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Changing the Role of the Media Specialist in Curriculum Planning at Decorah Senior High School

Richard J. Valley

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Changing the Role of the Media Specialist

in Curriculum Planning at Decorah Senior High School

A Research Paper

Presented to the

Faculty of the Library Science Department

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In partial Fulfillment
of the Requirements for the Degree
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Richard J. Valley

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This research project was conducted in the fall of 1977 at Decorah Senior High School, Decorah, Iowa, where the media specialist had an inactive role in curriculum planning and implementation. The media specialist recognized the need to change his role in curriculum planning to an active role, involved at the planning stage rather than reacting during implementation.

The null hypothesis was: After dividing the teachers into a control group and an experimental group, and after the media specialist was actively involved in curriculum planning with the experimental group, the results of a pre-test and a post-test of their attitudes toward the professional roles of the media specialist will show no significant differences.

A population of twenty-two teachers was involved in the project, nine in the experimental group and thirteen in the control group. During the nine weeks following the pre-test, the media specialist was involved with seven of the nine experimental group teachers in the planning and implementation of instructional units. Two experimental group teachers declined to participate because the study's time constraints too closely limited their selection of an appropriate instructional unit. Existing media services were maintained and available to teachers in both the experimental group and the control.

At the conclusion of each unit, the media specialist's role in the instructional unit was evaluated by both the teacher involved and the students involved. The same instrument used as the pre-test was used as a post-test of the attitudes of the teachers in both the experimental group and the control group, with a return of 100% of the pre-test surveys

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and 95% of the post-test surveys.

The researcher used the Fisher Exact Probability Test in the analysis of statistical data to confirm the null hypothesis. When the researcher examined group mean scores, both in terms of the net change for the group's mean scores and in terms of the net change on the individual survey item mean scores by group, he concluded the evidence indicated a definite trend toward a more positive attitude toward an active role for the media specialist in curriculum planning.

The researcher concluded that the results did indicate a beginning point had been established for this role at Decorah Senior High School and the future will see an expansion of this role into more instructional units. The planning process followed was successful and will continue to be used with some modifications. Elements of the process considered essential were the three week preparation time, the need for a clear description of teacher objectives, and the maintenance of open communications between the teacher and the media specialist. The researcher concluded this active role was possible in a media program with a single professional and a media aide, within certain limitations. A prerequisite for the initiation of this role, the researcher concluded, was the establishment of a strong interpersonal relationship between the teachers and the media specialist.

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Chapter 1

THE PROBLEM

School libraries have been from their inception a part of schools only because of the support they provide the school's curriculum. As schools changed through the years, the role of school libraries has also changed. School librarians provide supportive library services to the school's faculty and students. With the advent of support personnel and the continual upgrading of school library standards, a more active role in the instructional program has been assumed by many school librarians. As schools have developed innovative instructional methods, such as team teaching and individualized instruction, the new uses of instructional media demand an active involvement on the part of the media specialist in curriculum planning and implementation.

In the fall of 1977, the media program at Decorah Senior High School was in a transitional stage of development, having been committed in 1975 to change from a separate school library program (strictly print media) and a separate audio-visual program (very decentralized and disorganized) to a unified media program. The former school librarian was appointed media specialist, and all print and non-print materials and services became part of the new instructional media center program. Support personnel, in the form of one full-time clerical aide, was also provided. The role of the media specialist in curriculum planning, both with individual teachers and the departments, was not changed. It was an inactive role, one that reacted to requests of teachers for support only while the instructional units were being implemented.

Many of the teachers had expressed a preference for traditional teaching methods, consisting mainly of large group, discussion-lecture sessions.

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The school's curriculum did have course offerings comparable to most small high schools (the school's enrollment was approximately 500 students), but the schedule was a very traditional seven period day. There was no team teaching, no modular scheduling, no individualized instruction, and no movement toward these or other major innovations.

The current media specialist, who conducted this research study, recognized that his role in the instructional program should have been more active if the instructional media center was to play an active role in the implementation of instruction, even in the more traditional methods of instruction. The new national standards for media programs, Media Programs: District and School, directly related this role with "the move toward greater diversity in educational strategies," but also suggested "the development of a media program tailored to the individual educational program."[1]

The purpose of this study was to ascertain whether the role of the media specialist in curriculum planning could become a more active role within the fairly traditional curriculum at Decorah Senior High School. The outcome of the study was to provide the media specialist a more accurate picture of the attitudes of his faculty toward such an active role in curriculum planning.

The specific problem was: After the teachers were involved with the media specialist in curriculum planning, would their perception of the

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[1]American Association of School Librarians and Association for Educational Communications and Technology. Media Programs: District and School (Chicago: American Library Association, 1975), P. 105.

media specialist's role in curriculum planning be changed?

The null hypothesis was: After dividing the teachers into a control group and an experimental group, and after the media specialist was actively involved in curriculum planning with the experimental group, the results of a pre-test and post-test of their attitudes toward the professional roles of the media specialist will show no significant differences. The instrument used for both the pre-test and the post-test was designed by Dr. Carolyn Anderson for her study of role expectations of high school librarians.[2]

Although the importance of this study to the media program of Decorah Senior High School was obvious, the researcher hoped the study would also be of value to this area of research. The researcher assumed that, regardless of whether or not significant differences in teacher attitudes were noted, the very exposure of this active role to the teachers would, at the very least, illustrate a potential role in the instructional process for the media specialist. Should future events warrent it, this role could become reality at that future time.

One of the major limitations of this study was the fact that the researcher dealt specifically with one school and one group of teachers, which he selected to comprise the experimental group. Since the control group was not isolated from the experimental group, a strong possibility existed that the control group's post-test results could have been contaminated by the very visible activities generated by the special treatment

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[2]Carolyn Joyce Anderson, "Role Expectations of the High School Librarian as Perceived by Librarians, Principals, and Teachers," Dissertation Abstracts International, 31:40-42 (Ann Arbor, Michigan: University Microfilms, Inc., 1971).

of the experimental group. The results of this study are, therefore, only very generally applicable to other similar situations.

The researcher used the definition of a media specialist presented in Media Programs: District and School: "A person with appropriate certification and broad professional preparation, both in education and media, with competencies to carry out a media program. The media specialist is a basic media professional in the school program."[3] The media specialist involved in this study was certified by the State of Iowa as a secondary teacher, with teaching endorsements in English and history, as well as the school librarian (K-12) endorsement. He was in his tenth year of experience as a school librarian/media specialist, including experience at the elementary and secondary levels, in both Illinois and Iowa. The 1977-78 school year was his fifth year at Decorah Senior High School. In addition to his undergraduate preparation, the media specialist was in the process of completing a masters degree program in library science that would result in certification endorsements at the district level administration of library programs and the district level administration of educational media programs.

The researcher also used Putnam's definition of curriculum as "...the planned interaction of pupils with instructional content, instructional resources, and instructional processes for the attainment of educational objectives."[4]

[3]American Association of School Librarians, op. cit., p. 109.

[4]John F. Putnam and W. Dale Chismore, eds., Standard Terminology for Curriculum and Instruction in Local and State School Systems (Washington, D. C.: U. S. Department of Health, Education, and Welfare, 1970), p. 3.

Chapter 2

REVIEW OF RELATED LITERATURE

The purpose of this review of literature was threefold: to establish
how authorities described curriculum planning and the role of the media
specialist in curriculum planning, as a theoretical base; to examine role
perception studies that related to the professional roles of the media
specialist; and to examine research studies of instances where a similar
role for the media specialist in curriculum planning had been established.

Saylor and Alexander described curriculum planning as a process where
established goals were the basis for curriculum design, which in turn was
the foundation for curriculum implementation and evaluation, with feedback
interconnecting each stage of development. They also stated that curricu-
lum planning has ranged from the sporadic and inadequate to the systematic
approach. One of the major failures of curriculum planning was the failure
to relate goals to curriculum components, both on the long term and the short
term. Educational goals and curriculum objectives, according to Saylor and
Alexander, should be changeable and reflect both social conditions and the
needs and nature of the students.[5]

The development of curriculum was seen by Wood as a decision-making
process. She pointed out that past curriculum development concentrated on
content and the method of teaching content and was characterized by rigid
organization and very little individualization. This description of past
curriculum development could, at least in general, act as the definition
of the type of traditional curriculum that was in effect at Decorah Senior
High School. Wood saw more recent curriculum development as concentrating

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[5]J. Galen Saylor and William M. Alexander, Planning Curriculum
For Schools (New York: Holt, Rinehart and Winston, 1974), pp. 26-29.

on the nature of human learning and motivation and characterized by a

range of alternative types of organization and increased use of education-

al technology and innovative methods of individualized instruction.[6]

Davies also cited the importance of individualized instruction as a way

of humanizing education.[7]

The role of the media specialist in the curriculum planning process

was described in many areas of the literature. Media Programs: District

and School called for media professionals to work with teachers in the

development and implementation of curriculum design, with the consulta-

tion function of the media specialist cited as a means to help identify

teaching and learning strategies. Both the district media director and

the head of the school media program were to become involved with both

short term and long term curriculum planning.[8] Saylor and Alexander insist-

ed that "resource specialists" should be leaders in curriculum planning,

working in conjunction with teachers, curriculum directors, counselors, and

administrators.[9] The media specialist, according to Davies, was a key

figure in designing curriculum, with a major role in the planning process.

Furthermore, she stated that if curriculum was to be the planned interaction

of students and resources, the media specialist and the teacher must communi-

cate and plan together. This active role of the media specialist was cited

by Davies as a requirement in all forms of curricular planning and implementa-

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[6]Johanna S. Wood, "Media Programs In the Curriculum Development Process," School Media Quarterly, 4:197-8, Spring, 1976.

[7]Ruth Ann Davies, The School Library Media Center (New York: R. R. Bowker Co., 1974), p. 48.

[8]American Association of School Librarians, op. cit., pp. 6, 7, 26, 31.

[9]Saylor, op. cit., p. 43.

tion if educational excellence was the goal.[10]

The changing role of the teacher from the "sole purveyor of knowledge" to a manager of individualized learning activities was directly associated with the active role of the media specialist in curriculum planning, according to Aaron. She cautioned that this team approach was a departure from the traditionally accepted teaching role, and problems should be anticipated in the attitude of some teachers. The attitude of the administrator as reflected in the staffing of the media center will also directly affect the media specialist's ability to expend the necessary time for this active role in curriculum planning. Aaron also cited the planning of the whole team of from four to six weeks in advance of the implementation of the instructional unit as being essential to the media specialist's role in both planning and implementing the instructional unit. The media specialist's own perception of his role in this process was also seen by Aaron as a determining factor.[11]

Nickel, in her book Steps to Service, suggested twelve features of the media specialist's participation in curriculum planning: an awareness of the total instructional program; frequent classroom visits; a knowledge of teaching methods used and classroom situations; attendance at all faculty meetings; the development of interpersonal relationships with teachers; the inclusion of a professional collection in the media collection; in-service training sessions; involvement of teachers in selection; a

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[10]Davies, op. cit., pp. 46, 57, 63.

[11]Shirley L. Aaron, "Teaming For Learning," School Media Quarterly, 4:215-218, Spring, 1976.

knowledge of bibliographies in textbooks and inclusion of these titles in the media collection; the addition of subject headings to the card catalog that reflect those used in courses of study; and participation as a member of the instructional team.[12]

Besides concurring with many of the features of the role of the media specialist in curriculum planning already mentioned, Gillespie and Spirit suggested the existence of overlapping of the media specialist's role in curriculum planning and his role in materials selection, where a strong knowledge of both the faculty and the curriculum were cited as major features.[13]

Grazier pointed out three interrelated factors in the role of the media specialist in curriculum development: the point of entry and exit in the process; the perception of the role by the teacher, the administrator, and the media specialist; and the competencies of the media specialist. She described the traditional role of the media specialist as one of responding to specific requests for already identified resources, with no input concerning decisions about which materials to be used and no part in evaluation. She described the new role as becoming an integrated part of the instructional process, helping to decide which materials would be used and how their use would be evaluated.[14]

Farnham projected the view of an administrator toward the role of the media specialist in curriculum planning that called for a similar need for involvement in the planning process.[15] The teacher's view of the role of

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[12]Mildred L. Nickel, Steps to Service (Chicago: American Library Association, 1975), p. 95.

[13]John T. Gillespie and Diana L. Spirit, Creating A School Media Program (New York: R. R. Bowker Co., 1973), pp. 31, 131.

[14]Margaret Hayes Grazier, "A Role for Media Specialists in the Curriculum Development Process," School Media Quarterly, 4:199-204, Spring, 1976.

[15]Bernard Farnham, "Learning, Sensibilities, and Who's In Charge: An Interview," Learning Today, 8:46-53, Fall, 1975.

the media specialist in curriculum development in a library-centered

method given by Berger also reflected the active involvement.[16] The

view of the relationship given by Taylor reflected much of what has already

been mentioned, but also suggested that more stress needed to be placed on

the instructional aspect of instructional media and the instructional media

center if the media specialist is to become an equal partner in the instruc-

tional planning process.[17]

In the area of role perception studies, the DiGiammarino study was

designed to determine the role expectation of a media specialist as per-

ceived by administrators. He selected two functions of media personnel

for the study: "the product concept which views instructional support

services as primarily providing materials and equipment for educators,"

and "the process concept which views media professionals as persons capable

of working with educators in the design and implementation of learning

experiences." He concluded that administrators agreed on the importance of

both concepts to the instructional process. The importance of professional

support services to instruction was substaniated by DiGiammarino's study.[18]

Anderson's study approached the administrator's perception of the

media specialist's role both in terms of the existing role and the ideal

role. He found that administrators, because of their perception of the

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[16]Sister Susan Berger, "No Textbooks Here: An Interview,"
Learning Today, 7:38-45, Fall, 1974.

[17]K. I. Taylor, "Instruction First and Media Next; Building Rela-
tionships: Media Specialist, Teachers, Administration," Wisconsin Library
Bulletin, 68:81-8, March, 1972.

[18]Frank P. DiGiammarino, "A Study In Determining The Role Per-
formance Of The Media Generalist As Perceived By Public School Administra-
tors And Teachers," Dissertation Abstracts International, 31:4374A, 1971.

similarity between the existing and the ideal roles of the media specialist, "may serve as a barrier to change." He also concluded that administrators may lack the necessary training in media to make valid decisions for the media program. He predicted possible conflicts between the differing expectations of administrators and the media specialist.[19]

In 1966, Olson found a significan difference in the perceptions of teachers, principals, and librarians of the school librarian's role, and in their stress on functions in expanded library programs. He found agreement that technical processing should receive less attention and administration functions receive more. Olson also concluded that librarians need to inform teachers and principals of aspects of their role, as well as of the importance of having involvement of both groups in developing library services in the school.[20]

Larsen, in 1971 in the state of Utah, studied the perception of the role of the media specialist by secondary administrators, as well as how this perception varied from the actual assignment. Larsen found that principals acted more idiographic than nomothetic when they assigned media specialists. He concluded that "administrators should have more exposure to the philosophy and importance of media to insure its rightful place in the total curriculum."[21]

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[19]Edward Lawrence Anderson, "The Educational Media Building Coordinator: His Role As Perceived By School Administrators," Dissertation Abstracts International, 31:4374A, 1971.

[20]Lowell Ellis Olson, "Teachers', Principals', and Librarians' Perceptions Of The School Librarian's Role," Dissertation Abstracts International, 27:1846A, 1966.

[21]John Anderson Larsen, "The Role Of The Media Specialist As Perceived By Himself And His Administrator In The Secondary School Of Utah," Dissertation Abstracts International, 32:1230A, 1971.

In 1975, Cantor's role expectation study was designed to ascertain "the values and expectations of library media services held by library media specialists, administrators, and classroom and special teachers." She found that principals and teachers valued library media services much the same as library media specialists, but the "expectations of library media specialists for their services are different from the expectations of principals or of teachers." Library media specialists were found to have higher expectations for themselves in each of five professional functions: 1) materials specialist function; 2) teaching and team teaching function; 3) materials selection function; 4) administrative function; 5) curriculum development function. Concerning the fifth function, curriculum development, she found that the library media specialist differed from the other respondents for three services: "whether they should participate in curriculum development and revision, whether they should work with teachers to design innovation in instruction, and whether they should assist curriculum committees in the selection of appropriate materials for resource units and curriculum guides." Cantor found that the pattern of library service within the school and the respondent's professional role were important factors influencing the respondent's opinions. The results of this study demonstrated a need for educating teachers and principals in the role of the library media specialist, and expanding continuing education for the library media specialist.[22]

In 1968, Blair studied the perception of the role of the elementary school media specialist by elementary teachers, principals, and media

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[22]Phyllis Fine Cantor, "Role Expectations for Library Media Services Held By Library Media Specialists, School Administrators, and Teachers," Dissertation Abstracts International, 36:7707A, 1976.

specialists. The findings indicated all three groups agreed regarding the media specialist's duties and responsibilities. All three groups "perceived the media specialist group behavior to have a moderate idio-graphic orientation." A general agreement was found in ranking important services, with "helping to analyze teaching needs" and "classifying and cataloging materials" as first and second choices. The findings also in-dicated a general agreement about a need for evaluation and selection of media, using media, children's literature, and preparation of visual mat-erials. The recommendations of the study centered on improvements in education about media services, both in terms of in-service workshops and formal teacher training programs, although the recommendations also called for media specialists to become "better oriented with the non-print field of media" and for the addition of clerical assistance.[23]

Madaus, in 1974, studied how curriculum involvement of the media specialist was influenced by teaching structures and personality factors of librarians in senior high schools in Texas. Both principals and librar-ians were surveyed. Madaus concluded that teaching structure had "little correlation with the circulation of materials in a resource collection." He also found that school learning resource specialists were more extroverted, less neurotic, and more sociable than librarians. Although most programs were still book oriented, coordinated and integrated audio-visual collec-tions did exist, and the integrated pattern was "favored in the curriculum involved, extroverted predictor set."[24]

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[23]James Clifford Blair, Jr., "Role Expectations For Library Media Services Held By Library Media Specialists, School Administrators, and Teachers," Dissertation Abstracts International, 29:1061A-1062A, 1968.

[24]James Richard Madaus, "Curriculum Involvement, Teaching Struc-tures, and Personality Factors of Librarians in School Media Programs," Dissertation Abstracts International, 35:5436A, 1974.

Related to the Madaus study, Daniel found in her study of the organizational position of school media centers that "librarians in schools with a low Index of Integration were less likely to initiate contact with teachers, the contact was less frequent and seen as less important." In schools with a high Index of Integration, the librarians were humble, accommodating, and submissive, while also being more conscientious, responsible and persevering. The librarians tended to be more independent, radical and projective in schools with a low Index of Integration. The "Index of Integration" referred to the degree of involvement and use of media in the instructional process.[25]

In a study using the Delphi technique, Jetter's purpose was to identify the future role of the school library media specialist. One of the major conclusions of her study was that the future media specialist would function as an "instructional development specialist." Changes in the role expectations would require corresponding changes in programs of professional preparation and in the work environment.[26]

Two major studies have reported findings in which an active role for the media specialist in curriculum planning was implemented. Martin's study of a middle school in Greenville, South Carolina, had four main thrusts: 1) the student's development of a positive self-concept, 2) the growth of student involvement and self-direction, 3) the use of community resources, and 4) the use of a variety of media-supported instructional methods.

[25]Evelyn Hope Daniel, "The Organizational Position of School Media Centers: An Analysis of the Role of the School Library and the School Librarian," Dissertation Abstracts International, 35:3783A, 1974.

[26]Margaret Ann Jetter, "The Role of the School Library Media Specialist in the Future: A Delphi Study," Dissertation Abstracts International, 33:6380A-6381A, 1973.

Although the report did not present a clear picture of the planning process, the involvement of the media specialist and support staff was apparent. The keyword in the project, according to Martin, was student involvement, with emphasis on encouraging student creativity and imagination to summarize and report their work. The emphasis of the project was on the use of different instructional methods and media, depending upon student capabilities, needs, and interests, and the nature of the instructional goals and subject matter. The decision on the use of the appropriate media was sometimes made by the teacher and sometimes made by the student. Although there was an administrative change that severely limited the project's potential for success, the findings indicated that the project group consistently outperformed the control groups in attitude and academic areas. The move from a traditional program to an innovative one was facilitated by team teaching and flexible use of the media center. Martin also identified the need for structured individualized study, expansion of the media center resources and personnel, the use of multimedia materials, and an emphasis upon the student rather than the teacher.[27]

Aaron's study of the instructional role of the media specialist also took place in a middle school and centered on a teaching team at the eighth grade level. In this study, a nearly ideal situation existed, with one media specialist assigned to a team of four teachers in the experimental group, while the control group consisted of a second team of four eighth grade teachers who were not served by this media specialist. The administration and daily operation of the school's media center was handled by two other media specialists, so the team media specialist was allowed to devote her

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[27]Betty Martin, "Expanding Learning Options," School Media Quarterly, 3:121-5, Winter, 1975.

full-time attention to the team's instructional needs. In addition to

the team media specialist, two clerks were also added to the media center

staff for this project. The role of the media specialist in Aaron's study

was based on the "Model of the Instructional Function of the School Media

Specialist," as illustrated in Appendix F. In this model, the media special-

ist and the teacher(s) first met to establish objectives, with the media

specialist concentrating on process objectives and the teacher(s) concentrat-

ing on content objectives. The media specialist then located materials

related to the objectives, categorized the materials and activities accord-

ing to objectives and student learning styles, and suggested additional

materials and activities which could be produced or developed locally. The

teacher(s) then selected from the media specialist's suggestions those

materials and activities most appropriate to different ability levels and

learning styles. The media specialist and the teacher(s) then planned the

learning activities from the materials and activities selected. Students

were matched to learning alternatives at various points in the unit; this

was based, in part, on cognitive style mapping. Together the teacher and

the media specialist determined what materials were to be produced, and the

media specialist had media materials produced and the teacher(s) had the

classroom materials produced. The implementation of the unit was a joint

effort of the media specialist and the teacher(s), following the guidelines

they had prepared together. The evaluation of the unit's success was also

a joint effort of the media specialist and the teacher(s). In addition to

the teacher evaluations, the school's principal recorded his perceptions

of the project's success in very positive terms. Aaron made a number of

recommendations for further study, including a suggested study of an attempt

to determine on a school-wide basis the number of teams or teachers that

a media specialist could serve effectively, which very nearly paralleled

this researcher's study.[28]

The researcher's purpose in this review of the literature was, as was described earlier, threefold, and, in his opinion, that purpose was adequately explored as a foundation for this study. The researcher concurred with the authorities cited, accepted the potentials and limitations described in the role perception studies, and reflected on the implications of the studies of instances where this role had been established. From this point, the researcher adjusted his perceptions and proceeded with his study.

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[28]Shirley L. Aaron, _Personalizing Instruction For The Middle School Learner: The Instructional Role of The Media Specialist_, (Tallahassee: Florida Department of Education, 1975.), pp. 5, 13-15, 56-58, 59, 61.

Chapter 3

METHODOLOGY

The definition of teachers for this study included all full-time,
high school teachers, who taught at least three classes every day in the
Decorah Senior High School building at the time of the study. These condi-
tions were necessary to provide sufficient opportunities for the media
specialist to be involved with the teachers in curriculum and instructional
implementation. These conditions excluded instructors in drivers education,
physical education, music education, special education/work study, and the
guidance office. The researcher did not wish to suggest that these areas
be excluded from media-related services, but that they presented too many
unique difficulties for this study, and the instructors did not meet the
requirements of the definition of teachers in this study. The researcher's
definition of teachers did include twenty-two of the thirty-two teachers
on staff, and this inclusion represented both vocationally-oriented and
academically-oriented departments.

Since the total population was so small, the entire group of teachers
was included rather than using a sample. As noted earlier in the hypothesis
statement, the researcher divided the teachers into a control group and an
experimental group. The experimental group consisted of nine instructors
who fit the researcher's definition of teachers and were, in the opinion of
the researcher, most likely to respond in a positive way to the treatment.
The control group consisted of the remaining thirteen instructors who fit
the researcher's definition of teachers, but were, in the researcher's
opinion, less likely to respond in a positive way to the treatment. The
control group received all the existing media services, such as, print and
non-print media retrieval, booking films and other non-print media from
outside sources, the use of various types of audio-visual equipment, the

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off-air video taping of television programs, and non-print media production,
both locally and from Keyston Media Center. The teachers in the control
group initiated the requests for these services and did not include the
media specialist in the planning stage of any instructional unit which
benefitted from these services. The experimental group teachers also
received all the above mentioned services, but they were given special
treatment by the media specialist in his attempt to become involved in the
planning of curriculum and implementation of media center support activities.

The survey that was used to test the attitudes of these twenty-two
teachers was based on the professional roles identified by Dr. Carolyn
Anderson in her study, "Role Expectations of the High School Librarian
as Perceived by Librarians, Principals, and Teachers"[29] that relate to
the role of the media specialist as a materials specialist, e.g., "Assist
teachers in selecting media for classroom use."; as a curriculum developer,
e.g., "Serve on curriculum planning committees."; and as a teacher, e.g.,
"Teach students how to use indexes such as the Reader's Guide." (see
Appendix A). The items were designed in such a way that teachers rated each
positive role statement on a continuum from "definitely should do" to
"definitely should not do", with a neutral "may or may not do" as a central
point, falling between "should do" and "should not do." Since all the
statements were positive, the researcher assigned a value of five to answers
indicating "definitely should do" and a value of one to answers indicating
"definitely should not do", with the other answers being assigned values of
four through two respectively. The scores, in numerical terms, were used
in the analysis of data. The same survey was used to pre-test the atti-

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[29]Carolyn Joyce Anderson, op. cit., pp. 40-42.

tudes of the teachers in each group and to post-test the attitudes of
teachers in each group after the experimental group had received special
treatment from the media specialist in his attempt to establish a more
active role in instruction. Although the teachers in both groups were
given the same survey, the surveys were marked by group and whether used
for the pre-test or the post-test, and their results were separated by
group. Each teacher in each group was contacted on an individual, face-
to-face basis when the survey was used to insure participation and under-
standing. All the pre-test surveys (100%) and all but one post-test survey
(95%) were completed and returned.

The period of time between the pre-test and the post-test, during
which the media specialist was involved in curriculum planning and imple-
mentation with the teachers in the experimental group, was held to approxi-
mately nine weeks. This nine week period did not coincide with the nine
week grading period, so the teachers were not hard pressed for time during
the time when report cards were issued.

This role for the media specialist in curriculum planning was based
on Aaron's "Model of the Instructional Function of the School Media Spec-
ialist"[30], as graphically illustrated in Appendix F.

During this time the media specialist's treatment of those teachers
in the experimental group consisted of using a planning guide (see Appen-
dix B) to accomplish the following with each teacher:

1. The media specialist and the teacher reviewed course outlines

for courses included. This consisted mainly of placing the unit

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[30]Shirley L. Aaron, Personalizing Instruction For The Middle
School Learner: The Instructional Role Of The Media Specialist, (Talla-
hassee: Florida Department of Education, 1975), p. 5.

within the framework of the entire course of study and provided the media specialist with a better understanding of how this unit was related to the entire course.

2. The media specialist met with the teacher at least three weeks in advance of the beginning of the unit. Although the media specialist had proposed to do as many as three units per teacher, the constraints of time and energy allowed only one unit per teacher. And, as will be mentioned later, two teachers in the experimental group failed to respond and no units were planned with their classes.

3. The teacher and the media specialist reviewed the goals and objectives of the unit. These were usually in terms of chapter coverage in a textbook, although some specific outcomes in terms of student projects were also discussed.

4. The teacher and the media specialist reviewed the methods and materials the teacher used in the past to achieve the unit goals.

5. The teacher and the media specialist reviewed some possible roles for the IMC and the media specialist in the methods used to achieve the goals:

    a.) Prepare a bibliography of print and non-print media available either locally or from the Keystone (A.E.A.#1) Media Center, and arrange bookings where necessary.

    b.) Locally produce other non-print media, or arrange for production through the Keystone Media Center.

    c.) Prepare displays (bulletin boards or display cases) either for the IMC or the classroom.

    d.) Review listening and/or viewing activities possible for small groups and individuals in the IMC.

e.) Review clerical services such as running off transparencies,
writing up film and other types of orders for resources, typing
masters and duplicating materials, and, other related clerical
services.

f.) Review possibilities for student projects, reflecting learn-
ing alternatives to accommodate various cognitive styles, such as:

(1) Written reports, stories, drama, etc..

(2) Slide-tape productions.

(3) Opaque projector-blown-up posters.

(4) Video-tape productions.

(5) Oral reports with visual and/or audio aides.

(6) Presentations including professionally produced
materials.

(7) Any other project that is possible within the present
limitations of the IMC's facilities and equipment, and the
time available for such productions.

Combinations of any of the above activities were also reviewed as
possibilities for student projects.

6. The media specialist offered logistical help and support in terms
of scheduling and use of learning alternatives.

7. The media specialist and the teacher agreed to meet again in
one week's time to review what the media specialist had prepared in
terms of the preliminary plans, including the delineation of the
instructional role of the media specialist.

8. The media specialist and the teacher met at least one week in
advance of the unit implementation to finalize all plans for the
unit.

9. The media specialist implemented the support unit, following the methods planned; he had planned to keep an anecdotal record of daily progress in the various projects but soon found this to be too time consuming and discontinued it.

10. The media specialist asked each teacher to evaluate the effectiveness of the role of the media specialist in the unit (see Appendix C for Teacher Evaluation form); the media specialist asked all the students he had contact with to evaluate the media specialist's role in the unit (see Appendix D for Student Evaluation form).

While attempting these support units, flexibility was considered the underlying principle while working with the teachers. The "extra mile", including time spent after school hours and in the evening, was traveled to accomplish the preparation of these support units and not disrupt the established routines and services of the instructional media center. Inconvenience to the teachers, however, was avoided as much as possible.

During this research project, seven of the nine experimental group teachers were successfully involved in the planning process with the media specialist. Of these seven teachers, two were communication skills teachers involved in a research paper unit; two were American studies teachers involved in the same history unit; one was a teacher of Spanish involved in a unit on Chicanos; one was a home economics teacher involved in an architecture unit; and one was an art teacher involved in a soft sculpture unit. Although overlapping existed in the planning and preparing for one instructional unit with the implementation of another instructional unit, the media specialist tried to concentrate on the planning and preparation of one instructional unit at a time, because of the constraints of time and energy.

The planning process was first used by the media specialist with two communication skills teachers involved in a research paper unit. The involvement of the media specialist in this unit was the most intense and the most important. The unit's planning session resulted in a one-week support unit which called for the media specialist to take over the instruction of each of the seven sections of the class in terms of teaching the students how to find their potential sources and make decisions on their topic for their papers. The media specialist insisted on no more than three sections per week to avoid the complete monopolizing of his time. In order to spread out the instruction, the media specialist re-scheduled previously booked films so the teachers could teach the same unit at different times. The media specialist designed the support unit instruction to provide the students with a key-word search strategy in the use of a wide range of materials and library skills. He also developed worksheets, posters, and audio-visual materials, including a slide-tape presentation on the use of the area media center's catalog, for use in the support unit instruction. Individual assistance was provided to the students by the media specialist, both during the week of the support unit and later as they finished their search for sources. The media specialist also corrected the worksheets, providing additional guidance wherever appropriate to individual students. When the students finished the week with the media specialist, they were expected to have made the final selection of their topic, as well as to have found at least eight sources on that topic.

The second and third planning sessions involved the media specialist with two teachers for the same unit. Again, there were seven separate sections to the American studies class, but no group instruction was planned by the media specialist. A listing of print and non-print materials,

available both from the local IMC and the Keystone Media Center, was provided to all students before their topics and projects were finalized. The teachers planned the individual and group research projects on the Jacksonian democracy era to be either written or oral reports. The media specialist prepared and distributed to the students a list of suggestions for oral presentations involving non-print media that were possible with the equipment and supplies available in the school. The media specialist also arranged bookings from the Keystone Media Center of all available print and non-print materials. When individuals or groups decided on a project, the media specialist provided assistance in gathering their materials and producing any non-print materials for their oral presentations. The non-print materials produced included slide-tape presentations, posters, bulletin-board displays, and video-tape presentations.

The media specialist was next involved in a planning session with a teacher of Spanish, in a unit on Chicanos. The students were to produce a written report on a Chicano-related topic as the result of research in the IMC. Again, the media specialist provided a listing of available print and non-print materials prior to the beginning of the unit. Materials were booked by the media specialist from the Keystone Media Center, including an introductory movie entitled Chicanos. The majority of the media specialist's work after the initial planning and preparations was assistance to individual students in finding their materials.

The unit planned with the home economics teacher was on the subject of architecture in a housing and furniture class. The media specialist was asked to provide materials on a number of famous architects and their works. From these materials, the students, working in small groups, selected pictures and illustrations for slide-tape presentations. The students wrote and recorded the scripts, while the media specialist provided tech-

nical advice and photographed the slides.

The art teacher did participate in a planning session with the media specialist, but the resulting unit did not involve the media specialist's working directly with the students. The support to be provided by the media specialist was decided to be the production of slides on soft sculpture from pictures selected by the art teacher, as well as arranging for booking a movie from the area media center. Although the media specialist's role in the implementation of this unit was very slight, his involvement was much greater with this unit than with the remaining two teachers who declined to be involved in the planning process.

Both the non-participating experimental group teachers had been approached by the media specialist in the same manner as the other teachers in the experimental group. The biology teacher failed to participate because that part of his course, in his opinion, did not lend itself to such a media-support unit. The business education teacher also found it very difficult to select an instructional unit during the time limitations of this study that would benefit from a media-support unit. The non-participation of these teachers could have had a very direct and negative effect on the post-test scores of the experimental group, since these two teachers did not have the direct benefit of the special treatment.

Chapter 4

ANALYSIS OF DATA

The researcher realized that the method of selection of the teachers included in the experimental group and the control group violated the principle of randomness. He, therefore, used the Fisher Exact Probability Test in the analysis of the statistical data to confirm the null hypothesis. A probability factor of .05 was used as a standard of significant difference in this test. The significant difference in the Fisher Test was determined by inserting the appropriate numbers from the following tables into this formula,[31]

$$P = \frac{r_1! \ r_2! \ c_1! \ c_2!}{n! \ a! \ b! \ c! \ d!}$$

In order to use the Fisher Test an individual teacher's mean response was used to group teachers for the analysis. A mean response of 3.50, which would indicate general agreement that the media specialist should perform the tasks in the survey, was used as the dividing point.

When comparing the mean scores of the two groups on their pre-tests, as displayed in Table 1, to determine the degree of differing perception at the outset of the study, the researcher's use of the Fisher test resulted in a probability of .39, or no significant difference between the two groups on the pre-test.

Table 1. Pre-test Scores of the Experimental and the Control Groups

Mean Score Ranges=	3.5 – 5.0	1.0 – 3.49	Total
Control Pre-test	10 (a)	3 (b)	13 (r_1)
Exper. Pre-test	7 (c)	2 (d)	9 (r_2)
Total	17 (c_1)	5 (c_2)	22 (n)

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[31]Sidney Siegel, <u>Non-Parametic Statistics For The Behavioral Sciences</u>, (New York: McGraw-Hill, 1956), pp. 96 – 100.

In addition to the probability determined through the Fisher test, the researcher referred to the "Table of Critical Values of D in the Fisher Test"[32] as a double check for significance. Again, the tables indicated no significant difference in the pre-test scores of both groups.

The researcher next compared the mean scores of both groups' post-tests, as displayed in Table 2, to determine the degree of differing perceptions after the treatment, and his use of the Fisher test resulted in a probability of .57, or no significant difference between the two groups on the post-test.

Table 2. Post-test Scores of the Experimental and the Control Groups

Mean Score Ranges=	3.5 - 5.0	1.0 - 3.49	Total
Control Post-test	11 (a)	1 (b)	12 (r_1)
Exper. Post-test	9 (c)	0 (d)	9 (r_2)
Total	20 (c_1)	1 (c_2)	21 (n)

The researcher again referred to the "Table of Critical Values of D in the Fisher Test"[33], and, again, the tables indicated no significant difference in the post-test scores of both groups.

The researcher then compared the mean scores in the pre-test and the post-test of the experimental group, as displayed in Table 3, to determine the degree of differing perceptions of the experimental group after the special treatment by the media specialist, and his use of the Fisher test resulted in a probability of .23, or no significant difference between the pre-test scores and the post-test scores of the experimental group.

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[32]Ibid., pp. 256 - 263.

[33]Ibid.

Table 3. Pre-test and Post-test Scores of the Experimental Group

Mean Score Ranges=	3.5 – 5.0	1.0 – 3.49	Total
Exper. Pre-test	7 (a)	2 (b)	9 (r_1)
Exper. Post-test	9 (c)	0 (d)	9 (r_2)
Total	16 (c_1)	2 (c_2)	18 (n)

Again, when the researcher referred to the "Table of Critical Values of D in the Fisher Test"[34], the tables indicated no significant difference between the pre-test scores and the post-test scores of the experimental group.

Finally, the reseacher compared the mean scores in the pre-test and the post-test of the control group, as displayed in Table 4, to determine the degree of differing perceptions of the control group at the conclusion of the study, and his use of the Fisher test resulted in a probability of .27, or no significant difference between the pre-test scores and the post-test scores of the control group.

Table 4. Pre-test and Post-test Scores of the Control Group

Mean Score Ranges=	3.5 – 5.0	1.0 – 3.49	Total
Control Pre-test	10 (a)	3 (b)	13 (r_1)
Control Post-test	11 (c)	1 (d)	12 (r_2)
Total	21 (c_1)	4 (c_2)	25 (n)

The researcher referred to the "Table of Critical Values of D in the Fisher Test"[35] again as a double check, and the tables indicated no significant difference between the pre-test scores and the post-test scores of the control group.

The null hypothesis of this study was: After dividing the teachers

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[34]Ibid.   [35]Ibid.

into a control group and an experimental group, and after the media spec-
ialist was actively involved in curriculum planning with the experimental
group, the results of a pre-test and post-test of their attitudes toward
the professional roles of the media specialist will show no significant
differences. The researcher concluded from the results of the analysis of
data using the Fisher test that the null hypothesis could not be rejected.
Although the Fisher test indicated no significant differences in the
pre-test and post-test results, the researcher did examine the scores in
terms of mean score changes in an effort to find a trend in either group's
scores.

The control group's pre-test mean score was 3.77, and the same group's
post-test mean score was 3.73. The researcher noted that both the pre-test
group mean (3.77) and the post-test group mean (3.73) of the control group
were much higher scores than he had anticipated, and numerically approached
an overall approval of the roles indicated on the survey form, since a 4.0
score would be the equivalent of a "should do" response.

The experimental group's pre-test mean score was 3.77, exactly the
same as the control group. Although the researcher did not expect a
major difference between the pre-tests of each group, he had expected
some difference, with the experimental group having a slightly higher mean
score. The experimental group's post-test mean score was 4.07, or an
increase of .30. The researcher concluded that this increase, although
not significant, indicated an overall "should do" to the roles indicated
on the survey form, and was a trend toward a more positive attitude of the
teachers in the experimental group. The researcher also concluded that
the time span of nine weeks was insufficient for this trend to have resulted
in a significangt difference. The existence of this trend would tend to

indicate a definite need for additional research in the area, with an increase in the length of time of the treatment.

The researcher examined the group mean scores of each item on the post-test (see Appendix E) in an effort to find if the attitudes toward any of the roles were more positive or more negative than on the pre-test. The experimental group showed fewer item mean score increases than did the control group, with the experimental group showing an increased mean score on the post-test for eighteen items while the control group showed an increased mean score on the post-test for twenty items. The researcher noted that the experimental group had essentially no change on five additional items and all five scores were very near or over 4.0; while the control group had no change on one additional item. If these items were included in the number of items showing a positive attitude (since the scores remained relatively high), the experimental group had a total of twenty-three positive items and the control group a total of twenty-three positive items. The experimental group showed a decrease in mean scores, or a slightly more negative attitude, in nine items. The control group showed a decrease in nine items. Overall, the mean score of the experimental group was higher for 53% of the items on the post-test than on the pre-test, and the mean score of the control group was higher on 40% of the items on the post-test than on the pre-test. This could indicate a definite trend toward a positive attitude toward the professional roles indicated on the survey form.

The researcher noted that even though the items indicating an increased mean score for the control group did not follow any particular pattern, twelve of the eighteen increased mean scores for the experimental group followed a pattern of roles that were actually implemented by the media specialist during the planning process and implementation of the instruc-

tional units included in the special treatment, and the remaining six increased mean scores were discussed with the teachers as spinoffs of the treatment. The twelve roles that were actually implemented were numbers 2, 3, 6, 8, 11, 12, 15, 17, 20, 25, 26, and 30, as displayed in Appendix E. The remaining six roles that were discussed with the teachers as potential spinoffs as a result of the treatment were numbers 4, 9, 22, 23, 24, and 29, as displayed in Appendix E.

During the special treatment of the experimental group, the media specialist followed the prescribed process successfully with seven of the nine teachers in the experimental group by planning and implementing support units and related services. The most common rating of how successful the units sere, on a continuum of one through ten, was indicated on the teacher evaluation forms (see Appendix C) as eight, which was relatively high for a first attempt with each teacher.

Besides the numerical rating of success, all the teachers indicated media-related services as chief factors of the success of the unit. Also, the activities listed as being most successful were also media-related activities that had resulted from the initial planning sessions. Of the activities that the teachers rated as least successful, the solutions cited called for more involvement of the media specialist. The most frequently mentioned function of the media specialist by the teachers that probably could not or would not have otherwise been part of the unit was that of making materials and material lists available, while local production services and helping individual students find information were also frequently mentioned. In response to making changes in the role of the media specialist, the teachers indicated an overall satisfaction with the role of the media specialist played and suggested no changes.

When examining the completed student evaluation forms (see Appendix D), the researcher found that the activities the students enjoyed most included working in the IMC, finding information on the topic, using and producing various forms of non-print media, and working with their friends. In response to the question of what they enjoyed most about the work of the media specialist, the students listed the media specialist's help in finding materials and producing non-print media most frequently. When answering the question about what they enjoyed least about the work of the media specialist, the students stated that some presentations by the media specialist were boring; some said the materials they needed should have been checked out only on an overnight basis, while others said they had trouble using materials with overnight circulations only; some felt more equipment was needed; and some stated the media specialist did not find or obtain the materials they needed.

The researcher concluded from the evaluations that both the teachers and the students considered the support units and the involvement of the media specialist a succuess, although room for improvement existed in each unit and the media specialist should continually attempt to upgrade the results of his involvement in the curriculum planning and implementation process.

Chapter 5

CONCLUSIONS

Even though the results of this study did not indicate a significant difference in the attitudes of the teachers toward the role of the media specialist in curriculum planning, the researcher concluded that the results did indicate a beginning point has been established for this role at Decorah Senior High School, and the future will more than likely see an expansion of this role into more and more instructional units. Furthermore, the researcher drew the following conclusions about the role of the media specialist in curriculum planning.

The process followed in establishing this role was very successful and will probably be used with other teachers in the future when planning instructional units. The researcher, however, would not go through all the steps with a teacher once the first unit was planned. As a result of some spinoff units that were planned and implemented after the research study was completed, the researcher noted that the teachers have very quickly internalized much of the process and need not be reminded of the potential roles for the media center and the media specialist for each unit, unless the teacher seems to be overlooking a possible role that would fit into the unit. Some problems of finding the time when both the teacher and the media specialist could come together to plan the instructional units were evident. Some of these problems were solved by meeting beyond the regular school day, but in most cases the supervision of the IMC by the clerical aide was the essential element that provided the media specialist the necessary flexibility.

A number of elements in the process must be maintained for each unit. First, the media specialist and the teacher must allow at least three weeks between the initial planning session and the implementation of the instruc-

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tional unit. The lack of adequate time to prepare the media support unit could cause serious problems during the implementation of the unit. The media specialist found it necessary to discourage the planning of one spinoff unit because the teacher insisted on a "next day" implementation.

The teacher should provide a clear description of his objectives for the unit, and the media specialist must be willing to accept the teacher's limitations on what media-related activities would be included. Some teachers were extremely content oriented, with their objectives expressed in terms of "coverage" of textbook chapters. Objectives expressing student-centered outcomes were established by relating to section 5.f. of the planning guide (see Appendix B) and very diplomatically questioning the teacher's objectives in terms of exactly what they intended their students to accomplish and by what means.

At all times in the process, communications between the teacher and the media specialist must be maintained. Although some teachers did return after the initial planning session and helped maintain the flow of communications, the media specialist was most often required to take the necessary steps to maintain the lines of communication during the planning and preparing stages of the process. Many potential misunderstandings and problems were resolved because of the continuous flow of communications between the media specialist and the teacher.

As was noted, spinoffs from the research project began to surface almost immediately after the study was completed. In the three months since the research project was completed, the media specialist has planned and implemented instructional units with four teachers from the original experimental group and one teacher from the original control group, all at the initiation of the teacher involved. Some of the teachers have come to the media center to initiate the planning, others have approached the

media specialist in the halls or in the faculty room. In addition, the
principal has agreed to a faculty workshop for the coming school year on
the topic of instructional development, with special emphasis on the involve-
ment of the media specialist. The researcher concluded from the spinoffs
that the role of the media specialist in curriculum planning has been
established and will continue to expand at Decorah Senior High School.

The researcher concluded from the degree of success of the study
that this role of the media specialist in curriculum planning was possible
within the limitations of a media program with only one professional.
The researcher noted, however, that the limitations of time and energy of
a single professional, with only limited support personnel, would severely
limit the number of instructional support units possible, even though the
annual repetition of some units would require less preparation than the
original units. The researcher also concluded that as the role expands,
the pressures on the media specialist will require the gradual expansion
of support staffing and professional staffing. For example, if certain
local non-print production services have increased use because of this new
role for the media specialist, the hiring of a media technician to perform
the necessary production tasks would be justified. Also, as a greater
percentage of the media specialist's time is required for this role, the
addition of professional staff, in the form of a half-time and eventually
a full-time media specialist, would also be justified. Since there is a
direct connection with curricular content in this new role for the media
specialist, the addition of a media specialist whose background was based
in the sciences or vocational education would complement the humanities
oriented background of the current media specialist and provide for the
involvement of both media specialists in this role through a division of
curricular areas. This role can, however, definitely be initiated in a

media program staffed with a single professional and one full-time media aide.

The final conclusion to be drawn from the results of this study is that a definite need exists for the establishment of a strong interpersonal relationship between the teachers and the media specialist as a prerequisite for the establishment of this role in curriculum planning. Mutual respect for the professional expertise of both the teacher and the media specialist is essential to this relationship. Only with this relationship as a base is the establishment of this role of the media specialist in curriculum planning possible. In a situation where a media specialist is new to a school and this role is not already established, that media specialist should first attempt to gain the confidence and respect of the teachers. A primary ingredient in this should be a projected attitude of service that is accommodating and creative, without being overwhelming or threatening. The media specialist should be patient and allow time for the teachers to become gradually aware of his willingness to be of service. Also, the media specialist should demonstrate an interest in the teachers' problems and classroom activities whenever he has an opportunity to hear them discussed, and he should be alert to possible ways the media specialist can help make the teachers' job more efficient and pleasant. Finally, as the teachers begin to respond to this willingness to serve, the media specialist should be very flexible and attempt to respond positively to the teachers' requests whenever possible. Daniel's study characterized librarians in a school with a high Index of Integration as being humble, accommodating, submissive, conscientious, responsible, and persevering[36], and this is the beginning at which an active role for the media specialist in curriculum planning could be initiated.

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[36]Daniel, op. cit., p. 3783A.

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APPENDIX A

SURVEY: THE ROLE OF THE MEDIA SPECIALIST

INSTRUCTIONS: Check (✓) the response that best indicates your opinion of the role of the media specialist as described in each statement.	Definitely Should Do	Should Do	May or May Not Do	Should Not Do	Definitely Should Not Do
1. Give book talks to student groups in the IMC.					
2. Visit classrooms to observe the uses made of IMC materials, upon arrangements with teachers.					
3. Serve on curriculum planning committees.					
4. Make decisions on selection of books and printed materials for the IMC.					
5. Make decisions on selection of IMC equipment.					
6. Instruct students in how to use the card catalog.					
7. Purchase professional books, pamphlets, and magazines for faculty use.					
8. Serve as a resource consultant in the classroom when requested by teachers.					
9. Make decisions on selection of audio-visual materials.					
10. Supply information to teachers about recent developments in curriculum subject areas and in the general field of education.					
11. Assist students in producing materials for use in their classes.					
12. Work with teachers in supervising activities of classes using the IMC.					
13. Consider student recommendations for materials aquisitions.					
14. Help independent study groups of students to select materials for their projects.					
15. Furnish resource materials for faculty members.					

APPENDIX A

INSTRUCTIONS: Check (✓) the response that best indicates your opinion of the role of the media specialist as described in each statement.	Definitely Should Do	Should Do	May or May Not Do	Should Not Do	Definitely Should Not Do
16. Confer with teachers regarding their needs for purchase of IMC materials.					
17. Give instructions to students in reference techniques.					
18. Train projectionists to operate audio-visual equipment.					
19. Work with the teachers to develop units on student IMC use.					
20. Assist teachers in selecting media for classroom use.					
21. Visit classrooms on prearrangement with teacher to instruct students on the availability and use of materials for an area of study.					
22. Give book talks to classes as requested by teacher.					
23. Serve on committees for evaluating textbooks for adoption.					
24. Read education magazines which feature articles on developments in curriculum.					
25. Assist teachers in producing materials for use in their classes.					
26. Assist teachers in planning for effective use of educational media and equipment.					
27. Conduct teacher workshops on nonbook media production techniques.					
28. Elicit faculty participation and recommendations for evaluation and selection of materials.					
29. Teach effective use of media to faculty members.					
30. Teach students how to use indexes such as the Reader's Guide.					

MEDIA SPECIALIST/TEACHER CURRICULUM PLANNING GUIDE

Teacher_____ Today's Date_____

Course Title_____

Unit Title_____Beginning Date_____

Sequence of planning session:

_____1. Review course outline of course to be included.

_____2. Meeting with the teacher is at least three weeks in advance of
          planned beginning of the unit.

_____3. The teacher and the media specialist review the goals and
          objectives of the unit.

_____4. The teacher and the media specialist review the methods and
          materials the teacher has used in the past to achieve the
          unit goals.

_____5. The teacher and the media specialist review some possible roles
          for the IMC and media specialist in the methods used to achieve
          the goals:

(Check those which apply to this unit.)

____a.) Prepare a bibliography of print and non-print media avail-
        able either locally or from the Keystone Media Center, and
        arrange bookings where necessary.

____b.) Locally produce other non-print media, or arrange for pro-
        duction through the Keyston Media Center.

____c.) Prepare displays (bulletin boards or display cases) either
        for the IMC or the classroom.

____d.) Review listening and/or viewing activities possible for small
        groups and individuals in our IMC.

____e.) Review clerical services such as running off transparencies,
        writing up film and other types of orders for resources,
        typing masters and duplicating materials, and other related
        clerical services.

____f.) Possibilities for student projects, reflecting learning
        alternatives to accommodate various cognitive styles, such as;

        ____(1) Written reports, stories, drama, etc..
        ____(2) Slide-tape productions.
        ____(3) Opaque projector-blown-up posters.

APPENDIX B

___(4) Video-tape productions.
___(5) Oral reports with visual and/or audio aides.
___(6) Presentations including professionally produced materials.
___(&7) Any other project that is possible wihin the present
         limitations of the IMC's facilities and equipment, and
         the time available for such productions.

____6. The media specialist offers logistical help or support in terms
        of scheduling and use of learning alternatives.

____7. The media specialist and the teacher agree to meet again in
        about one week's time to review what the media specialist
        has prepared in terms of the prelimiary plans, including the
        delineation of the instructional role of the media specialist.
        (Date/time set_____)

----------------------(End of initial session)----------------------------

____8. The media specialist and the teacher will meet at least one
        week in advance of the unit implementation (preferrably one
        week after initial planning session) to finalize all plans for
        the unit.

********************(End of final planning session)*********************

____9. The media specialist implements the support unit, following
        the methods planned; he keeps an anecdotal record of daily
        progress in the various projects, where possible.

____10. The media specialist asks the teacher to evaluate the effective-
        ness of the role of the media specialist in the unit; the media
        specialist asks the students with whom he had direct contact
        to evaluate the media specialist's role in the unit.

APPENDIX C

TEACHER EVALUATION

Name_____   Subject_____

Unit Topic_____   Date_____

1. How successful do you feel this unit was? In addition to any comments
    you might make in this area, please indicate your feeling numerically
    on the scale presented below:

    unsuccessful 1__2__3__4__5__6__7__8__9__10__   successful

2. What are the chief factors which contributed to the success of the
    unit?

3. What activities do you feel were most successful? Why were they
    successful?

4. Which activities do you feel were least successful? Why?

5. What were some of the difficulties you experienced in constructing
    this unit?

6. How do you perceive that these difficulties could be overcome in the
    future?

7. What function did the media specialist perform that probably could
    not or would not otherwise have been a part of the unit; and rank
    the jobs that the media specialist did concerning this unit in the
    order of their usefulness to you.
    (1 = most useful.)

8. What changes would you suggest in the media specialist's role to
    make him more useful to you in the future?

Additional comments:

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APPENDIX D

STUDENT EVALUATION

Name_____   Subject_____

Unit Topic_____   Your Project_____

Date_____

1. What activities did you enjoy most in this unit and why?

2. What activities did you enjoy least in this unit and why?

3. How would you improve this unit to make it more successful and more
   enjoyable?

4. What did you enjoy most about the work of the media specialist in
   your project?

5. What did you enjoy least about the work of the media specialist in
   your project?

6. How would you change what the media specialist did to improve this
   unit?

Additional comments:

MEAN SCORES BY ITEM OF BOTH THE EXPERIMENTAL GROUP AND THE CONTROL GROUP

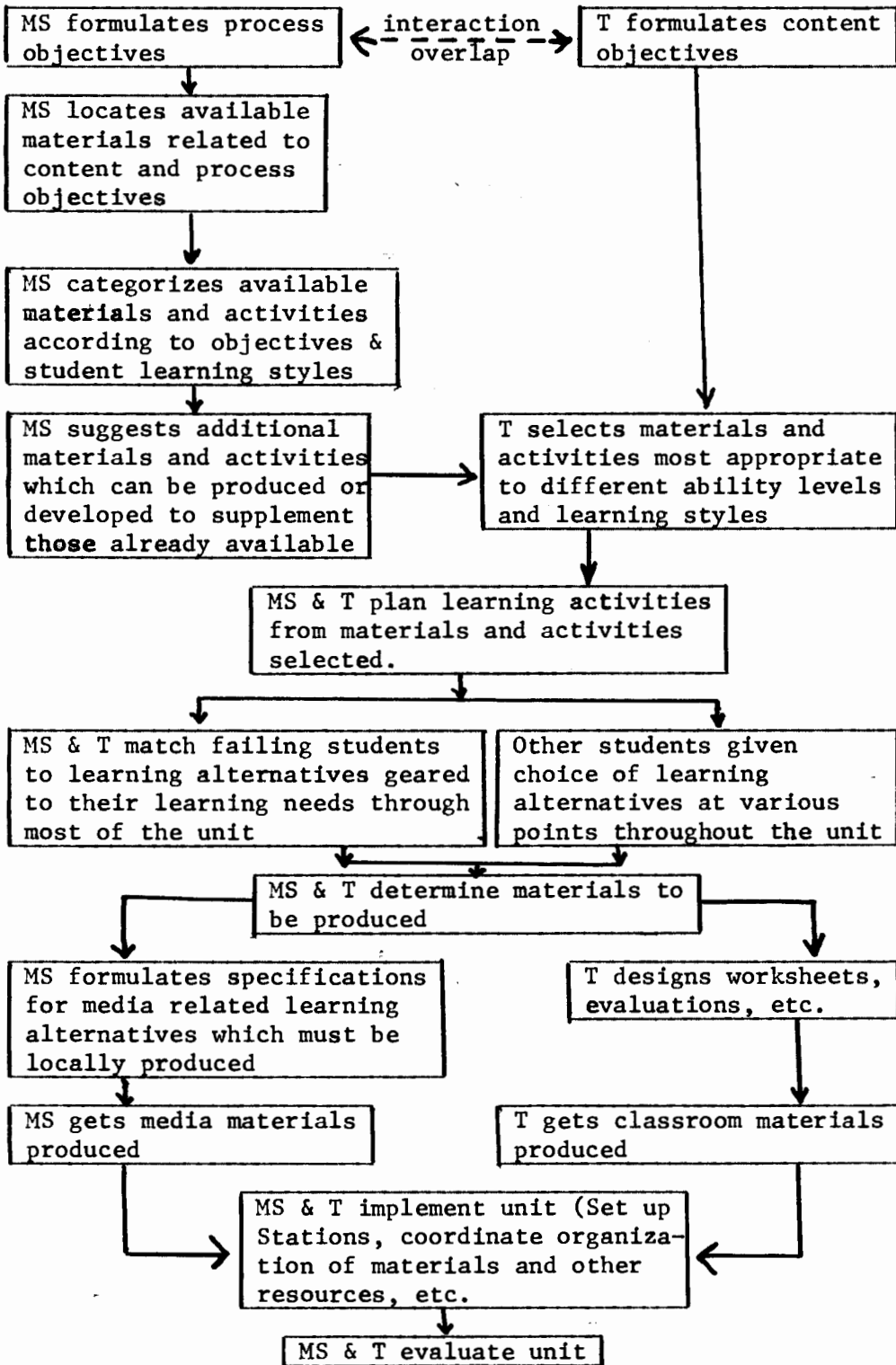| Items from Survey Forms	Exp. Pre	Exp. Post	Cont. Pre	Cont. Post
1. Give book talks to student groups in the IMC.	3.4444	2.6666(-)	3.7692	3.4166(-)
2. Visit classrooms to observe the uses made of IMC materials, upon arrangements with teachers.	2.8888	3.2222(+)	3.0769	3.2500(+)
3. Serve on curriculum planning committees.	3.4444	3.5555(+)	3.6153	3.1666(-)
4. Make decisions on selection of books and printed materials for the IMC.	4.6666	4.8888(+)	4.6150	4.1666(-)
5. Make decisions on selection of IMC equipment.	4.8888	4.8888(o)	4.7692	4.4166(-)
6. Instruct students in how to use the card catalog.	4.4444	4.8888(+)	4.0769	4.8333(+)
7. Purchase professional books, pamphlets, and magazines for faculty use.	3.8888	3.7777(-)	3.2307	3.2500(+)
8. Serve as a resource consultant in the classroom when requested by teachers.	3.6666	4.2222(+)	4.0000	4.0000(o)
9. Make decisions on selection of audio-visual materials.	4.0000	4.3333(+)	3.6923	3.8333(+)
10. Supply information to teachers about recent developments in curriculum subject areas and in the general field of education.	3.7777	3.4444(-)	3.0769	3.7500(+)
11. Assist students in producing materials for use in their classes.	3.7777	4.0000(+)	3.4615	3.9166(+)
12. Work with teachers in supervising activities of classes using the IMC.	3.5555	4.6666(+)	3.4615	3.6666(+)
13. Consider student recommendations for materials acquisitions.	3.8888	3.8888(o)	3.6153	3.1666(-)
14. Help independent study groups of students to select materials for their projects.	3.8888	3.6666(-)	3.4615	3.5000(+)
15. Furnish resource materials for faculty members.	3.4444	3.8888(+)	3.6923	3.9166(+)
16. Confer with teachers regarding their needs for purchase of IMC materials.	4.4444	4.4444(o)	4.0000	3.9166(-)
17. Give instructions to students in reference techniques.	4.2222	4.7777(+)	3.9230	4.3333(+)
18. Train projectionists to operate audio-visual equipment.	4.2222	4.1111(-)	3.7692	4.0000(+)
19. Work with the teachers to develop units on student IMC use.	3.7777	3.7777(o)	3.2307	3.5833(+)

APPENDIX E

Items from Survey Forms	Exp. Pre	Exp. Post	Cont. Pre	Cont. Post
20. Assist teachers in selecting media for classroom use.	3.3333	3.7777(+)	3.4615	3.2500(−)
21. Visit classrooms on pre-arrangement with teacher to instruct students on the availability and use of materials for an area of study.	3.5555	3.4444(−)	3.0769	3.1666(+)
22. Give book talks to classes as requested by teachers.	3.2222	3.4444(+)	3.3076	3.3333(+)
23. Serve on committees for evaluating textbooks for adoption.	2.6666	3.1111(+)	2.9230	2.7500(−)
24. Read education magazines which feature articles on developments in curriculum.	3.2222	3.6666(+)	3.1538	3.4166(+)
25. Assist teachers in producing materials for use in their classes.	4.0000	4.1111(+)	3.3846	3.9166(+)
26. Assist teachers in planning for effective use of educational media and equipment.	3.6666	4.0000(+)	3.4615	4.0000(+)
27. Conduct teacher workshops on nonbook media production techniques.	3.4444	2.7777(o)	3.1538	3.5000(+)
28. Elicit faculty participation and recommendations for evaluation and selection of materials.	4.1111	4.1111(o)	3.8461	3.8333(−)
29. Teach effective use of media to faculty members.	3.3333	3.6666(+)	3.6923	3.8333(+)
30. Teach students how to use indexes such as the Reader's Guide.	4.4444	4.7777(+)	4.2307	4.4166(+)

APPENDIX F

MODEL OF THE INSTRUCTIONAL FUNCTION OF THE SCHOOL MEDIA SPECIALIST

MS = Media Specialist   T = Teacher(s)

MS formulates process objectives	← interaction overlap →	T formulates content objectives

MS locates available materials related to content and process objectives

↓

MS categorizes available materials and activities according to objectives & student learning styles

↓

MS suggests additional materials and activities which can be produced or developed to supplement those already available → T selects materials and activities most appropriate to different ability levels and learning styles

↓

MS & T plan learning activities from materials and activities selected.

↓

MS & T match failing students to learning alternatives geared to their learning needs through most of the unit | Other students given choice of learning alternatives at various points throughout the unit

↓

MS & T determine materials to be produced

MS formulates specifications for media related learning alternatives which must be locally produced | T designs worksheets, evaluations, etc.

MS gets media materials produced | T gets classroom materials produced

MS & T implement unit (Set up Stations, coordinate organization of materials and other resources, etc.

↓

MS & T evaluate unit

Consultation between teacher(s) and the media specialist occurs throughout each step of the model.

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