support - which ones are going to be the most valuable. A lot of different things have to be

considered, since they can only spend their time supporting only so many.

The State Teachers Educational Media Center has a legislative person on the board. I think that legislation is an area they wish to be more interested in . We have done some activities this year, testified at some of the hearings on refunding various things like Chapter 2. We are getting a little more active. We have been slow on some of this, but we have started to invite legislators to legislative breakfasts and to the conference series. We have tried to get them to come to the conferences and to do some local events to dispel the apathy.

Sarah's state appears to have a well-conceived plan to promote legislative activity. Grass-roots contact with legislators re. library media center concerns attest to the tenacity of the proponents and also keep the issue of the importance of school library media centers at a high profile with those who can impact on the program.

Question Twelve: Tell How You Have Used
Conferences to Provide for Professional
Development Related to Information Power

Conferences have proven to be the most feasible method of providing opportunities for professionals to learn about new ideas and products, as well as networking. All school library media specialists in New

England have a state organization which organizes a state conference. From these conferences, new leadership often emerges.

Subsequently, workshops are often developed in conjunction with consultants or higher education institutions to offer to professionals in keeping with the Information Power (1988) directive "to demonstrate a commitment to continued learning and personal growth (p. 61)."

Sarah:

Sarah has been very active in developing professional development opportunities designed to implement the inclusion of information skills into the curriculum.

Carolyn Haycock, a Canadian consultant who specializes in library skills/curricula integration, has been invited to present a series of workshops for our staffs. We had teacher teams comprised of library media people and teachers. The very first morning she spent a lot of time on the role of the library media person and the role of the library program in the school.

We invited state legislators, legislators on the education committees, and I invited teams to come -including administrators, and school board people. We had a couple of districts that really

took that. There was one particular district that had 2 school board members, 2 administrators, 2 library media specialists-generalists we call them in this state and three teachers so we had a real team from that school. That school district has really moved forward - particularly the librarians in that system who came to just about every one of the seminars.

What I have tried to do is to create a model. One of the things that I do is ask what do I need to know and then I call in the experts for training. I do everything without money except that the project that I funded with Center of Disease Control money in the project that I did with HIV AIDS developing resource based curriculum. I work very closely with the organizations. It is the only way I can do it. The organization handles the financial part of it. I handle the planning part of it. This institute is at a state college and they handle the facility part of it, so it is a cooperative effort.

Sarah demonstrates political astuteness by expanding her audience to include legislators, as well as administrators, teachers, and school board members to comprise a team. She is also resourceful in working closely with area higher education institutions to cooperatively offer conferences. One of her strengths is

networking and working with other units at the state level to achieve a common goal.

Mary:

Mary also recognizes the importance of staff development. Conferences and workshops provide the opportunity for networking among the professionals in her rural state.

We have been able to get access to small amounts of grant monies to pay for professional development, to pay for substitutes, and to pay for materials for example. A team of ten library professionals including myself, attended an institute this summer called the School Development Institute. It provided an opportunity for them to come together for a week and hear speakers and attend workshops related to educational change.

Mary's efforts, though limited, do illustrate that the state consultant takes initiatives to expand the horizons of the professionals in the state, providing an opportunity for networking and leadership development.

Elizabeth:

Elizabeth understands that the administrators are key people to implement innovations. Her focus then is on providing information sessions for both the administration and staff.

Much depends on the administrators and what they are pushing to do in the schools. I think that that is where if you are really doing it (incorporating innovation), it comes from the administrator. I think that there are a lot of library media specialists that are working with the teachers, but that is a little different than the true collaborative. Because collaborative work really involves a lot of planning, to cooperate with library instruction. I think that there are people who have done summer institutes, who have done a lot in their schools, and who work collaboratively. We probably don't do it as much as we should because we just don't have the access to the superintendents and administrators to do that.

Again one of the things we have done in the conferences is to have administrators try to deal with topics such as integration of library skills and the curriculum and the roles of the school library media specialist. Carol Ann Haycock has been invited to talk to administrators. We have done full day workshops. Mike Eisenburg of the University of Syracuse has done several of them. Dave Loestcher of Libraries Unlimited in Colorado has done several. Those have been primarily for our library media

specialists, but again it gives them the background to talk with administrators and to participate.

Our professional organization had a breakfast to invite administrators to try to get them to come and listen to some of those things. Occasionally I get to do presentations about the Joint committee and the Board of Education Association. We don't have a formal mechanism and our conference money has pretty much dried up. We used to have institutes for teaching and learning. Again these were things teachers and administrators go to and some of them require teams.

Cooperating library service units all have school library media roundtables so they have different kinds of programs. Sometimes I give an update from the state just to keep people aware of some of the things that are happening. Sometimes it is a demonstration of a new technology in library media center. I think that is good to meet through those organizations. Not everybody belongs, but a lot do. Friendships are formed and networking takes place. I think that that is helpful.

Elizabeth's state also has a well developed plan for sharing information among library professionals, as well as among administrators and legislators - those who can assist in the implementation and continuance of a quality

library program. Individuals who are nationally known in the field have participated in those conferences where current philosophies regarding Information Power programs would be addressed.

Ruth:

Ruth's state conference is provided primarily by the professional organization and the state library, a good example of what state collaboration can develop, helping to bring together both public and school librarians.

I think that a major part of that is the state-wide conference, a joint conference with the Public Library Association. I look at that meeting as reinforcing the networking concept. Only recently has this collaboration become referred to as networking. What librarians do there is just wonderful to see because there is so much interaction, so much sharing, so much opening up of people's perspectives.

Ruth's state conference is unique in New England because of the fact that it is cosponsored by the public and school library sectors, perhaps because of Ruth's location in the state hierarchy. Such cooperation is a rarity in the library fields, since the goals of each type of library appear to have been at variance. Such joint efforts mark the start of a new cooperative spirit, prompted by technologies that provide for resource

sharing beyond the confines of the physical structure.
This state has been a pioneer in shared resources.

Question Thirteen: Tell About Your Work
in the Area of School Accreditation/Approval

Public secondary schools in each New England state are accredited by the New England Association of Schools and Colleges. Within this process are standards which describe minimum expectations that each educational system must meet. Significantly, a standard exists for the school library media center. Since an important aspect of the accreditation is the self-study, this program is examined by the community, staff, and administration prior to the visitation by the NEASC team.

Such an examination speaks to the importance of the SLMC program within the school, as well as, subjecting that program to public scrutiny. Consequently a certain level of materials, technology, staffing, and activities must be in place in order to receive approval. The new standard speaks specifically to the library program concept and the four roles of the school library media specialist as described in Information Power. NEASC accreditation occurs every ten years in the New England schools. Some states have developed their own accreditation or approval programs, which vary from state to state.

Sarah:

Sarah's state has recently adopted a new, much weaker standard. Once more local control plays an important role in adherence to the standard. Sarah has had no input on the writing of the standard, once more underscoring the focus on support rather than regulation.

I believe we have school approval every year. I could be wrong. There is a sheet that they (administrators) need to check off what they have done - the whole standard. But it is a check off system. In the past there has been one other person to deal with this - one person so that one person can visit only so many schools to validate. Our new standard is K-12 (1993).

Previous to this we had an elementary, a middle and a secondary school standard. Our new standard does not say you have to have a library, but you have to have an information catalog. So it is not a place, but it does say in here at some point under facilities..."sufficient space to house school information technology resources". It doesn't get to be a place.

Without money to dispense, there is very little clout in my opinion, but time will only tell. Some people think that school approval is an important thing, but it depends so much on the local district.

We now have to wait to know how they are going to interpret and how they want to implement this standard, and how enlightened they are, as well as what kind of leadership there is in that district.

I play no role in school approval. The school library consultant is knowledgeable and helpful, but they are not the people to say you are not eligible for certification or school approval. If a person from the school comes back and says there is a problem, before the change in my position, I would go out and work with them in the school. Or a principal may call and say they would like to have me work with them. I would say that approval has had more clout than the NEASC evaluation.

Unlike Elizabeth, who has been extremely active in writing the standard, Sarah was not asked to participate in this endeavor. However, she was the author of the previous K-12 standards prior in force prior to the current standard. The fact that school approval needs to occur annually offers a more comprehensive view of the state of the schools at any time, providing that the "check off" responses are correctly completed.

The current standard re. school library centers sets a dangerous precedent, since it does not directly provide for a dedicated space for a library media center. Surely it will conflict with the NEASC standard. The dilemma in

this situation is that an NEASC review occurs only at the secondary level and at ten-year intervals. As a result, accreditation can do little to promote quality library programs in this state. Approval is useful only to the degree it is specific to the school library media program and is accurately reviewed by "inhouse" administrators.

Mary:

Mary's state has adopted performance based standards, enumerating what a student should know at specific levels of his/her educational experience. Such a focus is in concurrence with the Information Power focus of viewing outcomes. She participates in a task force which is writing a common core of learning, placing her in a key position to integrate the information strand. The state approval process is still evolving, but once more she is a key person in the development process. Curiously the assessment piece is being left to the local school systems to devise.

We do have in our public school document what students should know and be able to do at the end of grade 6 or 12 in terms of library media. That is changing because we are now working in the state on a curriculum document called the common core which will break into several areas, reasoning and problem solving, and communication. There is an information strand that runs throughout, but at this point it is

not fully developed. It will basically say that students can access, evaluate, process, produce certain information. How that will be assessed will be up to the individual schools. So that is the direction that we are moving in.

My concern is that I believe that there is a huge gap, an enormous difference between information and knowledge. I am not interested in information for information's sake. I want to know how kids are going to use it and how we are going to assess that. For example if there information is coming from Channel One, how do they know if what they are getting is biased? How are they going to if that is the main source? What is going to be in place to teach them to evaluate by themselves the quality and all of that stuff? That is my concern.

With regard to the NEASC evaluation, I have never been on a team visit so when schools are going through the process, librarians will call with questions on the self assessment process which they have to do. I say just be honest and I don't know what kinds of evidence they compile. I have not seen that.

Schools would probably at this point have a plan for what they are going to do. Almost every school by now has some idea of when they are going

to come into compliance with state approval. I do meet with those schools which are out of compliance and help them with that planning. They might not know initially, but someone from the public school improvement team would tell them to call Mary and that is what they do. Schools have state approval just once, then there are follow ups. They go through it initially and that is what will be coming out of the next phase of our planning - what they will do about follow up. We have had cases where people have gone through public school approval and fired the librarian as soon as they are through and then there is the question of what do you do? I am not the person to talk to about that - to know what the official process is.

School approval is a meaningful event in education in Mary's state. Accountability is important, but what is to be measured is what a student should know at various points in his/her educational experience. Mary's state is leading the way in this initiative in New England. The movement is not to view the school library media program in isolation, but rather to review its success in terms of demonstrated skills utilizing information skills within the curricula. Mary is concerned that some skills, such as critical thinking, will not be assessed,

but rather location of information will be deemed enough by assessors. She makes a very important point.

Elizabeth:

Elizabeth's state appears to offer the most local control. A school library media center is not required; nor a library media program required. Since there is not any "clout" legislatively, the work of the state library media consultant becomes more critical. Implementation of Information Power can not occur through the accreditation process.

We really are very unregulated. We do not even have a law that says a school must have a library media center. Right now there are guidelines just like our state guidelines. They are not standards but guidelines. We strongly encourage their use, but we don't regulate that. At this time library media technology is not part of the program compliance review process as in the mandated program areas such as language arts, social studies, science. We do have teams that go out and look for curriculum guides and so on to assure that they are fulfilling their legislative responsibilities. According to the legislature, program areas have to be planned, systematic and ongoing.

We do not have a state curriculum. We do not even have a model state curriculum in most areas.

Some subject areas do have suggested topics to cover. We have in library media a range of things that would be included in the program. Basically there is a requirement for a certain number of minutes per year in math. Other than that, the purpose is to see that the curriculum is planned and systematic and on going in grades K-12. There is a lot of flexibility. The teams validate this happening and they would look at the quality of it, but that isn't so in library media because that is not a required area.

Elizabeth is constrained by the lack of power to promote library media center programs. However the development of the excellent state document for the library media center programs should provide an impetus for advancement. This document is linked to technology and the curricula, both critical aspects of the library media center program concept.

Ruth:

Ruth's connection to the school approval/accreditation process is 1) to assist those whose library media center programs are not in compliance, or 2) to assist those who take the initiative to use the state services to improve their program. Her office is not involved in the approval process, but

advisory in nature. Therefore Information Power must be introduced and implemented in more subtle ways.

The school approval process is conducted by the Department of Education. Sometimes their staff will say to the local system, we think that you could use some help in your library program and we can recommend that you contact the state consultant. She would be glad to come and visit. So that is a connection. I can't think of a case when we have gone in without being invited or requested either through state accreditation, approval or NEASC accreditation. I think school approval is every 5 years.

The state accreditation is a longer period of time, not an annual thing. School approval says that you have to have a library, but there is less detail. There is more wiggle room. State accreditation has standards for collections, and staff. We have had one school that was put on probation because they have not done anything about space for their library. I became involved in that by reconfiguring some existing space and they were able to get off the probationary status. What we would dearly love to have is more teeth in the staffing part of the accreditation, but it is not there.

Ruth, like the other state consultants, is tangentially connected with accreditation/approval to the extent that she can offer their services to review and offer suggestions for improvement of program. They have no power to mandate change. That power rests in another segment of the State Department of Education. With the exception of Mary, consultants have not had input into the elements that will be measured or the nature of the measurement.

Question Fourteen: Describe Your Relationship with the Professional Organizations in Your State and Discuss Their Activities in Promoting Quality School Library Media Programs

Professional organizations can function to unite school library media specialists for purposes of keeping current in the field, presenting a united front in a lobbying effort, and working toward common goals. The state consultant can work in tandem with this group to dispense information and to advocate for the organization at the state level. The state consultant can act as the advocate for new initiatives important to ALL schools in the state, then ask for the support of the state organization in implementation. Such a relationship can facilitate the provision of quality information services for students.

Sarah:

Sarah's state has a strong professional organization, with whom she works to ensure that the principles of Information Power are at the least publicized and often implemented.

We have a very strong professional organization right now with some excellent leaders within the organization. I feel there is a lot of caring for others. There is a lot of vision in the state for things that are happening. I do know that I had a lot to do with that.

Sarah is alluding to her work with the professional organization in developing conferences and workshops, such as the HIV project and the Carolyn Haycock conference that work toward integrating the curriculum with information skills.

Mary:

Mary plays a role in the activities of the professional organization, but relies on their efforts to develop legislation and move the library programs forward. She is there, however, to carry concerns and desires to the state level.

We have the State Educational Media Association which is great a wonderful bunch of people. They are very active. They put on two conferences, do various workshops, and are current in terms of thinking. I

am on the state board. I go to meetings. Lobbying is one of the things I have been pushing, but it is really up to them. They are in the schools and it is their elected officials and they are going to have to do it.

Mary and Elizabeth are unique because they actually sit on the boards of the professional organization and actively work toward planning program. This relationship fosters a link which should be mutually beneficial in realizing the attainment of goals.

Elizabeth:

Elizabeth also is actively involved with the professional organization, whose efforts are in the area of professional staffing and advocating for a technology plan, both important elements of Information Power guidelines. Utilizing workshops and newsletters, the professional organization keeps members apprised of important trends in their field.

The professional association has strived for years to mandate professional staff. It is getting to the point where it is very difficult to mandate anything that costs money. I think we are making inroads because of the importance of technology in the schools. I think I would like to see some sort of requirement of a plan at least that something is happening in the district so that there is a library

media plan, a technology plan. That may eventually come about, but right now it is a local decision, so it is frustrating to see the tremendous diversity in library media technology programs across the state.

The professional association is also very actively involved in providing workshops and showing people how their programs can be different. They invite administrators. We try to have a newsletter that goes out, talking about issues. That newsletter goes to library media specialists and also to a person in each district called a learning resources and technology person.

I am on their Board of Directors and have done various things at various times. I have been vice president and program chair. I have been conference chair. It is a good group. The state department has a member on the Board of Directors. There is also a state educators computing group. A number of library media specialists belong to it because that has sometimes fallen into their laps good connection with other types of teachers. The state library association is not competitive with school libraries, but serves primarily higher education and public librarians.

Elizabeth is committed to many activities of the state professional organization. This direct involvement

should provide support for the organization in working toward change, realizing that there is an advocate for their interests at the state level. Incorporation of technology into the schools is mentioned frequently in this state. Elizabeth's positions on several important planning committees will give a voice for the library media center and make them likely candidates for technology integration.

Ruth:

Ruth's state has a state professional organization with regional groups, offering an opportunity to network according to geographic areas.

Our Educational Media Association has regional groups that are very active and meet every other month. They have supper together and a program and they do a lot of sharing. I don't know of specific efforts to let the administrators know what the changing role is. I think that is an area we have to work on. The professional organizations speaks at superintendents meetings and there are newsletters.

Although Ruth is aware of the regional meetings of the professional organization, geography prevents her active involvement. These groups do act as a support/networking system for the participants and do provide unity for the SLMS in the state.

Question Fifteen: Describe the Development of the State Standards and Your Role in This Process

State standards (guidelines) are important directives to the local school library media centers. Standards articulate ideals that the authors view as important aspects of a quality programs. Often they set out requirements that a program must meet in order to be considered adequate for school approval or accreditation. One would expect that the state consultant, who has expertise in the area, would be a essential partner in the writing of the standard.

Information Power has greatly influenced the language of the state standards. One they have been written, they are reviewed by the Departments of Education. None in New England have received legislative ratification, which would give the standards the force of law. One can surmise that this is because of the necessity of providing financial support when a standard is mandated.

Sarah:

Sarah's state has just changed standards - from a standard which was detailed and mandated to one which is deliberately vague allowing for local interpretation.

The school media consultant was not asked to be a part of the writing of the document. We have a state board that is responsible. It is very

interesting that initially there was no input. Later I had an opportunity to add my recommendations.

At one time (in the previous standard) there was a ratio of students to staff, but since July 1st (1993) what we have is that a media generalist must be provided, but it does not have to say for how many students. That is up to the local district to decide. One of the things I have to admit I am not concerned about is specifying numbers. Some people are concerned about that. Information Power gets away from that as well, but a lot of people were counting on them.

The state and some administrators and some librarians feel that the standard used to be a joke and that they didn't really help them, but others felt the absolute opposite. They needed standards to get the "clout," but in the case of collection size, unless the collection is relevant to the curriculum, it is not important. That is why I think that the 1993 standard is important because we are requiring a written plan of development. I am currently doing a summary of the standard. It helps us to know what we are all about.

Initially the writing of the education guidelines were done by a separate unit of the Department of Education. Sarah asked to review the document, then was

given an opportunity to comment. She sees the strength of the document is requiring the local systems to develop a written plan of development (strategic plan). She is currently synthesizing the document for the school library media specialists.

Mary:

Mary's state has old standards, which have Information Power language.

The standards were written by a committee of state and professional organization members before I came here. They have not been updated periodically, except fortunately they reflect Information Power. They were written about the same time.

Mary did not participate in the original authoring of the standards nor does she suggest when a revision may occur. Since the document has Information Power language, it still is relevant. Mary appears to be more involved in the educational reform activities such as the common core of learning which will require changes in all existing standards.

Ruth:

Ruth's state standards were authored by the state professional organization. The consultant served on the committee.

The state professional organization wrote these standards. I served on the committee. The procedure

is that the association develops the final product and take it to the state librarian and the commissioner, who write a letter and say, 'It is great that you have done this.' It is as if they are guidelines. They do not go any further than acceptance by the association, involvement by us and kind of an informal endorsement at the state level.

Ruth's description of the process of writing and gaining acceptance of the standard illustrates the cooperative nature of the task, but because of the lack of official endorsement it also indicates the lack of importance ascribed to the standard itself.

Without the joint efforts of the consultants and the professional organizations, these guidelines can easily be ignored. Undoubtedly, the strategy to use is what has already been described - education, communication, and persuasion, rather than through any requirement for compliance.

Technology may be the development that will bring about change from local planning to mandates at the state level. Technological innovations are affecting all institutions to such a degree that it would be difficult to accept that local communities have an option with regard to incorporation in the curriculum. State and federal funding will be available to institutions, once a local plan has been developed.

Question Sixteen: What Effect Do You See
Educational Reform Activities Having
on the SLMC Programs

Educational reform is providing the impetus for examination of current programs at all levels. This period of revision is an opportune time for the advocacy of the integration of the LMC program with the curriculum. The emphasis on inquiry learning, technology, literature-based programs, and interdisciplinary activities places the SLMC in the center of activity, since the physical space, the technology, and the skills of the SLMC are ideally suited to the implementation of the desired programs.

Sarah:

Sarah predicts that the SLMC as we now view it will change greatly in its function and appearance because of technology. She is fearful of the results if the SLMC do not take strong leadership in this area and maintain their edge on technology.

The whole interdisciplinary, integrated piece is important, whatever that will be. This is where I see the role of the librarian as the connector. I am saying that the person, and it may be one that does not have a degree - a MLS or MLIS or whatever, is one who is very adept at playing that role. So the competencies we are looking at are not

necessarily the traditional ones that we have looked at.

But I think the elementary schools have and do much. Their integration has been natural. Elementary teachers need to be generalists. They are the Renaissance people. Because of that, learning to access the information, knowing what and when you need it, how to get it, how it fits will be important to them.

With regard to reform, until there is the opportunity for teachers to have some planning time, are schools really ready for reform? You really just need to take the school and throw it up in the air and start over again because we are building on such an historic basis. We are bound by building. We are bound by history. We are bound by work schedules. We are bound by training. There are just so many things that are forcing us to cause a paralysis.

Education reform is a negative thing. It is really. For change to really take place it is going to be revolutionary. Librarians are less bound by these things. That has always been true. And that is why our strength is in changing. Because we are able to see things a little bit differently.

Sarah voices her frustration at the many facets of education which appear to confound change. The issues of

facilities, training and even the schedule are being examined in several New England states as part of educational reform. Some of the resulting recommendations may appear as "revolutionary" as she suggests ie. extension of the school day/year, mandatory professional development, and a student directed learning curriculum at the secondary level. Because the school library media specialist must be flexible in the use of time, space, and new innovations to meet the needs of the educational community, perhaps this profession is more able to accept change, as Sarah suggests.

Mary:

Mary's state has moved quickly into reform measures.

The transition occurred several years ago toward outcomes based or what they now call delivery standards. The restructuring movement hit in the middle of all of this too, so we are doing a lot of deregulation. We are now requiring high outcomes for every student. We are saying, "If you can show us how you get to this without meeting standards, then you can get away with it." If a school responds, 'We understand that you are requiring so many books per student, but we are going to use interlibrary loan in this way, therefore we do not need to have a base collection.' If they can prove that, then you can get a waiver. That is true in every area, although

they have to go to a board to show their intent and they have to show how it fits into any structured school environment.

I think the next rewrite of the standards will look at that waiver issue although I have mixed feelings about it. I think that certainly elementary schools need a base. You can't have children grow up on books through interlibrary loan. They are not going to request a specific Dr. Seuss. They want to go to the shelf and get a book. If you don't have it, you lose readers. I also think with budget cuts, everybody is saying we will use interlibrary loan." Who is going to have the collection?

A lot of people in this state are moving toward a much more integrated curriculum. I serve on a middle grades task force. The middle grades are very much in the vanguard now with its program that is totally integrated, interdisciplinary and a lot of work. There is a lot of pressure toward student directed learning and resources based curriculum. For such a program, you must have a good librarian and resources based learning, so I think that the middle school is very important to watch for change, because I think that force then tends to work both down and up.

The middle school task force which Mary works on is comprised of eight people from the Department of Education, representing the areas of teaching and learning, school approval, and special education.

The second part of the grant was to set up for middle schools and network schools to work on the five areas that were identified in our state-wide work on middle schools. The focus currently is a lot on adolescent health. There has been a lot of push in several lead schools on issues of choice and health. We are using the thematic approach to education and saying how will we do this. How will we change our goals? Children are becoming investigators and independent learners.

I am going beyond my expertise in working with libraries and saying I am an educator. This is what I would like to see happen. We are talking about multi age grouping, development, mental health, how to structure a school day, and integrated curriculum. It is becoming a reality in the middle schools setting. I don't know how it will spread. I think that parents will demand it. I mean middle schools that I see now are just totally different from what I knew, which is great because I hated it. To extend the information, we have had several

conferences. when we bring in people to speak or we will have planning sessions.

Mary's involvement in educational reform activities model for the local SLMS the importance of becoming involved in committees beyond the area of the SLMC. As a consultant and team member, she is able to bring the information perspective into the planning of the group, as well as, being well-aware of the direction that the proposed change will take. Being seen as a leader enhances the profession.

Elizabeth:

Elizabeth's state has also done much work with reform. Technology is at the heart of the change. Equity of educational opportunity in institutions is another important ingredient, linked particularly to technology. With regard to Information Power, Elizabeth sees the importance of having a document specifically enumerating how the SLMC program can be integrated with specific disciplines.

I work on different committees here. We are beginning to revise one of our state department documents called the Common Core of learning - that is really a statement of what a student should know and be able to do by the time he/she graduates from high school. That is being used in districts for planning. In the original edition, there really

wasn't much of a reference to library media technology, so I am putting together a committee now to revise that section of the common core. We will call it Learning Resources and Technology, because we have consolidated those areas to show that they are related.

Following the development and revision of the common core of learning, that committee will develop a curriculum framework for learning resources and technology. We are going to be looking at student outcomes, skills and competencies and so on in library media and technologies. That is coming right up.

There was another committee set up too to review education -Educational Excellence. The Joint Committee is being used for the technology component. That report really is looking at systemic reform and will be completed toward the end of this year. Whether there will be some funds to accompany that report, I don't know. That Commission was chartered by the Dept. of Business Industries - a five member committee.

It was recommended that the Common Core be revised to include technology. After that we will look at the courses framework which will identify the students skills and the issue of equity. There

is a task force that will be working at preparing legislative proposals. Another task force is working on the statewide network to define what services we would want for the technology network, such as going forward with an Internet node. Another suggestion from the joint committee was to look at requirements for new buildings and renovations. We are doing that.

We have a survey committee to look at other barriers to the use of information and technology. That survey has been pilot tested in some of the schools and will be going out hopefully in the fall if we can find funding. Funding is necessary to the success of these task forces. When the goals and were presented to the state board of education chair, the board said that this is really an equity issue. So I think that if we get the school reform, equity will be part of it. In most states where there has been school reform, the initiative has come from the legislature and a lot from business/school partnership. In our state there are business people in the Joint Commission on Technology, who are working on some grants. They submitted, with the support of the Commission, a proposal to the Dept. of Economic Development to be looking at multipurpose learning sites and research

and development sites which would benefit schools and business and industry. For example, the business might set up a distance learning classroom or some sort of technology center. The schools would be used during the day and after hours it could be used for training and such.

At the national level, we would be remiss if we didn't say this is how we relate to the national standards to make these other standards to come about. I can see the need to revise Information Power, not necessarily in terms of what is in it, but how it relates to other subject areas. That is a step that Information Power could take to show the relationship to various subject areas as far as relating to achievement of the other national standards. We are not saying just that it should happen (as currently stated in Information Power) but actually being more specific - saying this is how you can fit in, perhaps in a companion document. Maybe to keep Information Power and say Information Power and the arts, Information Power and the sciences, Information Power in social studies, whatever. You don't want the SLMC program to be viewed as an isolated program. Relating it to the rest of the curriculum is very important. I would stress that.

Elizabeth is significantly involved in the technology developments as they pertain to education in her state which appears to be the catalyst for continued educational reform. Notably, the business community is playing an active role in the planning of technology development and integration. Significantly equity of access to technology is an area that will be addressed by this business group, since criticism has been levied in this state around the issue of equity of educational opportunity.

Although the state has already developed performance standards as part of educational reform, Elizabeth is now actively involved in revising the state guidelines for the library media center to incorporate technology. Based on Information Power, the new document will relate the SLMC and technology specifically to the subject area/common core of learning. Elizabeth suggests that a revised Information Power linked to subject areas be completed to provide the same guidelines nationwide.

Ruth:

Ruth's state is approaching educational reform in small ways. Changes in curriculum approaches are seen as a type of reform. Ruth describes an event that occurred as a result of the long-range plan, completed as part of school approval process. Her depiction of the incident illustrates the difficulty in implementing change.

There is a move away from textbooks here. There is a move toward developing classroom collections, probably because of the impetus of whole language. There was a misunderstanding with one school when we recommended that the classroom collections be integrated into the library and shared with the whole school. What we were suggesting is that this be done in a systematic way - non-fiction titles be cataloged and placed in the non-fiction collection, phased in by a step by step approach. What we wanted to have happen was to have the library media specialist work in cooperation with the classroom teachers to develop an acquisition plan. Then the classroom teachers could borrow books from the SLMC, returning them to borrow some more. We are not opposed to classroom collections. We are opposed to pockets of books where purchasing is not coordinated and there is unnecessary duplication. This is what we tried to have happen. We made a recommendation, not a mandate. It was interpreted as a mandate from us - "You have to move all of your books out of your classrooms and into the library."

The situation might have transpired because of the way the administration used the report. They are free to use in any way they want. I think that the principal wanted to make changes but there were

teachers who were in their comfort zone and didn't want to change. I think that the reaction to our report was symptomatic of reactions to other changes that had been suggested.

The description of this incident can be representative of local reactions to change: the educators' misinterpretation of motives, the failure of the leadership to articulate the purpose for change and accompanying implementation strategies, and the general resistance to change if the conditions do not seem to warrant a new approach, from the perspective of those who are asked to make adjustments. The state consultant's suggestion to consolidate the classroom collections into a larger general collection is appropriate for four reasons: 1) More students can benefit from a stronger collection, 2) Teachers will have access to a larger number of titles to take back to the classrooms (extended loan periods are often given), 3) A stronger collection can be developed by a professional using selection tools, with the same budget because duplicate titles are not being purchased (Information Power emphasizes the importance of staff/SLMS cooperatively working on collection development), 4) The books will have greater circulation. Ruth indicated that this situation was reminiscent of premedia center days, when such a

condition existed involving slide filmstrips and tapes. She is absolutely correct.

Question Seventeen: What Has Enhanced Your
Efforts in the Promotion of School
Library Media Center Programs

The consultants are working in very different environments. Political situations, finances, program changes, past practices, and geography all impact on program delivery. Each of the consultants articulated their differing situations.

Sarah:

Sarah is in the midst of defining her new position in the Department of Research and Innovation, which takes her out of the realm of being school library media consultant and into uncharted areas. She is somewhat apprehensive about this position, not knowing what the expectations will be, but feeling that the integrity she has displayed in her previous position will provide her with the freedom to define what that role may be.

In my role in Research and Innovation, I am going to take part and listen to what other people are going to be doing so we can figure out how to develop our strategic plan and fit in with each other. I am hoping in terms of information technology to be able to have input into each of

these groups, since we are going to be working more across disciplines.

Sarah is looking forward to the continued support of her administrator, but now because of restructuring, she expects to be working more with others, less in isolation. She alludes to the positive aspects of her position which have provided her opportunities for past accomplishments.

The positive part is that I have been pretty much given my freedom to pursue an idea. If I do my planning and check with my administrator, I get the go for it. There is support in that way.

Sarah cites freedom to pursue an idea as the major support given to her in her position as state school library consultant.

Mary:

Mary thinks of her state as being progressive in education, hindered by the method of funding education.

The main issue for the state appears to be in adequately funding public education. Property tax based funding creates enormous pockets of disparity in educational programs. However, people are receptive to change in this state.

Mary views her greatest asset as state school library media consultant is living and working in a state that is receptive to change.

Elizabeth:

Elizabeth is actively involved in committees within and across departments in the state government to bring about change. She thinks that technology is the impetus for current educational change. Information Power suggests that innovation requires a broad base of support. Her participation on committees ensures that her ideas will be heard and the groundwork for support is established. She is also very aware of the importance of a "person" merely being in the center of activity to keep abreast of events and to advocate for what that person deems important in any specific area.

Elizabeth sees an advantage to working interdepartmentally on topics such as curriculum revision for the frameworks. She is currently involved in developing assessment methods for the frameworks and reading current research as it pertains to the topic at hand.

You know sometimes I think that there is something to having a person there just because you hear about what is happening. In the frameworks project, media was not on it and I said we need to do one. There is something to be said for having someone to say, "But what about library media programs? We need to be doing this."

With regard to the guidelines, which were developed in conjunction with her office, Elizabeth attests to their value. A wide distribution was sent to each school which served to publicize the SLMC program.

If an administrator calls me and says should we do this or do we have to have this, I say, 'Well why don't I send you a copy of our guidelines and it will tell you about what the program should be.' It is extremely helpful to have a state document because if it is national, it doesn't seem to apply to us. But a state document is a little different. In a sense even though it is a guideline, because it is in print, it has a certain integrity to it. If I were an administrator looking at this, I would say 'Well, I really have to be thinking about this.' I think that they use it because it gives them enough to be useful. It keeps them somewhat versed in what a program should be. It gives them somewhere to start. And you can say there is a process here. There are indicators to success listed in the document. If you turn them around, they can make nice goals or objectives.

Elizabeth is aware of the affect technology has had on the educational program in the LMC. She goes beyond Information Power considerations of utilizing technology,

to discuss the importance of students' using the information obtained.

Technology has brought change to the forefront, I think as soon as the VCR hit home. It is almost that technology begets technology. I think technology has enabled growth out of proportion and that is what has changed business and industry and that is what has changed homes. We have reached in the past ten years a high saturation point of televisions, touch tone phones, cable televisions, on-line databases.

Traditionally it has taken a long time to ferret out the information. Think about the encyclopedia. Kids have to struggle through this. In recent years, technology has made it so easy to get the information, it is sort of like a jet lag. It might be that during the semester, kids used to spend most of their time trying to find the information, then in the last week you put it together. Now in a week, because of technology, they can get the same amount of information. Now what you have to do is to change the end product of what you want them to do. Because now instead of one week to put it together, kids have the semester to put it together. You can expect different things to happen like analyzing, and comparing and

contrasting, or following data as it goes along, or a story.

I think teachers are used to teaching the rigorous process. I guess it would be like in phys. ed., you would spend 6 weeks learning individual basketball skills and spend one day playing basketball. What we are saying now is what the teacher was prepared for. We are lined up to teach a skill every week and now what we are saying is you teach the skills the first week, and you have the semester to play basketball. You have a whole different set of parameters and the teacher has to do that. I don't know that the teachers have had the training, the workshops or the planning to change that.

We are living with an information intensive society. Nationally there are a lot of states doing things about educational reform. There is talk at the national level about educational technology and I think that that has really helped. The legislation that has sort of pushed the agenda. It also helps that we have a very knowledgeable group of practitioners in the state. I think that because our state is small, people can get beyond their own areas and there is a good interaction. Our professional group is a lively active group. We work

closely with the state library. I think there is a good sense of collegiality and interagency stuff.

Elizabeth sees the importance of technology as a medium for ensuring equity of resources in an educational institution.

I think that another positive thing that is going on here is that the state board of education really is interested in equity and what they can do to make education better. The chair of the board recently said about educational technology. " This is really an equity issue." It is the first time that somebody has made that connection. This is important. I don't know if this is because they are in the workforce themselves and they see how much information technology is used and how needs have changed, but I think that there is really some support there.

Elizabeth enumerates a number of circumstances which have enhanced her ability to act as state consultant. She appreciates the opportunities to work interdepartmentally, having a voice in changes that are being written into the curriculum frameworks. She understands the importance of the written guidelines, which can be used to articulate the premise of the school library media program. She is encouraged by the growth of technology, which she sees as the catalyst for reform in

her state. Not only does it require change in the teaching strategies within the classroom, provides for a greater range of information services, but it has enticed the business community to become involved in technology planning.

Associated with this movement is the recognition of disparity of resources among the student population, an issue that is being addressed at the state level in the Department of Education. Elizabeth is fortunate to have the involvement of the business community in her work involving equity and technology.

The guidelines for SLMC's in her state are well-written, providing clear information about the school library media center program for any of the constituents. Her current task of linking technology to the curricular areas within the common core of learning places her state in the forefront of educational reform.

Ruth:

Ruth sees knowledge of funding sources as a benefit in improving school library media programs. Being removed from the intra-school culture is also helpful when her office advocates change. Ruth strongly sees her role as a nurturer. She thinks that such a perception works to the advantage of the state library consultant.

For us the power is in the fact that we are the most nonthreatening people that work for the state. I think that we give a reasoned, realistic, individualized approach in our plan. We try to develop alternatives as well.

We inform people about the possibility of Chapt. 2 - federal funds. If the media specialist does not know about the amount allocated to their school (Chapt. 2), or if that information is not available to them for one reason or another, we find out for them. For example, a superintendent called me and more or less was crying poverty about how to provide a collection for the library media center. I said, 'One of the things you might consider is taking all of your chapter 2 funds for at least 2 -3 years and putting it into that school.'

Sometimes they need someone from the outside to say this is what you should do. Maybe they want to do it anyway and maybe they can't handle the politics of taking it away from someone else. Saying I am doing this because so and so recommended helps them to get through the politics locally.

We are an outside voice and I think that has a different impact a different perspective, viewed differently. A person in the local school system is viewed as maybe self interest, self preservation and

so forth. It is how they are perceived. Often when we say the same thing it adds to the impact, not necessarily because it is us, but because it is an outside voice.

Ruth speaks of three conditions which enhance her position as a state school library media consultant: 1) Her office is seen as non-threatening, since consultants work in tandem with the local administrators and SLMS to develop a long range plan for the SLMC. 2) The consultant is knowledgeable about Chapter 2 grant monies. (This information can be particularly useful to the local SLMS, since those monies are used in numerous areas in the educational institution and figures may not be readily available to the SLMS.) 3) The consultant can assist in bringing about change through recommendations from the state office as an "outside voice" - one which is not intertwined with local intraschool politics. I have been impressed at the position that ALL of the consultants take with regard to being "nurturers". Encouragement and support are critical in intrapersonal relationships. The local SLMS are fortunate to have the expertise of a state consultant to advocate for their position and to be available to give advice regarding grant monies and to have an "outside voice" available to propose solutions to problem areas.

Question Eighteen: What Situations Have
Encumbered Your Efforts to Provide
Support for Quality School Library
Media Center Programs

Sarah sees her current problems as being linked to the process of change and transition as departments are reorganized to reflect educational change. Prior to this transition, she had been recognized as a very effective advocate for libraries among those in the field, both in terms of the writing of standards, providing professional development and personal support for staff in the field, all according to the mandate of state officials responsibilities named in Information Power.

Currently there is a move from specialization to working as generalists, resulting in part from recent cutbacks in the Department of Education. The movement is to move toward an interdisciplinary approach and away from curricula lines.

An additional problem arises from the fact that there has been poor interdepartmental communication. One of the deficiencies that she describes is communication among the departments and beyond to the constituency. Sarah cites the lack of current technology as one reason for the problem.

One of the real holdbacks here is our state institution. We have so little in terms of

technology. We have been really cut back in budgets and our infrastructure is lacking. Communication is poor. Very few people know about these projects I am talking about. There has been no mechanics for letting other people know beyond this bureau. It just hasn't happened and that is one of the things that they promised us that will change in this reorganization.

Mary:

Mary shares that her difficulties stem from the isolation of her position, the fact that there is little understanding about her role and responsibilities, funding, and the lack of consistent leadership.

Nobody else in this department really has a clue to what I do. I have been evaluated 3 times in 7 years and each time it has been by a different supervisor. It is very difficult to plan departmentally for what I can do with libraries.

Elizabeth:

Elizabeth finds that limited funding creates difficulties in providing the support at the local levels that she would like. Underfunding impacts on personnel and program availability.

We had some money from institutes for statewide for workshops, but that has kind of slowed down in the past years. Funding has gone. Our staff here has

diminished significantly. Last year we had four people and with early retirement we lost two, so it is a little harder to do things that you would like to do.

Approximately fifty per cent of local school funding comes from the state, but it is not categorical, but completely at the discretion of the district and school board. I think that the bulk of any state money goes for salaries and transportation, therefore you will find different kinds of programs as far as library media, since the local school level decides. Therefore you will find a small school district where an administrator is really committed to learning resources technology and you will see a fine program. Then you will see another fairly wealthy district where they haven't hired the staff. It depends on the other professional needs of the district.

Elizabeth finds that local autonomy is a hindrance in program development, since there is no mandate to provide staffing and service at a specific level. Information Power was written primarily for those at the local level to develop their individual programs, reflecting the needs of their institutions. Providing for equity in such circumstances is problematic.

You have very little legal structure in which you can do something as far as forcing an initiative. You have to appeal to equity. In some states I am sure that this position is more regulatory. However, I think that in the long run, I prefer it this way - to be an advocate rather than an accountant, but it is hard to force, to make systemic change because of the framework for it doesn't exist as much.

Ruth:

Ruth finds the structure of state government an issue. Her office is in the State Library Division, so the separation of her department from the Department of Education is a problem. Since there is little opportunity to interact with those in curriculum areas, it is difficult to propose that library programs be included in the planning of the curriculum. Consequently, the teaching of information skills tend to develop in isolation, contrary to the principles of Information Power.

Philosophically I believe that we should be in the Department of Education, because I believe that the state level services should mirror what we are wanting the local school systems to implement. We want local school systems to implement an integrated school library media program that relates to

curriculum. I think that we as media services should have the same relationship at the state level with the curriculum division. I think that we should be an integral part of that state activity, but we are not. We have never had what I call a close working relationship with the curriculum division in the Department of Education.

Question Nineteen: What is Your Position on the Staffing Hierarchy? How Has it Affected Your Ability to Proceed in Your Efforts

One's position, real or perceived, in the workplace can affect the facility with which a goal is accomplished or perhaps never accomplished.

Sarah:

Sarah is newly placed in the restructured State Department of Education.

I am in an administrative unit - Research and Innovation. It is brand new. People are telling me that it is very exciting to have the opportunity to develop, but I am the only person in it along with a unit leader. We expect that we are going to be able to develop a really exciting unit. First I was very upset that they were getting rid of my position, but in this particular role - research and innovation, I see that I will be able to make a lot of connections that maybe need to be made. Within the role that I

have been playing as full time supervisor for library media, my primary clients were school librarians. Now I have a broader clientele.

Sarah is expressing her anxiety about her newly-formed position. She is optimistic about the opportunity to make new inroads, working with a larger constituency.

Mary:

Mary's position allows her to communicate freely within her departmental team, composed mainly of people in the curricular areas. However, Mary says that communication with other teams, which are integrally related to local school issues is a problem.

We have a commission and the department services, comprised of four teams. I am in the teaching and learning team and above me is my internal and external manger and the commissioner. At my level are the program specialist, the reading consultant, the science consultant and math and portfolio people. We meet all the time. Communication is a problem in terms of working with other teams - the family and educational support team, the career and lifelong learning team, and the school development and information team, where public school approval is now housed along with data collection.

It is important that Mary can represent the SLMC program in the curricular areas at their frequent meetings. As the curriculum is changed according to the common core, it would be important that the other teams also be a part of discussions, since those areas should be integrated with new programs. I continue to be surprised at the lack of involvement in school approval and accreditation areas. To become involved only when invited seems very ineffectual, but would change the relationship from nurturer to regulatory.

Elizabeth:

Elizabeth has also felt the result of restructuring, partly initiated because of staff reductions.

I am in the professional development area. A couple of years ago we had a resources and technology unit, but things were reorganized. There were only two people left so we were absorbed into this area. That was a bit of a disappointment because we had wanted to retain the unit status, but they weren't going to do that with two people so I think that that will change.

New England has the problem of being a real Neanderthal of local autonomy. I think that it is ridiculous that each school district sets its own schedule. You have schools starting over a two week period and ending over a two week period - half on

vacation this week, another half another week. How do you do things like distance learning when you don't even have a common school calendar? I think that there has to be a whole different mind set for working together because the logistics of it are something.

Elizabeth correctly would like to maintain the unit status in order to have a "higher profile". Her office, as have all of the other consultants, has been "downsized". Change is certain in these offices as educational reform occurs. To have the state library consultant position retained may be the greatest challenge.

Elizabeth is the only consultant who has mentioned educational television as her direct responsibility. Lack of uniformity in scheduling among the districts places limitations on her work in this area, but also suggests that those problems exist in scheduling many educational events - conferences, joint inservice days, student programs involving more than one school. Since the calendar is adopted under a contract, uniformity would require enormous co-operation. This situation once more underscores issues of local control.

Ruth:

Ruth is located in the media services department of the state library, which is the primary public library department in her state.

I am not sure what the impetus was for moving it to the state library but it was moved over here in the early 60's. I have incorporated our library development section into media services.

Ruth's position should be in the Department of Education. Her work is there and her need to be cognizant of the events in the department are clear.

The Surveys of Local School Library

Media Center Programs

Five surveys were returned of the 12 that were sent to local institutions.

Although far from offering definitive conclusions, I present general response because I found them interesting to consider.

The Administrator

- * There is professional staff in the SLMC.
- * There is a state consultant who is available for assistance.
- * The facilities are regarded as very adequate.
- * Flexible scheduling exists in their SLMC program.
- * The SLMC is accessible before and after the regular school day.

- * There is good faculty use.
- * There is opportunity for interlibrary loaning.
- * There is good automation for information sources.
- * There is adequate funding for materials.
- * The information skills are integrated with the curricular.

The Teacher

- * There is E-Mail and interlibrary loan available in the SLMC.
- * The program receives regular evaluation.
- * The space is accessible throughout the day, as well as before and after school.
- * Skills are partially taught within the curricular.

The Parents

- * The parents are aware of the existence of the SLMC.
- * The parents are aware of the presence of both certified and support staff members in each library.
- * From the perspective of the parents, the SLMC is interesting, inviting, well-organized, and accessible.
- * There is a good orientation program.
- * Students use the SLMC in conjunction with numerous curricular projects.

- * There are sufficient resources.
- * Students are encouraged to use materials beyond the SLMC.

The Legislators

Conflicting responses are given in the following areas:

- * The requirement for professionals SLMS in the SLMC.
- * The existence of guidelines.
- * The existence of electronic networking capabilities and the fact that data are collected for dissemination.

Agreement is expressed however in the following areas:

- * The state provides funds for technology (Networking for ILL).
- * There are no provisions for grants for special library projects.
- * SLMS are encouraged to access federal and local funding sources.
- * There is statewide leadership for the SLMS'.
- * There are state publications developed for SLMC programs.

The Students

- * There is better student access prior to and after school of the SLMC.

- * There are adequate collections.
- * Networking and automated catalogs are available for their use.
- * Many research projects are done in conjunction with the SLMC resources (a range from 3 - 11 per year).
- * There is recreational reading.

The School Library Media Specialist

- * There are few student assistants.
- * Good accessibility to the SLMC.
- * Networking is available to the users.
- * Good professional development participation
- * There is adequate funding.
- * Good use by resources by staff.
- * There is an effort in the SLMC for the interaction with the staff and the SLMS.
- * None had a well-developed information skills formal curricular.
- * Little formal evaluation of program.

CHAPTER V
CONCLUSIONS, IMPLICATIONS, AND
RECOMMENDATIONS FOR FURTHER RESEARCH

Conclusions

This research study has described the efforts of four New England state school library media consultants in implementing the national standard for school library media centers Information Power. The analysis focused on a series of questions designed to explicate the activities mentioned to achieve the desired goal of improved local school media center programs.

The study contributes to our understanding of the significance the state school library media consultants attribute to Information Power as well as to the importance of their work in implementing the intent of the national guidelines. It further examines external influences which have an impact on the success of the efforts of these professionals.

In the policy statement issued by the Council of Chief State School Officers for school library media centers, the state media consultants have as their responsibility the development of school library media center programs, the continued interpretation of standards, and the implementation of standards by assisting schools meet and exceed minimum standards. An

expanded description of these responsibilities is found in the national standards Information Power.

According to Information Power, the state consultants should act to enhance school library media centers through the following activities:

- promote exemplary programs and practices
- participate in the development of state guidelines and certification of school library specialists
- participate in professional organizations, including state library media associations.
- become actively involved advocating for state legislative initiatives
- act as consultants in areas such as services, facilities, technology
- collect and circulates data about school library media programs across the state
- encourage cooperative agreements among libraries
- evaluate library media programs and make recommendations for their improvement. (p. 110-112)

During the period of the study 1992-1994, broad questions, based in part on the preceding list of activities, served as the basis for 1) a questionnaire for the pilot study sent to geographically representative

states in the nation as a pilot study, where twenty-eight state consultants replied and 2) interviews with the four New England consultants.

1. How important in your view are the current national standards?
2. Have the standards in your state incorporated the elements of Information Power?
3. What have been your experiences and work in the implementation of the Information Power principles?
4. What conditions have enhanced or encumbered these implementation efforts?

Results and Conclusions

Views of the National Standard Information Power

Each of the state library media consultants attributed importance to the standards. They see the document, written in easily understood language, as serving as a restructuring document - one which defines and describes the school library media program in terms of the total educational program. Several of the consultants are ready to move ahead and see a revised document to explicate further the linkage to the curriculum areas.

Incorporation of Information Power into the State Standards

Three states in the study are in the process of changing standards. One state has rescinded the previous standard, which was based on Information Power and included specific information about collection size and SLMS/learner ratios, to a more vaguely worded document, that requires a written plan of development for an education system in each locality that will ensure learners reach performance standards. How these learners gain proficiencies is the jurisdiction of the local communities and may be as varied as the localities.

Another state consultant is participating in the revision of the entire state document, a common core of learning, which will have an "information thread" included throughout. The new standards will be performance based as well. These two states appear to have lost specific standards for the SLMC to more general school program standards.

A third state consultant is recognizing that the state's standards, which have Information Power language, needs revision. These changes must include greater specificity about how to connect the SLMC program to the curricular areas and be more definitive about the inclusion of technology.

All the consultants have used the document to define programs and as a "measuring stick" for both short and long range planning with local districts. The fact that the standards are in print gives them added integrity. Since all of the consultants serve in nonregulatory agencies, they refer to themselves as "nurturers", offering assistance when invited, rather than being proactive.

The experiences and the work of the state consultants in the implementation of the principles of Information Power follow.

Integration of Flexible Scheduling

Consultants recognize that free access to the SLMC is critical for an exemplary program. Learners must be able to utilize resources in conjunction with a purpose to make the information skills meaningful. To effectively integrate information skills with the curriculum, classes must be admitted to the SLMC when the needs occur. Since administrators determine the schedule, consultants have little control over the implementation of the concept of flexible scheduling.

One consultant has been innovative in the promotion of the idea by providing conferences, wisely requesting that "teams" comprised of administrators and teachers as well as the SLMC attend. Another consultant encourages workshops and networking, as well as printed matter for

the use of the SLMS, administrators and the school committees. A third consultant promotes the principle of flexible scheduling, but is hindered by the negotiations issue of planning time determined by local contracts. The fourth specialist sees the promotion of flexible scheduling as a local issue.

Promotion of the Professional SLMS in the Three Roles of the Information Specialist, Instructional Consultant, and Teacher

All consultants understand the need for having a professional position in the SLMS. Success in this area is compromised by financial constraints and attitudes about the work that the "librarian" does in the SLMC setting.

To promote the image of the professional SLMS who can act in these three roles, one consultant encouraged the entry and subsequent award of an SLMS as the "Teacher of the Year" in her state. Another consultant is at the level of advocating for professionals, who can start a program, irrespective of the roles that they can fulfill. The third consultant views technology as a stimulus for change in her state. She sees electronic networking as an added function of the professional SLMS in the information specialist role, recognizing the power of the administrator to provide philosophical and financial support for the addition of new technologies. This

consultant also raised the issue of the difficulty of countering misperceptions about the non-professional role of the SLMS. The fourth consultant believes that the long-range planning mechanism in her state underscores the importance of the SLMC and professional leadership. This understanding moves the position away from the service mentality mode to the proactive mode, utilizing all three of the roles - teacher, informational specialist, and instructional consultant.

Incorporation of Library Skills (Information Skills) Into Curriculum Activities Within the Schools Academic Program

All of the consultants work actively toward this goal. This appears to be the area where the implementation efforts are most successful. Educational reform initiatives focusing on inquiry learning provide the impetus for such collaboration. New England SLMS' learn this process from the following activities: 1) the joint development of a curriculum model around the theme of HIV and adolescent health by teams across the state, 2) professional development activities which include coursework, workshops and conferences, 3) publications at the state level which are explicit in their directions for collaboration.

Each works toward dispelling the notion that the SLMC is a separate place in the educational program.

Incorporation of Technology to Expand the Information Resources in the Local SLMC's

Each of the consultants is a strong advocate of technology. Several states have had CD-ROM and online shared databases through the cooperative efforts with the state libraries, giving evidence of multitype library cooperation. Many SLMC's have access to commercial databases, which allows for even greater access to information. Distance learning, which spans geographic areas, is in place in all of the states. The consultants recognize that technology is the force that is bringing about change, not only in available resources, but in the entire concept of the SLMC and the teaching of information skills. The primary barrier to incorporation of these technologies at the local level is the lack of financial resources, which raises issues of equity in institutions.

Addressing Issues of Equity in Local School Library Media Centers

Because of the nonregulatory nature of the consultant's work, there is little that can be accomplished through their efforts except to raise the issue of the inequities - of which all are cognizant. Each expects to work with local districts to encourage promotion of business partnerships and to make the SLMS aware of private, state and federal funding sources.

Promotion of resource sharing and distance learning present other recourses to inequities in student access to materials and information.

Two consultants offered the following accounts which illustrate events related to equity at the state levels: In one state, there is movement to restructure the support of education from the present outmoded property tax system, while another state has had a court challenge with regard to equity issues in the city schools.

Additional ways that promote the principles of Information Power indirectly related to the school library media center program follow.

Activities Which Impact on the SLMS Preparation in Library Schools

All of the consultants have been actively involved in the preparation of the school library media specialists. Three have taught courses in which they included Information Power principles. The remaining consultant has developed a distance learning course for SLMS. Two have developed preparatory programs to be offered in institutions of higher learning in their respective states. Both programs are presently in upheaval, as a result of financial problems. None of the state consultants have ALA approved programs in their state; however, one does have a program which does offer certification.

Activities Which Impact on the Evaluation of the SLMS in
Your State

Evaluation is viewed by the consultants as a local issue. One consultant offers sample forms. Another consultant required students in her course to define the areas in which they wish to be evaluated. Another consultant unsuccessfully tried to work through her professional organization to develop a publication on the topic. The fourth consultant viewed the issue in a different manner. She is emphatic that the SLMS in her state provide the administration with periodic reports, which provides accountability for the SLMC program activities. This mechanism will supplement a formal evaluation, minimizing its importance.

Activities Which Impact on the Certification of the SLMS
in Your State

Two consultants are actively involved in assisting those who are seeking certification, which varies from state to state. Although none are in the certifying agency, all consultants have participated in the writing of the competencies necessary for certification.

Activities Which Impact on SLMS Legislation

All consultants work through their professional boards, which have a legislative liaison to develop initiatives. Two consultants working with the professional organizations actively court legislators

through lobbying at specifically arranged social events or invitations to conferences. Minimal emphasis is placed on legislative activity.

Activities Related to Professional Development

Conferences

Each of the consultants have developed conferences with the assistance of their professional organization to ensure that their constituents are current in terms of innovations in their areas. Conferences are seen as one way to network geographically isolated areas by two of the consultants. One consultant works actively to promote a unique multitype cooperation through a shared state conference with the public libraries.

Activities Related to School Accreditation

None of the consultants were active participants in the accreditation/approval process. They view themselves as "nonregulators" and distance themselves from the approval/accreditation process. Each assist school systems which are found deficient, if they are requested/invited to do so. Secondary school accreditation is required in all of the New England states. One consultant indicated that she has assisted SLMS prepare for a visiting accreditation team but has not served on such a team. Another consultant has actively worked toward the publication of a document which explains the SLMC program. Although in her state

the secondary SLMCS are subject to New England school accreditation review, none of the SLMCS are examined under state approval.

Activities with Professional Organizations

The effectiveness of the consultants is often linked to the relationship with the state professional organization. Each can enhance the efforts of the other. Primarily through joint sponsorship of activities and publications, they work toward strengthening the profession. Three of the consultants are active board members of their state professional organizations.

Activities Related to the Development of State Standards

Each of the state consultants have been active in authoring their state's standards. Usually this activity has been done with representatives from the professional organization. One consultant had been ignored at the rewriting of the current weaker standard, but was later asked for her comments. She had previously authored secondary and elementary school standards, which included Information Power language. The current standard contains little specificity regarding the SLMC. Another consultant is actively involved in the joint authoring of a common core of learning for her state. The third consultant led the development of her state standards, contributing to the national standard Information Power.

Educational Reform Where Students are Taking an Active Part in Their Learning is Seen as Providing an Opportunity to Review the SLMC Program and Meaningfully Relate it to the School Curricula

Each consultant anticipates that her program will be altered as a result. As a result of reform measures, one consultant is already in the midst of change, moving from a specialized area to one which is broader, serving a wider constituency. She is convinced that systematic reform will be difficult because the educational program is bound by facilities, professional training, and schedules. In another state, the consultant is observing the early stages of reform in the middle school, where the adaptation of innovations is expected to move both up and down. The third consultant views educational reform as being brought about through the advent of technologies in the classrooms. She is actively involved in the development of partnerships of planning and instituting change.

Conditions Which Enhance Efforts to Promote School Library Media Programs

- The movement from textbooks to resources based learning was identified as an enhancement for the SLMC program by one consultant.
 - Technology is a driving force for change.
- Equity issues were identified by two

- consultants as a catalyst toward the adaption of technology in the educational institutions.
- For one consultant it is an opportunity to serve on numerous committees outside of her area to develop technology linkages.
 - Other identified the opportunity to work interdepartmentally as a further bonus.
 - The ability to direct interested individuals to funding sources was identified as an enhancement.
 - Being regarded as supportive/nonthreatening was described by all as an enhancement.
 - Serving as an "outside" voice in internal political matters strengthens the position of the state consultant.
 - The existence of a written standard was included as an enhancement to the efforts by the consultants.
 - The freedom to develop a position independently with few guidelines is seen as an opportunity by one consultant.
 - The "progressive" thinking of the people in her state with regard to education is identified as being positive.

Conditions Which Encumber Your Work to Promote Exemplary
School Library Media Programs

- One consultant expressed concern that the performance standards movement will diminish support from what have been seen as well-developed program areas. As long as the students can demonstrate competencies, how they obtained them is not a consideration.
- Inadequate funding is identified by each of the consultants as inhibitors of program implementation. Deficits in this area prevent adequate staffing at the state and local levels, collection development, professional development, and the addition of state-of-the-art facilities and technologies.
- Poor communication because of physical separation, lack of technology, or personal frailties was identified by three consultants as problems.
- Frequent replacement of supervisors, who are not fully aware of the requirements of the SLMC office are an obstacle for one consultant.
- Isolation in an agency outside of the Department of Education prevents the necessary interactions for one consultant.

- Changes in position, reflecting a movement from areas of specialty (library media centers) to generalists (research and innovation) will undoubtedly impact on the SLMC support. One consultant has seen her position dramatically change.
- Two consultants are actively working outside of their job description because of education reform measures.
- The absence of legal structure which could force an initiative was identified as an encumbrance by one consultant.

Position on the Organizational Hierarchy

Each of the participants is in a "middle management" position. One consultant is in a newly developed position where she expects with the additional member of her team, she will be able to define what work her position will entail. Because of staff reductions, another consultant finds herself "below a unit," which may lead to a diminution of her power and status. Isolation from peers in the various departments is seen by the remaining two consultants as detrimental to their activities, perhaps because of communication rather than power.

The Survey of Local SLMC Programs

Five local surveys were returned. This poor response does not permit a meaningful analysis. Although each survey was not lengthy, the fact that many individuals (SLMS, administrator, teacher, learner, legislator, parent) would need to complete the survey was undoubtedly overwhelming for the SLMS. I expect that those who did not return the survey would, however, have read it and perhaps completed it for their own use. If that occurred, then there was some value in dispensing the document.

Analysis of the Results

An analysis of the results of this study provides a composite profile of a state school library media specialist, actively committed to the improvement of school library media center programs in the state. This person is one who is in a unique position to know the state of the school library media center programs in the state; someone who is able to effect change through implementation of the national standards as he or she advocates for information skills taught within the curriculum, flexible scheduling, introduction of new technologies which provide for currency of information and resource sharing, and staffing by professionals; one who forms alliances with professional groups, institutions of higher education, the business

communities, and other state agencies to promote positive change; one who understands the importance of the written national and state standards as offering direction for development of exemplary programs; one who sees the strength of the office as a supportive function, rather than regulatory; someone who recognizes the importance of good communication among all concerned participants; one who views professional development for the SLMS at the local levels as essential; and one who is prepared for change. The state school library media specialist is also one whose progress is often stymied by local control issues and financial constraints, one who is virtually powerless to mandate change, one who is removed from decision making areas such as school accreditation/approval and the granting of certification.

General Conclusions

Several conclusions may be drawn from this study of the New England consultants. However, because the study involved a limited number of participants, generalizations will be kept to a minimum.

1. The activities of the state consultants vary from state to state, dependent on the issues affecting the educational systems in their respective states and state consultant's personal perceptions and strengths. However the issues of emerging technologies, educational

reform centered on inquiry learning, and funding were cited by all consultants as areas of change impacting on their implementation efforts.

2. State consultants work cooperatively with the professional groups to collaboratively develop and press for improvements in the SLMC program.
3. State consultants effectively utilize professional development activities such as coursework, conferences, workshops and preparation of publications to educate SLMS, administrators, and legislators.
4. The ability to act in a supportive manner to bring about change, rather than to be viewed as regulators, was seen as a positive aspect of state consultant's position.
5. State consultants are actively and directly involved with the local educational systems to enhance the SLMC programs by advocating for flexible scheduling, incorporation of information skills within the curriculum, addition of new technologies, and staffing by professional SLMS.
6. Consultants view the existence of the written state and national standards as important to the development of exemplary programs.

7. The responsibilities of the position of state school library consultants are adjusted by the consultants as the needs of their constituency requires; therefore areas of emphasis vary among the consultants.
8. Participation by the consultants in the training and certification of school library media specialists safeguards that the SLMS will be adequately prepared to implement quality programs.
9. State consultants are currently a "presence" at the state level to actively advocate for school library media center programs. This position may become modified as a result of educational reform activities.
10. At the local level, failure to link the SLMC program with the subject areas indicates the ignorance and confusion which exists about the SLMC program and the role of the school library media specialist.
11. If the national guidelines as currently expressed in Information Power are to be effective as a means of creating change, they must be articulated meaningfully within the states and then to the localities which will adopt and then adapt the innovations.

Nationwide adoption of the national standards will ensure that all students will receive the benefits of a quality school library media program.

Implications

This analysis of the work of the state consultants has implications for all who in some way have an interest in the development of quality school library media center programs - administrators, SLMS, library professional groups, legislators, parents, and teachers. If we agree that the quality of the school library media program can be a crucial indicator of the quality of the educational system and therefore student success, then the efforts of the state consultant to assist in the development of such programs as described by the national standards are critical.

In my view, the absence of a regulatory function of the office -to require that there be a SLMC in each school which has at least a minimal program in this information age is unconscionable. It is ironic that the school accreditation process completed at the secondary school level requires a SLMC, yet there is no such provision at the elementary level. There the need and opportunity to introduce information skills and develop the "library habit" are present in "teachable moments" because of the design of a more flexible curriculum,

often featuring more integration than is presently possible at the secondary level.

I am further chagrined that the state consultant is not included in the school accreditation and approval process. I understand their reluctance to act as evaluator, yet these areas represent the power to initiate change. Working for change as opposed to insisting on it would quickly advance the quality for the SLMC and provide the program necessary for teaching life-long information skills.

With regard to equity of accessing information in an SLMC in their own institutions, the wide range of learners who could/should learn information skills in the educational setting is vast. The SLMC offers opportunities to ALL students to access a wide range of materials representing many points of view, using them in a relevant way within the curriculum. It offers opportunities for students to engage in the use of technology. It offers opportunities for peer collaboration. The fact that there is not legislation to require a school library media center program, rather than merely to encourage one, weakens the efforts of each consultant and compromises equity.

State consultants can act as a conduit to inform their constituents about the national guidelines and can

work in limited ways to ensure that those described goals become a reality in communities.

Professional development can be better developed, coordinated, and occur more frequently, with the expertise of the consultant. The consultant is in a position to understand the collective needs of the professionals and to aggressively seek support of these initiatives.

The consultants with their expertise in nurturing growth of quality programs, as described in the national standards, are available to educate this broad constituency. They can speak with an outside voice to assist with the planning and development of a program that is tailored to the needs of the local institution.

By actively developing ways of networking, the consultant can enhance professional development, resource sharing, and lobbying for the constituents.

As a liaison among other state agencies in the curricula areas, which impact on the teaching of information skills, the consultant is able to create models of co-operation that can extend to the local systems.

The consultant is a "presence" at the state level to advocate for the interests of the library users through inclusion in state education initiatives.

Because of the isolated nature of the work of the SLMS, the consultant can be available to assist with professional questions and provide a "clearing House" of information.

Certification issues are well understood by the consultant, who has had an active role in the development of the requirements. Such involvement makes certain that the professional SLMS will have the necessary training to adequately assume the responsibilities of the position.

Issues identified by the state consultants as obstructing quality programs include methods of financing educational institutions, poor communication regarding the function of the SLMC program within the institution to a broad constituency, and contractual issues which may prevent the implementation of flexible scheduling or time for planning with the SLMS.

Analysis of the Conclusions From

This Study has Generated the Following Recommendations

The inclusion of school library media centers in each institution is not given the importance that it requires. There needs to be a movement for the inclusion of school library media centers, headed by a professional in each educational system. In their educational careers ALL students need to have the opportunity to learn to access information, to evaluate it and to use it both effectively and efficiently in print or electronic form.

This will be key to the future. The SLMC needs to be viewed in that light and given the integrity it deserves - a provider of learning information skills which instills lifelong learning. Educational reform underscores that learners be skilled users of information.

The consultant needs to be included in the accreditation and approval areas as the standards are being developed. These are the individuals who most clearly understand the elements of a successful program. They should be included as part of the team at the inception of the effort, not merely in the recovery stages.

The consultant provides a service to the SLMC programs in educational institutions that should be available in each state in the nation. Attention must also be given to revised methods of funding education. In New England the property tax is used as the basis of school funding and is creating great areas of disparity in educational programs.

Informing potential advocates for SLMC's such as school administrators and leaders, as well as other members of the community about the essential services that a well-staffed and utilized SLMC can provide will do much to ensure that financial support, appropriate

scheduling and professional development are in place to sustain a viable program.

Recommendations for Further Research

1. My research suggests that the role the state consultant plays in the development of quality school library programs through the use of the Information Power standards is important. Throughout the time of my study, I have been aware of the fact that educational reform (inquiry learning) activities will impact on the nature of the responsibilities and perhaps the position of the consultant. I would encourage a revisiting of the consultants at a later time to see what the impact has been.
2. The national standards are currently in a state of evolution for the next revision. It would be important to explore the mechanism for revision, the issues to be considered, and participants in the revision of this document.
3. Recognition of the importance of school library media centers is critical. A study regarding the development of the concept of the SLMC would be interesting and revealing to determine why the SLMC does not have greater integrity in view of the total educational program.

4. How accreditation and/or state approval are used to ensure quality SLMC programs would be worthy of study.
5. A study which features expanded use of the local questionnaire and to include a wider range of states and subjects would yield good information about the integration of Information Power principles.
6. A study of specific principles of Information Power such as flexible scheduling, incorporation of information skills within the curriculum, and mandating professional leadership in the SLMC program as they impact on quality SLMC programs should be conducted.
7. A review of state and federal initiatives could determine efforts conducted to ensure equity of opportunity through the use of technology to ALL students in each educational institution.
8. A comparison among the accreditation/approval results of those states which do and do not have state consultants could examine the impact of such positions.
9. A poll of communities to determine knowledge/interest in the school library media programs.

10. A model where dissemination and collaboration are going on to make people "own" these standards and the principles included within should be developed or located.
11. The relationship between how schools are financed and how the standards are implemented.
12. The issue of equity and its impact on the user of the SLMC should be explored.
13. The Information Highway should be examined in terms of equity of the user in educational institutions.

Educational institutions are in the midst of change. With the movement toward learners' active participation in the educational process and exciting new frontiers brought about through advances in technologies, state-of-the-art SLMCs' must be recognized and supported as critical components of the educational program. Learners must be proficient in the use of CD-Roms' and online databases such as the INTERNET and commercial information services. They must learn how to use automated catalogs which provide them with resources beyond the confines of the physical space of their SLMC. Distance learning will become a part of their educational experience in the 21st century. Information skills training integrated within the curriculum will produce independent learners.

Since our educational institutions reach the majority of children and young adults in the nation, to provide these students with the necessary skills for the 21st century is the responsibility of each school. The issue of institutional equity must be seriously considered. State and federal initiatives for alternative funding for programs must be explored.

The state library media consultant can offer leadership and connectivity with the local SLMS' to ensure that the nation's learners have the necessary skills to move into the competitive world arena. These consultants have the skills and the attendant challenge to make Information Power become a living document.

APPENDIX A

LETTER AND SURVEY FORM TO STATE CONSULTANTS

Dear

I am a school librarian and a doctoral student at the University of Massachusetts. Enclosed is the survey, which we talked about recently.

This survey is an effort to determine how state departments of education across the nation have responded to the publication of the national guidelines, Information Power. I am particularly interested in learning how those guidelines which impact on the role of the school library media specialist and subsequent library program have been incorporated into the respective state standards.

During this study, I am seeking to find out how Information Power has served as a catalyst for change, first by being translated into state standards, then by the methods by which these stated philosophies are disseminated and implemented.

Your participation in this survey will be an important contribution to the outcome of the project.

Thank you.

Sincerely,

Janice C. Dore

State:

Number of Public Secondary Schools:

Numbers of School Library Media Specialists (Secondary level):

Number of Public Middle Schools:

Numbers of School Library Media Specialists:

Number of Public Elementary Schools:

Numbers of School Library Media Specialists (Elementary level):

Information Power has clearly expanded and delineated the role of the school library media specialist and the library program.

The following questionnaire is an attempt to learn how states have incorporated Information Power guidelines into their respective standards and the methods that are used within the states to implement these standards, once they have been adopted.

State Standards

1. Who developed the state standards?
2. How were these standards developed?
3. What was the role of the state professional school library organization (s) in the process?
4. When were these standards revised?
5. Was Information Power a consideration in the revision?

Implementation:

1. Do the state standards serve as a mandate or as guidelines?
2. It is assumed that state standards serve as the philosophical basis for the development of the school library programs. As such they can serve as a catalyst for change, since they reflect the current philosophy of the library educational systems. How then do the state library consultants assist the district and local libraries with regard to the following areas? (If specific strategies have been taken to promote those guidelines in Information Power, would you please include a description?)

In the areas of

- a) School Library Media Specialist evaluation?

Provision of job descriptions for School Library Media Specialists?

- b) State accreditation?

Secondary-

Elementary-

- c) Regional accreditation?

- d) Certification of the School Library Media Specialist?

- e) Development of program within the professional library schools which prepare the school librarians?

- f) Development of inservice programs and workshops to promote the present standards for professional staff and administrators?

- g) Development of legislation pertaining to school libraries?

If there are other innovations used by your state to implement state standards, would you please include them here?

Will you give your assessment of the impact Information Power has had on the school library media centers in your state?

Would you kindly forward a copy of the present standards which govern the policies of the school library programs within your state?

Thank you.

APPENDIX B
PILOT STUDY RESULTS

STATE	CERTIFICATION	SLMS PREP PROGRAM
COLORADO	Y MASTERS	
ILLINOIS	N	N
WISCONSIN	Y	APPROVAL BY DEPT.
IOWA	Y	READ & COMMENT
NORTH DAKOTA	Y	SUMMER PROGRAMS
INDIANA	Y	N
WEST VIRGINIA	NA	NA
SOUTH DAKOTA	Y	Y
MINNESOTA	Y	Y
ARKANSAS	Y	ADVISE
UTAH	Y	Y
NEVADA	Y	WORK WITH STATE U.
WASHINGTON	Y	Y
OREGON	N	N
NEW YORK	Y	Y
PENNSYLVANIA	Y	
TENNESSEE	N	N
KENTUCKY		WORK WITH PROFESSIONALS
NORTH CAROLINA	Y	STATE GUIDELINES USED AS TEXT
SOUTH CAROLINA	Y	Y
TEXAS	Y	ACT AS RESOURCE
VIRGINIA	Y	COORDINATES
GEORGIA	PROVIDE INFOR TO PROFESS STAND	MEET ANNUALLY TO DISCUSS
CONNECTICUT	Y	BASED ON STATE CERTIFICATION
NEW HAMPSHIRE	Y	WORK WITH PLYMOUTH STATE COLLEGE
MAINE	Y	Y
MASSACHUSETTS	NA	NA
CALIFORNIA	TEACHER CREDENTIAL	N

Certification - Affects quality of preparation - some states have levels of certification
 Research supports the importance of certified personnel in the SLMC
 21 state consultants actively participate in the writing of certification standards. Georgia mandates certified personnel.

SLMS prep - Preparation is critical to the quality of the program
 19 are actively involved in input into programs. Preparation for the roles of the SLMS is extensive and involved. The core program appears to be administration, reference, collection development and includes technology, teaching strategies, curriculum development and working co-operatively with teachers & administration.

On a continuum...Texas advises, while Wisconsin approves the program by department. Georgia meets annually with the college representatives. The stringest involvement is once more in the South. All but Tennessee are involved in some way.

North Carolina uses guidelines as a text.

File: IP DATABASE
Port: IPDATABASE 5
DATE

Page :

PUBLICATIONS

COLORADO	COLORADO INFORMATION POWER
ILLINOIS	N
WISCONSIN	SCHOOL LIB PROGRAM RESOURCES GUIDE
IOWA	PLAN FOR PROGRESS, NEW IOWA STANDARDS FOR LMC PROGRAMS
NORTH DAKOTA	LONG RANGE PLAN FOR ACCREDITATION
INDIANA	SURVIVAL MANUAL SLMC PERSONNEL
WEST VIRGINIA	NA
SOUTH DAKOTA	N
MINNESOTA	CLASSROOM INSTRUCTIONAL DESIGN
ARKANSAS	SLMS GUIDELINES FOR JOB PERFORMANCE STANDARDS
UTAH	UTAH'S SLM PROGRAM: EMPOWERING STUDENTS TO FUNCTION EFFECTIVELY
NEVADA	
WASHINGTON	IP FOR WASHINGTON
OREGON	
NEW YORK	
PENNSYLVANIA	PENN. GUIDELINES FOR SLMS PROGRAMS
TENNESSEE	
KENTUCKY	MERIT RATING GUIDELINES - SCHOOL BASED
NORTH CAROLINA	LEARNING CONNECTIONS
SOUTH CAROLINA	
TEXAS	
VIRGINIA	
GEORGIA	ROLES IN MEDIA PROGRAMS DEVELOPMENT
CONNECTICUT	LEARNING RESOURCES AND TECHNOLOGY
NEW HAMPSHIRE	
MAINE	MAINE SCHOOL LIBRARY PROGRAMS, INFORMATION SKILLS GUIDE
MASSACHUSETTS	MASSACHUSETTS STATE GUIDE
CALIFORNIA	CALIFORNIA WRITING & LIBRARY PROJECTS

Publications:

17 states have publications to disseminate IP programs
Arkansas has developed a job performance publication, reflecting roles described in IP.
Most describe SLMC program
Maine has written a specific program about Information Skills - Scope & Sequence
Indiana has published a survival booklet, How to Run a SLMC
Minnesota Informational Consultant
The South is surprisingly less published.

STATE	SLMS EVAL/JOB DES	STATE/REG ACCRED
COLORADO	FORM - OP	Y PB
ILLINOIS	NA	SCHOOL IMPROVEMENT LEG. PB
WISCONSIN	N	20 STANDARDS, Y PB
IOWA	FORM OP	Y
NORTH DAKOTA	N	Y
INDIANA	FORM - OP	STATEWIDE TESTING, Y, PB
WEST VIRGINIA	NA	NA
SOUTH DAKOTA	FORM - OP	Y SERVES ON BOARD
MINNESOTA	N	SCHOOLS NOT ACCREDITED REG PB
ARKANSAS	ADVISE LOCAL BLDG., PROVIDE E	Y
UTAH	FORM - OP	REG ONLY PB
NEVADA	ASSISTANCE AS REQUESTED	Y
WASHINGTON	FORM - OP	Y
OREGON	N	IP USED AS BASIS OF ACCRED
NEW YORK	WILL REVIEW, LOCALLY PRODUCED	Y SHIFTING TO PB
PENNSYLVANIA	FORM IN GUIDE - OPP	Y
TENNESSEE	SURVEYS, EVAL REPORTS, FORMS	Y
KENTUCKY	N	REG ONLY PB
NORTH CAROLINA	FORM - OP	Y REG WEAKER THAN STATE
SOUTH CAROLINA	FORM - OP	PRINCIPAL ASSURES DMS MET, Y
TEXAS	FORM - OP	Y
VIRGINIA	INFORMATION PROVIDED	Y
GEORGIA	Y - GEORGIA MEDIA SPEC EVAL.	Y - EVIDENCE
CONNECTICUT	FORM IN GUIDE - OPP	REG ONLY
NEW HAMPSHIRE	FORM - OP	Y
MAINE	FORM OP	Y
MASSACHUSETTS	NA	REG
CALIFORNIA	NA	NA

State Evaluation input - Helps educate against stereotypes - previous experience
 - Would make uniform expectations of the roles articulated...
 help publicize and define role...lift level of performance
 Haycock
 Instrument reflecting the profession, not making it conform
 with teacher role/performance

15 provide forms for optional use. Georgia mandates state evaluation of SLMS
 4 states evaluate locally produced forms
 Include forms in their publications

State/Regional Accreditation

19 states have state evaluations required
 Indiana and Massachusetts have state wide testing
 5 states have regional accred. only
 3 states gave no response...these 3 are performance-based/student outcome states
 8 states are performance based

Georgia requires evidence of services and activities

STATE	DATE, M/G, IP	AUTHORS
COLORADO	1988-89 G Y	STATE WIDE COMM.
ILLINOIS	NA	NA
WISCONSIN	1986 G/M	STATE TASK FORCE
IOWA	1992 G Y	STATEWIDE COMMITTEE
NORTH DAKOTA	1992 - G IP	STATE ACCRED.
INDIANA	1990 (RULE)	STATE LEVEL
WEST VIRGINIA	CURRICULAR AREAS	NA
SOUTH DAKOTA	1989 G Y	REP THROUGHOUT STATE
MINNESOTA	1983 MIN. & LONG-RANGE PLANS	STATE MEDIA ASSOC.
ARKANSAS	1984 - M - REVISED BY PETITION	
UTAH	1991 MASTER CORE PLAN	STATE COMMITTEE - HEARINGS
NEVADA	1992-3 G IP	COMMITTEES OF REP ACROSS STATE
WASHINGTON	1991 G IP	STATE BD & MEDIA ASSOC
OREGON	1976 M	DEPT OF ED
NEW YORK	1928 M	
PENNSYLVANIA	1989 G IP	CROSS-SECTION OF PROFESS IN STAT
TENNESSEE	1990 M NO IP	STATE DEPT, ADMINISTRATORS, PROF
KENTUCKY	1991 G MERIT RATING IP	SLMS SPEC. & STATE
NORTH CAROLINA	1992 G IP	BUILDING, STATE. PROFESSIONALS
SOUTH CAROLINA	1986 - M DEFINED MINIMUM STA	DEPT OF ED.
TEXAS	1991 M	DEPT OF ED.
VIRGINIA	1988 M	DEPT. OF ED.
GEORGIA	1991 M IP	DEPT. OF ED.
CONNECTICUT	1991 G IP	ALL LEVELS OF SLMS, PROF. CPROGAN
NEW HAMPSHIRE	1987 M E IP . S 1984	REP COMMITTEES 7 STATE CONSULTAN
MAINE	1991 G IP	DEPT OF ED, PROF ORGANIZATION
MASSACHUSETTS	1989 G IP	PROFESSIONAL ORGANIZATION
CALIFORNIA	INTEGRATED WITH CURRICULUM	DEPT OF ED

Standards - Guidelines/Mandate

18 states revised since 1988
 Illinois, West Virginia, Calif. integrated into curricula areas - no specific standards
 13 states - guidelines
 10 states mandated - primarily in the south
 11 of the guidelines reflect IP - found in all regions
 1 mandated IP program in Georgia

Authors

Most frequently authored by representative committees, with the assistance of the Department of Education. Professional organizations are actively involved in writing guidelines. Mandated programs are usually abbreviated, quantitative and written by the Department of Education. NH has a mandated IP standard, but the state does not fund. Wisconsin has a core of 20 standards, then additional guidelines for excellence.

STATE	DISSEMINATION	LEGISLATION
COLORADO	Y	NA
ILLINOIS	N	N
WISCONSIN	Y	N
IOWA	Y	Y
NORTH DAKOTA	Y	Y
INDIANA	Y	N
WEST VIRGINIA	NA	NA
SOUTH DAKOTA	Y	NOT ALLOWED
MINNESOTA	Y	N
ARKANSAS	Y	
UTAH	Y	Y
NEVADA	Y	Y - PROF. ORGANIZATIONS CARRY
WASHINGTON	Y	Y - ADDRESSING ED REFORM BILL
OREGON	N	N
NEW YORK	INSERVICE 46 DISTRICTS	Y
PENNSYLVANIA	Y	
TENNESSEE	N	N
KENTUCKY	Y	NETWORK
NORTH CAROLINA	Y	LEG BASED ON GUIDELINES
SOUTH CAROLINA	Y	Y
TEXAS	Y	PRCF. ORGANIZATIONS ORIGINATE
VIRGINIA	Y	Y
GEORGIA	Y	CONSULT
CONNECTICUT	Y	N
NEW HAMPSHIRE	Y	N
MAINE	Y	Y - MAINE SCHOOL LIBRARY SURVEY
MASSACHUSETTS	NA	NA
CALIFORNIA	N	

Dissemination - With the exception of Illinois, West Va., Tennessee, Mass and California, this is the strongest activity for the implementation of IP standard. These states are performance-based. 23 states have activities ranging from workshops in 46 districts to participation in conferences, workshops, telecommunications activities. Minnesota featured a three day conference with David Loetscher on the roles of the SLMS.

Dissemination serves to acquaint administrators to the possibilities of the SLMC and what the activities and services should look like.

Legislation - Critical to endorsing the activities and importance of the SLMC. 12 states actively participate in legislative activities. Others expect the professional organizations to be a catalyst for action. 3 states do not allow the consultants to lobby. In Maine, preparation of the Maine School Library Survey was completed to justify legislative action re. programs.

STATE	PER CAPITA	EXPENDITURES E/S *	NO. OF S
COLORADO	13,513 (18)	19.81 MH, 45.89 H.	2
ILLINOIS	14,491 (11)	13.49 ML, 16.85 ML	3
WISCONSIN	12,663 (22)	17.03 MH, 32.09 H	7
IOWA	11,922 (32)	16.68 MH, 30.30 H	5
NORTH DAKOTA	10,441 (44)	23.48 MH, 29.29 H	1
INDIANA	12,147 (30)	18.95 MH, 13.40 ML	10
WEST VIRGINIA	9,503 (49)	9.83 ML, 12.86 ML	1
SOUTH DAKOTA	10,535 (41)	15.96 MH, 19.75 MH	1
MINNESOTA	13,593 (15)	8.16 ML, 12.79 ML	4
ARKANSAS	9,931 (48)	24.40 H, 29.01 H	1
UTAH	10,069 (46)	11.27 ML, 12.86 ML	1
NEVADA	14,834 (9)	31.38 H, 34.70 H	1/2
WASHINGTON	13,585 (16)	11.22 ML, 13.09 ML	1
OREGON	12,255 (28)	25.29 H, 33.09 H	1
NEW YORK	16,222 (5)	12.28 ML, 16.07 ML	4
PENNSYLVANIA	13,294 (20)	10.57 ML, 11.84 ML	10
TENNESSEE	11,312 (35)	11.80 ML, 11.18 ML	1
KENTUCKY	10,580 (39)	11.47 ML, 10.54 ML	1
NORTH CAROLINA	11,700 (34)	18.89 MH, 17.36 ML	5
SOUTH CAROLINA	10,496 (42)	10.69 ML, 12.13 ML	1
TEXAS	12,088 (31)	14.80 ML, 21.24 MH	1
VIRGINIA	14,570 (10)	12.42 ML, 10.21 ML	7
GEORGIA	12,358 (27)	12.24 ML, 18.98 ML	13
CONNECTICUT	19,002 (1)	13.80 ML, 26.68 MH	4
NEW HAMPSHIRE	15,602 (7)	14.14 ML, 23.24 MH	1
MAINE	12,508 (26)	18.19 MH, 20.18 MH	5
MASSACHUSETTS	17,070 (3)	9.78 ML, 9.91 ML	0
CALIFORNIA	15,342 (8)	8.48 ML, 8.21 L	1

* Based on White's "School Library Collections and Services:
 Ranking the States." School Library Media Quarterly,
 Fall, 1990. pp.13-20.

APPENDIX C
INFORMATION POWER DIAGRAM

FUNDING
STATE CONSULTANT
STANDARDS
INFORMATION POWER

DISSEMINATION
SLMS
OF
EVALUATION
INFORMATION

STAFF

ARTICULATED
GOALS

LIBRARY
PROGRAM

RESOURCES

ACCESSIBILITY

EQUIPMENT

FACILITY

ADMINISTRATIVE

SUPPORT

SLMS
PREPARATORY
LEGISLATION
PROGRAMS

APPROVAL/ACCREDITATION
CERTIFICATION

SLMS

APPENDIX D

LETTER AND WRITTEN CONSENT FROM TO STATE CONSULTANTS

Dear Ms.;

Thank you for consenting to participate in my research study involving the implementation of Information Power by state library media consultants. I anticipate meeting with you in late June or early July at your convenience. At that time, during our taped interview, I will want to learn of your experiences in this implementation process. Key aspects of Information Power involve issues of administrative support, flexible scheduling, integrating library skills into the curriculum, staff/slms co-planning and the adopting by the SLMS of the three roles of teacher, instructional consultant and information specialist.

As the development of my proposal continued, it seemed that it was important to learn about incorporation of these elements at the local level. As a consequence, I have located a questionnaire developed by American Association of School Librarians, designed to reflect Information Power objectives. Responses from administrators, legislators, parents, students and SLMS are invited. I have enclosed a copy of this questionnaire, which is in a checklist format for your review. It would be helpful to me if you could provide me with a list of names of School Library Media Specialists and their respective school systems so that I may contact several of them to ask their participation in this project. I will seek to get responses from at least five school systems in each state. These responses will be identified only by a code, indicating that they were submitted from your state. No names of individuals, schools or towns/cities/counties will be used. The resulting research from this project should provide important information regarding the impact the national standards in Information Power is having on the development of library programs in our New England States.

I have enclosed a written consent form which describes your rights in the participation of this research project. Your informed consent to participate in the study under the conditions described is assumed by your signing the form prior to our interview.

I look forward to meeting with you.

Sincerely,

Janice C. Dore

Study of the Experiences of State Library Media
Consultants in New England in the Implementation of
Information Power

Consent for Voluntary Participation

1. I will be interviewed by Janice Dore using a guided interview format consisting of eight questions.
2. The questions I will be answering address my experiences on implementation of the national standards Information Power at the state level. I understand that the primary purpose of this research is to identify activities that have facilitated or encumbered the implementation of these standards.
3. The interview will be tape recorded to facilitate analysis of the data.
4. My name will not be used, nor will I be identified personally in any way or at any time. I understand it will be necessary to identify participants in the dissertation by position.
5. I may withdraw from part or all of this study at any time.
6. I have the right to review material prior to the final oral exam or other publication.
7. I understand that the results from this survey will be included in doctoral dissertation and may also be included in manuscripts submitted to professional journals for publication.
8. I am free to participate or not participate without prejudice.
9. Because of the small number of participants, four, I understand that there is a small risk that I may be identified as a participant in this study.

Researcher signature Date

Participant signature Date

APPENDIX E
CHECKLISTS PERTAINING TO LOCAL SLMC PROGRAMS

School Library Media Program Checklist

School Library Media Specialist Form

Introduction: The mission of the school library media center is to ensure that students and staff are effective users of ideas and information. This goal is accomplished when students and staff are provided with both intellectual and physical access to information.

This checklist is intended to be a starting point for the school library media specialist to discover where the school library media program stands in relation to Information Power, the national guidelines for school library media programs, published by the American Association of School Librarians and the Association for Educational Communication Technology, 1988.

Please rate how you feel your school library media center meets each criterion using the following rating scale:

- 0 Not at all and no planning underway
- 1 Not at all, but planning underway
- 2 Partially
- 3 Mostly
- 4 Totally

PERSONNEL	0	1	2	3	4
1. One or more certified school library media specialists is assigned to the building full time.	-	-	-	-	-
2. A district, regional or state library media specialist is available for consultation.	-	-	-	-	-
3. There is paid support staff for the school library media center.	-	-	-	-	-
4. Student assistants work in the school library media center.	-	-	-	-	-
LIBRARY MEDIA INSTRUCTIONAL PROGRAM PARTNERSHIPS					
5. A good working relationship exists between you and the building principal.	-	-	-	-	-
6. You work cooperatively with faculty and staff in planning, implementing and evaluating instruction.	-	-	-	-	-

- | | 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| 7. The faculty and staff regularly rely on the media center program for assistance in all phases of instruction. | - | - | - | - | - |
| 8. You, as the school library media specialist, maintain constructive interaction with students informal and informal settings. | - | - | - | - | - |

INFORMATION ACCESS/SKILLS PROGRAM

- | | | | | | |
|---|---|---|---|---|---|
| 9. A current (within the last five years) information skills curriculum exists in written form. | - | - | - | - | - |
| 10. The information skills curriculum is integrated with classroom instruction. | - | - | - | - | - |
| 11. There is a written evaluation program. | - | - | - | - | - |
| 12. Students, in groups or individually, may access information through the media center at any time. | - | - | - | - | - |
| 13. The media center has flexible scheduling. | - | - | - | - | - |

FACILITIES

- | | | | | | |
|--|---|---|---|---|---|
| 14. Location of the school library media center provides easy access which encourages frequent use. | - | - | - | - | - |
| 15. The school library media center is an attractive, interesting place. | - | - | - | - | - |
| 16. The design of the media center includes the necessary facilities for comfortable use of materials (recreational reading to electronic access) for students, staff and library media personnel. | - | - | - | - | - |
| 17. Flexibility in the media center allows varied activities to occur simultaneously. | - | - | - | - | - |
| 18. The library media center is available to the school community throughout and beyond the school day. | - | - | - | - | - |

RESOURCES AND EQUIPMENT

- | | | | | | |
|---|---|---|---|---|---|
| 19. The faculty and staff use a wide variety of instructional resources obtained through the school library media center. | - | - | - | - | - |
|---|---|---|---|---|---|

	0	1	2	3	4
20. There is a current written Board approved (within the last five years) selection policy.	-	-	-	-	-
21. Information can be obtained via outside sources (such as interlibrary loan/electronic communication).	-	-	-	-	-
22. The school library media center is automated for circulating and locating materials.	-	-	-	-	-
23. A written collection development plan exists.	-	-	-	-	-
24. Funding is adequate to meet the needs for print/non-print materials and to support new technologies.	-	-	-	-	-

PROFESSIONAL DEVELOPMENT

25. You, as a school library media specialist, engage in continuing educational activities.	-	-	-	-	-
26. You meet with all other school library media specialists in the district to coordinate activities.	-	-	-	-	-
27. You belong to state and national professional organizations.	-	-	-	-	-
28. Reading professional journals is a regular part of your routine.	-	-	-	-	-
29. You attend workshops and training sessions designed to improve school library media programs and services.	-	-	-	-	-

School Library Media Program Checklist

Parent Form

Introduction: The mission of the school library center is to ensure that students are lifelong users of ideas and information for education and pleasure. This mission is accomplished by providing students with both intellectual and physical access to information.

This checklist, developed by the American Association of School Librarians, is intended to assist parents in determining where their children's school library media program stands in relation to Information Power, the national guidelines for school library media programs, published by the American Association of School Librarians and the Association for Educational Communications and Technology, 1988.

Please indicate your knowledge of whether or not the item is being provided in your child's school library media center by checking "yes", "no", or "don't know".

Does your child's school provide:

	Y	N	DK
1. A centrally located school library media center which is available to all students?	-	-	-
2. A full time certified school library media specialist?	-	-	-
3. Clerical assistance for the operation and management of the school library media center?	-	-	-
4. A school library media center that is an interesting and inviting place?	-	-	-
5. A school library media specialist who makes the students feel welcome in the media center?	-	-	-
6. A school library media center with ample space organized to accommodate large groups at one time while still keeping it open for individual students?	-	-	-
7. A barrier free learning environment with unimpeded physical access for all users?	-	-	-
8. A program which encourages students to locate, select and use information effectively?	-	-	-
9. Student assignments which require them to use the school library media center?	-	-	-

	Y	N	DK
10. School library media resources and services, including those which take advantage of emerging technologies, that satisfy the needs of the entire school population?	-	-	-
11. Opportunities for the school library media specialist to work with teachers?	-	-	-
12. Resources which are adequate in kind and number to support the curriculum as well as individualized instruction?	-	-	-
13. Encouragement for students to use resources beyond those provided by the school library media center?	-	-	-
14. Opportunities for the programs and services of the school library media center to be publicized?	-	-	-

School Library Media Program Checklist

Teacher Form

Introduction: The mission of the school library media center is to ensure that students are effective users of ideas and information. This goal is accomplished when students are provided with both intellectual and physical access to information.

This checklist, designed by the American Association of School Librarians, is intended to be a starting point for the teacher to discover where the school library media program stands in relation to Information Power, the national guidelines for school library media programs, published by the American Association of School Librarians and the Association for Educational Communications and Technology, 1988.

Please rate how well you feel your school library media center meets each criterion using the following rating scale:

- 0 not at all and no planning underway
- 1 Not at all but planning underway
- 2 Partially
- 3 Mostly
- 4 Totally
- DK Don't Know

Please return this checklist to the school library media specialist.

PERSONNEL	0	1	2	3	4	DK
1. One or more certified school library specialist is assigned to the building full-time.	-	-	-	-	-	-
2. There is paid support staff for the school library media center.	-	-	-	-	-	-
3. Student and adult volunteers assist in the school library media center.	-	-	-	-	-	-
FACILITIES						
4. The school library media center is an inviting, attractive place.	-	-	-	-	-	-
5. The facilities are adequate for current school library media center needs and for emerging technologies.	-	-	-	-	-	-

	0	1	2	3	4	DK
6. Space and flexible arrangement in the school library media center allows varied activities to occur at the same time.	-	-	-	-	-	-
7. There is physical access to the school library media center for all students in the school environment.	-	-	-	-	-	-
8. The location of the school library media center permits students to have easy access to the collection.	-	-	-	-	-	-
RESOURCES AND EQUIPMENT						
9. The faculty use a wide range of instructional resources which they obtain through the school library media center.	-	-	-	-	-	-
10. There is a current (within the last 5 years) Board approved selection policy for materials acquired by the school library media center.	-	-	-	-	-	-
11. Information can be obtained via outside sources (interlibrary loan, electronic communication, etc.)	-	-	-	-	-	-
12. Adequate funding is available for the purchase of resources and equipment.	-	-	-	-	-	-
PROGRAM						
13. The faculty regularly turn to the school library media center program for assistance with instructional programs.	-	-	-	-	-	-
14. The school library media specialists work closely with the faculty and staff in planning, implementing and evaluating instruction.	-	-	-	-	-	-
15. You meet regularly with the school library media specialists to cooperatively plan for implementing and evaluating instruction.	-	-	-	-	-	-
16. There is a regular evaluation program.	-	-	-	-	-	-
17. A school library media skills curriculum exists.	-	-	-	-	-	-

	0	1	2	3	4	DK
18. The school library media skills curriculum is integrated into and correlated with classroom instruction.	-	-	-	-	-	-
19. Students may access information through the school library media program throughout the school day.	-	-	-	-	-	-
20. Information resources can be obtained from outside sources.	-	-	-	-	-	-

School Library Media Checklist

Student Form

Introduction: The mission of the school library media center is to ensure that students are effective users of ideas and information. This goal is accomplished when students are provided with both intellectual and physical access to information.

Please check the answer (s) which correctly completes the following statements regarding your school library media center.

1. I am able to use the school library media center

- before school
- during any period that I do not have class
- during class time when there is a project
- after school
- in the evening

2. This year, I have used the school library media center

- every day
- once a week
- once a month
- no more than several times this year
- not at all

3. The materials in the school library media center

- are adequate for my class research projects
- are not at all adequate for my class research projects
- are very adequate for my recreational reading needs
- are not at all adequate for my recreational reading needs

4. Computers are available in for student use in the school library media center

- not at all
- for word processing
- for electronic access to the collection, rather than using the card catalog
- for research using CD ROM databases
- for research using on line databases
- for networking with other libraries

This year I have had approximately _____ research projects, using the school library media center.

This year I have read approximately _____ books for recreational reading.

I learned how to use the materials and equipment in the library media center by _____.

School Library Media Program Checklist

Legislator Form

Introduction: The mission of the school library media center is to ensure that students are effective users of ideas and information. This goal is best accomplished when students are provided with both intellectual and physical access to information.

If excellence in school library media center programs is to be achieved, strong partnerships must exist among the state departments of education, state legislative bodies and local school districts. Commitments made by all parties involved ensure that all students and teachers have equitable access to the services and resources they need to support the teaching learning process.

Key elements needed to achieve excellence have been identified by the American Association of School Librarians and the Association for Educational Communications Technology in their national guidelines Information Power, 1988.

This checklist has been designed by the American Association of School Librarians to help you determine whether your state provides the key elements necessary to achieve excellence in school library media programs.

Please indicate your knowledge of whether or not the following items are being supported at the state level by the following method:

Y = YES

N = NO

DK = Don't Know

Does your state:	Y	N	DK
1. Require a certified (credentialed) full time school library media specialist in each building?	-	-	-
2. Provide guidelines based on <u>Information Power</u> the national standards (guidelines) for school library media programs?	-	-	-
3. Have a recommended scope and sequence of library media skills for students K-12 ?	-	-	-
4. Provide state funds to assist school library media centers to use technology to provide resources and services to students and teachers?	-	-	-
5. Provide grants for special projects for school library media programs?	-	-	-

	Y	N	DK
6. Encourage schools to seek and use Federal, State, and Local funds to strengthen the resources of the school library media center?	-	-	-
7. Include school library media centers in the programs funded by Library Services and Construction Act monies?	-	-	-
8. Promote exemplary school library media programs at regional, district, and school levels.	-	-	-
9. Collect data about school library media programs and disseminate the findings to the field?	-	-	-
10. Have qualified full-time staff at the state level who are responsible for providing statewide leadership to school library media programs?	-	-	-
11. Include school library media centers in networking activities and interlibrary loan programs so resources and information can be shared across school, public, and academic boundaries?	-	-	-
12. Generate publications to assist schools in providing quality school library media programs and services?	-	-	-
13. Require the inclusion of school library media specialists on committees to designate the distribution of Federal funds at the local level?	-	-	-

School Library Media Program Checklist

Administrator Form

Introduction: The mission of the school library media center is to ensure that students are effective users of ideas and information. This goal is best accomplished when students are provided with both intellectual and physical access to information.

This checklist, designed by the American Association of School Librarians, is intended to be a starting point for the administrator to discover where the school library media program stands in relation to Information Power, the national guidelines for school library media programs, published by the American Association of School Librarians and the Association for Educational Communications and Technology, 1988.

Please rate how you feel your school library media program meets the following criterion, using this rating scale:

- 0 Not at all and no planning underway
- 1 Not at all, but planning underway
- 2 Partially
- 3 Mostly
- 4 Totally

PERSONNEL	0	1	2	3	4
1. One or more certified school library media is assigned to the building full time.	-	-	-	-	-
2. There is a district, regional or state level school library media specialist available for consultation.	-	-	-	-	-
3. There is one or more paid support staff for the school library media center.	-	-	-	-	-
4. Student assistants work in the school library media center.	-	-	-	-	-
FACILITIES					
5. The school library media center is an inviting, attractive place.	-	-	-	-	-
6. The facilities are adequate for current school library media center needs and for emerging technologies.	-	-	-	-	-
7. Flexibility in the school library media center allows varied activities to occur at the same time.	-	-	-	-	-

- | | 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| 8. There are no physical barriers to the school library media center. | - | - | - | - | - |
| 9. The school library media center is available to the school community throughout and beyond the school day. | - | - | - | - | - |

RESOURCES AND EQUIPMENT

- | | | | | | |
|--|---|---|---|---|---|
| 10. The faculty use a wide range of instructional resources which they obtain through the school library media center. | - | - | - | - | - |
| 11. There is a current (within the last five years) Board approved selection policy for materials acquired by the library. | - | - | - | - | - |
| 12. Information can be obtained via outside sources (interlibrary loan/electronic communication). | - | - | - | - | - |
| 13. The management functions of the school library media center are automated. | - | - | - | - | - |
| 14. A written collection development plan exists. | - | - | - | - | - |
| 15. Funding for resources and equipment are regular and adequate to support the school library media center program. | - | - | - | - | - |

PROGRAM

- | | | | | | |
|--|---|---|---|---|---|
| 16. The faculty regularly turn to the school library media center program for assistance with instructional programs. | - | - | - | - | - |
| 17. The school library media specialists have developed an instructional program partnership with faculty and work closely with them in planning, implementing and evaluating instruction. | - | - | - | - | - |
| 18. The school library media specialists have established a cooperative relationship with the building principal. | - | - | - | - | - |
| 19. There is a regular written evaluation of the program. | - | - | - | - | - |
| 20. A current information skills curriculum exists. | - | - | - | - | - |

0 1 2 3 4

21. The information skills curriculum is integrated into and correlated with classroom instruction. - - - - -

22. The school library media center operates on a flexible schedule. - - - - -

PROFESSIONAL DEVELOPMENT

23. The school library media specialists are members of a school library professional media organization. - - - - -

24. The school library media specialists engage in library as well as other continuing education activities. - - - - -

25. Funding is available for continuing professional education activities for the school library media staff. - - - - -

APPENDIX F
CREDENTIALS OF THE RESEARCHER

CREDENTIALS OF THE RESEARCHER

As a researcher utilizing the qualitative method, I have credentials which will guide me throughout the process. Having begun my professional career as a teacher, I later built upon that experience to become a school librarian with a Masters of Library Science degree. The current school library media specialist certification requires both teaching and an MLS in the state of Massachusetts. Throughout the eleven year period that I have been a school library media specialist, I have earned a Unified Media certification, which required advanced skills in all technologies. In addition to the responsibilities of maintaining a state-of-the-art media center for a student body of 650, I serve on the district technology committee and participate in all department head meetings. On another level, I chair the Franklin County Library/Media Association, comprised of members from all types of library/media centers. In the past four years, I have served on three New England Accreditation of Schools and College teams to evaluate school libraries in Massachusetts and Vermont, as well as serving on the steering committee which prepared my school for the accreditation process. Currently I am on the state board of the Massachusetts School Library Media Association, where I serve as area director and curriculum chair. I serve on the State Strategic Planning Board under the auspices of the Massachusetts Board of Library Commissioners. The goal of this board is to develop a vision for resource sharing among multitype libraries throughout the state by the year 2000. Technology is key to this process. I have brought to this plan, with several additional school library media specialists, the needs and concerns of the school library communities. I serve as a member of the WGBY (PBS) educational advisory committee, and am a reader on the Social Studies Curriculum Frameworks for the state of Massachusetts. With this background, I have felt confident in interviewing and analyzing the responses of these four state consultants.

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