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SERVICES PROVIDED BY DISTRICT SCHOOL LIBRARY MEDIA SUPERVISORS

by  
Ericka L. Hooker

A Thesis

Submitted in partial fulfillment of the requirements of the  
Master of Arts Degree  
of  
The Graduate School  
at  
Rowan University  
May 10, 2007

Approved by  
Advisor

Date Approved May 10, 2007

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## ABSTRACT

Ericka L. Hooker  
SERVICES PROVIDED BY DISTRICT SCHOOL LIBRARY MEDIA SUPERVISORS  
2006/07

Dr. Marilyn L. Shontz  
Master of Arts in School and Public Librarianship

District school library media supervisors have been shown to be an asset to school library programs. Research has shown that school libraries can be more productive and successful, when they are coordinated by a supervisor holding advanced qualifications. The services offered by a district school library media supervisor can directly affect the role of the school library media specialists he/she supervises. Two groups of school library media specialists were surveyed to determine what services their district supervisor provided and how the presence or absence of this position affected the availability and quality of library services offered. Group A were respondents with district supervision and Group B were respondents without district supervision. The results showed that Group A received more administration, communication, teaching, facilitating, and leadership services on a regular basis than Group B. Both group perceptions differed greatly. Based on Group A responses, district supervisors played a major role in supporting the school library media specialist through services they provided. Based on the results of Group B services received and perceptions of district supervisors, they did not receive the same level of services as Group A.

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## CHAPTER I

### STATEMENT OF THE PROBLEM

#### Problem Statement

District school library media supervisors have been shown to be an asset to school library media programs. Research has shown that school library media centers can be more productive and successful when coordinated by a supervisor holding advanced qualifications. Mary Oppman stated that “the professionally competent supervisor or coordinator of the district library media program will provide innovative, creative leadership in devising increasingly more effective and more efficient ways to strengthen all the aspects of the program”, (Oppman, 1984, p.22). The services offered by a district school library media supervisor can directly affect the role of the school library media specialists he/she supervises.

Based on the American Association of School Librarians *Position Statement on Appropriate Staffing for School Library Media Centers*, “All school systems must employ a district library media director to provide leadership and direction to the overall library media program” (AASL, 2006, par. 6). This school library media supervisor takes on a plethora of duties and responsibilities that AASL has classified into five areas that include: Administrator, Communicator, Teacher, Facilitator and Leader (1994). Similarly, in *Information Power: Guidelines for School Library Media Programs* the duties and responsibilities performed by the school library media supervisor are classified into the following five functions: Administration, Communication, Consultation,

Coordination and Leadership (ALA, 1988). All of these categories and functions play a major part in developing quality school library media programs that “meet the needs of students in gaining the competencies needed to manage the vast amount of knowledge in our rapidly changing, technologically oriented world” (AASL, 1994, par. 1).

Although the *Position Statement on the School Library Media Supervisor* (AASL, 1994) is relatively clear, there are some consistent challenges in the research on the position of school library media supervisor. There is no standard title nor is there a standard job description for this role. Another challenge has been staffing inconsistencies. The presence or absence of a qualified person to fill this supervisory position can have a serious impact on management, organization, availability, effectiveness and ultimately the success of a school library media program. Some school districts have supervisors with extensive library media background, training and experience; whereas others have supervisors that have no library media background or experience. Often times there are school library media supervisors, who provide services to more than one academic or professional subject area at a time. For example the district language arts/literacy supervisor may also serve in the school library media supervisory position on a part-time basis. There are even studies that have found that some districts divide the duties and responsibilities of school library media supervisor into different positions (e.g., the technology coordinator is responsible for all library automation, library technology and audio-visual equipment, while the reading supervisor handles collection development, acquisitions and professional development). This lack of consistency in the field of school librarianship and the absence of a qualified supervisor can place significant pressure on the role of the school library media specialist, as increased duties and

responsibilities put a strain on his/her ability to implement positive and effective library programming and services for patrons. This lack also hinders efforts to recruit and retain new school library media specialists.

Some of the more recently documented studies since 1975 demonstrated these same challenges as well as some positive results in their efforts “to describe, define and measure the role and value of” (Buckley, 2004a, 11) the district school library media supervisor:

- 1975 Eberhard > *A Study of Kansas Elementary School Library Media Centers with District School Media Directors Compared to Elementary School Library Media Centers without District School Media Directors from 1966-1972*
  - The purpose of this study was to examine the District Level School library Media Supervisor involvement in organizing and developing the Kansas elementary school library media centers and the effects of this involvement in 6 service areas (Buckley, 2004a).
  
- 1982 Coleman > *Perceptions of the Guiding Principles in Media Programs: District and School*
  - This dissertation found that based on the perceptions of the building-level school library professionals, those with district level library supervision had “significantly higher implementation ratings” than those without district level supervision (Buckley, 2004a).
  
- 1986 Zsiray > *A Study of the Impact of Staffing Patterns in Elementary School Library Media Centers on Program Development*
  - This comparative study looked at four different staffing models with respect to the professional activities in school library media centers. (Buckley, 2004a).

- 1988 Nelson > *The Influence of the District Library Media Supervisor on Library Media Program Development in the United States*
  - This study had some design flaws that began with the failure to relate the hypothesis to the three stated purposes of the survey (Buckley, 2004a).
  
- 1990 Coulter > *Information Power and District Library Media Directors*
  - This study compared the “reported duties of 217 district library media directors in 8 states...” with “the ‘duties ascribed to them by the 1988 national library Guidelines, *Information Power: Guidelines for School Library Media Programs* (p.viii)” (Buckley, 2004a).

### Purpose

The purpose of this applied research study was to: 1) identify the services that district school library media supervisors provide school library media specialists in the areas of administration, communication, teaching, facilitating, and leadership, and 2) examine the school library media specialists’ perceptions of how the presence or absence of a district school library media supervisor’s role effects his/her ability to serve students, faculty and administrators.

### Research Questions

1. What services did school library media specialists report were provided by his/her supervisor?
2. How often did they report receiving these services?
3. How were supervisory tasks accomplished in schools without a district school library media supervisor?

4. Was there a difference between the perceptions of school library media specialists with a district school library media supervisor and those without a district school library media supervisor?

#### Definitions of Terms

Advanced qualifications: For purposes of this study advanced qualifications are qualities and skills needed to perform the role of a district level school library media supervisor.

The ideal individual should possess K-12 teaching certification, Educational Library Media certification, Supervisory certification, and a Master's degree in School Librarianship (or Elementary/Secondary Education). They should have classroom teaching experience and a strong awareness of the district school mission and curriculum and instructional goals. This does not necessarily mean library media background and experience are mandatory, but they are strongly recommended.

Availability of services: For purposes of this study availability of services is defined as those times the school library media specialists or other library staff can be present to offer students, faculty and administrators library assistance or direct access to library services; also fixed or flexible scheduling may determine the extent school library media specialists will be available to perform daily management and organizational tasks.

District school library media supervisor: For purposes of this study a district school library media supervisor is the coordinator, director, or supervisor of library services for a school district or individuals responsible for providing supervisory services to support the

school library media specialist and enhance the school library program implementation. This individual should possess advanced qualifications and demonstrate strong ability in the areas of administration, communication, consultation, coordination and leadership of school libraries.

The director of the district library media program must exert strong leadership in accomplishing all staffing activities. The district director, working cooperatively with administrative staff at both district and building levels, is responsible for coordinating efforts to recruit and select professional library media staff; to provide staff development opportunities; to prepare job descriptions; to establish performance standards; and to develop evaluation instruments to measure performance. The district director works with the building administrator to clarify staff expectations and to assist with performance evaluation. The district director, through personal attitude and actions, sets the tone for developing positive relations among library media personnel, administrators, classroom teachers and other district staff. (ALA, 1988, p.51)

Leadership: Providing guidance and direction (Dictionary.com). “The district library media director assumes a leadership role in coordinating efforts to ensure that library media personnel...clearly understand their roles, relationships, and responsibilities” (American Library Association, 1988, p.52).

Regular basis: For purposes of this study regular basis means the consistency and frequency that a district level school library media supervisor provides services and/or

support to school library media specialists (i.e. monthly, quarterly, annually, or as needed).

School library media center: “May be called a library, media center, resource center, information center, instructional materials center, learning resource center...; It is an organized collection of printed and/or audio/visual and/or computer resources in an elementary or secondary school which is administered as a unit, is located in a designated place or places, and makes resources and services available to students, teachers and administrators” (NCES, 1989, par. 1).

School library media specialist: For purposes of this study school library media specialists are the building level library media personnel, who hold a K-12 teaching certificate, an educational school media certificate, or a more advanced library degree. This individual is responsible for the immediate, daily management, organization, and instructional duties in the building library; sometimes called the teacher-librarian, the educational media specialist or school librarian.

### Assumptions and Limitations

It was assumed that the presence of a district school library media supervisor may include but not be limited to a full or part-time position or a position with tasks assigned between or among more than one individual. Due to the inconsistency of the terminology of the title, in this case district school library media supervisor, comparable terms were used in the actual survey in place of the term *supervisor*, such as *coordinator* or *director*.

There was no standard job description for this role, so this study assumed the use of an ideal job description for this position developed from the most recent and widely-used information guidelines and handbooks on the supervision of school library media programs.

Similar to previous studies mentioned, identifying school library media specialists for the survey and study proved difficult due to the inconsistency of job titles relative to job descriptions for district school library media supervisor. The supervisor “duties and responsibilities may be shuffled from year-to-year, or when retirements and staffing changes occur” (Buckley, 2004b, p.18). This study assumed that the school library media specialist perceptions of the role and value of a district school library media supervisor were significant, because the school library media specialist position and the services he/she offer to their patrons (faculty, administrators, students) may be affected by the performance of the district school library media supervisor. Responses were limited to the perceptions of school library media specialists, due to the nature of each respondent’s awareness, interactions and experiences with his/her district supervisory services.



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## CHAPTER II

### REVIEW OF THE LITERATURE

#### Introduction

The purpose of this chapter is to examine how the literature and past research studies and reports focused on the role and value of the district school library media supervisor as it applied to and can impact the current study. Several challenges in previous studies prove to be recurrent in this attempt to obtain the most recent and accurate data. There has been minimal publication of articles and studies pertaining to the roles of the district school library media supervisor in the past 16 to 20 years, which compromises the task of retrieving and validating new research, yet it offers an opportunity to learn from previous errors and to refine techniques for acquiring and using information.

#### History of District School Library Media Supervision

The Elementary and Secondary Education Act (ESEA) of 1965, Title II was identified in several sources as the initiator of increased school library supervisory employment. This Act developed from President Lyndon B. Johnson's "Great Society" plan" increased school educational funding (Woolls, 1990, p.3). Title II allocated funds toward the purchase of new materials and resources for school libraries. This required that someone on the district level be responsible for the improvement and development of these libraries and the position of district school library media supervisor became a necessity for many school districts. There were increased numbers of supervisors

through the 1960s and 1970s. “Job titles and descriptions varied from district to district. Some were directors while others were coordinators, supervisors or department chairs” (Kearney, 1991, p.47). As federal funding increased these new positions were created, but when this funding began to decrease in the early 1970s states had to cut back. Many of these supervisory positions were eliminated (Everhart, 2000).

### The Research

The study that was related closest to the present research survey was conducted in 1974 by Neysa Cecelia Eberhard at Oklahoma State University. The purpose of her dissertation entitled, *A Study of Kansas Elementary School Library Media Centers with District School Media Directors Compared to Elementary School Library Media Centers without District School Media Directors from 1966-1972*, was to examine the district school library media supervisor involvement in organizing and developing the Kansas elementary school library media centers and the effects of this involvement in 6 service areas: Educational Program Development, Administration and Supervision, Instruction, Acquisition and evaluation, Special Services, and Preparation and Production of Material. Jeanne Buckley stated that “this dissertation gives a strongly positive endorsement for the value of a district-level coordinator of school libraries” (Buckley, 2004a, p.11).

Eberhard’s comparative study in Kansas was conducted over a six-year period because the 1966-1967 school year was the first year funding from ESEA, Title II was reported for Kansas elementary schools. Eberhard also wanted to “determine what happened to library media center budgets, collections and services of the selected centers...” (Eberhard, 1974, p.31) with the absence or presence of a district school library

supervisor. She used a sample population of 46 randomly selected media centers from the Kansas Educational Directory for 1971-1972. They were divided into 2 equal groups of 23; Group A media centers had district school library media supervisors, while Group B media centers had none. The three instruments Eberhard used were the ESEA, Title II application-reports, the ESEA, Title II 1970-1971 and 1971-1972 files, and *Questionnaire, Data Collection for Library Services in Selected Elementary Attendance Centers in Kansas*. The questionnaire was designed for responses by 4 staff members at each media center school site. For Group A, surveys were for the building principal, 2 classroom teachers and the district school media director, and for Group B, all were the same except for the elementary school media librarian was to complete the survey in place of the district school media director. The questionnaire was based upon the perceptions each individual respondent had about performance of roles in six categories of involvement: 1-Development of educational programs; 2-Administration and Supervision; 3-Instruction; 4-Special Services; 5-Selection, Acquisition, Evaluation of Materials and Equipment; and 6-Production and Preparation of Instructional Materials. Included in the comparison of media centers with and without district school library media supervisors were the surveys returned by at least 3 of the 4 anticipated respondents at a media center site. As a result Group A media centers had a 78 % return rate and Group B media centers had a 65 % return rate. The findings showed that library media personnel with district school library media supervisors (Group A) were overall perceived to be more involved with the performance in the 6 service categories than Group B (lacking a district school library media supervisor). There was also a tendency for district school library media supervisors and library media specialists “to see their

own positions as more involved than the building principal or classroom teachers viewed involvement by these positions” (Eberhard, 1974, p.174). She concluded that:

The district school media directors were more involved in the services of Administration and Supervision, Acquisition and Evaluation, and Special Services; thus, the responsibilities of their positions seem to be defined more to these areas. (Eberhard, 1974, p.177)

The presence of the district school media director does appear to affect positively library media programs and services as reflected by the overall involvement of Group A library media personnel for the six services: Educational Program Development, Administration and Supervision, Instruction, Acquisition and Evaluation, Special Services, and Preparation and Production of Materials. (Eberhard, 1974, p.179)

In 1982 Coleman wrote *Perceptions of the Guiding Principles in Media Programs: District and School*. According to Buckley, the Coleman study found that based on the perceptions of the building-level school library professionals, those with district level library supervision had “significantly higher implementation ratings” than those without district level supervision “for eight component areas: personnel, budget, purchasing, production, access and delivery systems, program evaluation, collections and facilities” (Buckley, 2004a, p.11).

Don Andwood’s 1983 dissertation, *A Comparison of Perceptions and Expectations for a Central Administrative Leadership Role of Library Media Director as an Indicator of His/Her Role Behavior*, is relevant to this study as it relates to the school

library media specialist perceptions of the district school library media supervisor role (Andwood, 1983). Unfortunately the usefulness of this study has been considered questionable due to “the sexist nature of the method, which compares perceptions of male library media directors with perceptions of female library media directors...” and “do not conform to current attitudes or hiring practices” (Buckley, 2004a, p.11).

*A Study of the Impact of Staffing Patterns in Elementary School Library Media Centers on Program Development* written in 1986 by Zsiray is a comparative study of four different staffing models for professional activities in school library media centers. Although the results showed that the professional performance was not increased by the presence of a district level library media supervisor, the study did not consider that “understaffing” of school libraries could have had an effect on the overall district performance. Building-level school library staff could be overwhelmed with extra duties and responsibilities that would minimize the effects a district level school library media supervisor could have on professional activities (Buckley, 2004a).

Some studies found had design flaws such as *The Influence of the District Library Media Supervisor on Library Media Program Development in the United States*, written in 1988 by Stephanie Nelson. Based on this researcher’s stated purposes, the study was expected to “accomplish 3 objectives: (a) gain a perspective of the number of district library media directors in the United States, (b) determine the tasks and services in which district library media directors were most involved, and (c) determine the influence of district library media directors on library media program development as judged by school district superintendents” (Nelson, 1989, 50 (50), 1124), but her hypothesis did not

correlate with this purpose. The hypothesis focused on comparing library media directors with and without library media training (Buckley, 2004a).

Finally in 1990 Coulter wrote *Information Power and District Library Media Directors*. This study compared the “reported duties of 217 district library media directors in 8 states...” with “the ‘duties ascribed to them by the 1988 national library Guidelines, *Information Power: Guidelines for School Library Media Programs*’ (p.viii)” (Buckley, 2004a, p.13).

## The Literature

### *The Limits of Documentation*

Most of the resources available that examined the role and value of a district school library media supervisor were in the form of dissertations and institutional reports. Articles on the subject were limited. Buckley suggested that this was the result of “challenges to research in this field” (Buckley, 2004b, p.17). In previous years the state library and educational agencies provided publications on school library supervision at the state level. For example the *Bowker Annual* and *School Library Media Annual* listed state supervisors of school library media services along with their title, position location and contact information through 1994 and 1995 respectively. Also the latter offered documentation of the reported activities of the school library state agency, such as “new standards, curriculum guides, and school library assessment documents” until the “*School Library Media Annual* ceased publication in 1995” (Everhart, 2000, p.3). Another publication that was available in 1968 was the *School Library Supervisors Directory*,

which no longer exists. By 1996 there were 29 states that were provided with documents of this nature by state agencies (Everhart, 2000).

### *Identifying Research Subjects*

Significant information could be acquired from the availability of current documentation of district school library media supervisors with a standard title. There is a lack of continuity in the existing literature relative to the title and terminology used to describe the role of district school library media supervisor. In volume 3 of *School Library Media Research* it was noted that some of the titles used to describe the supervisory role at the state level are: “Library Media Program Specialist, Director of Media Programs, Consultant to School Libraries, Curriculum Supervisor of Library Media Services, School Library Media Coordinator...” (Everhart, 2000, p.3). Comparable to this in Buckley’s article, *The Role and Value of a District-Level Coordinator of School Libraries: A Review of the Literature*, Buckley made references to the titles used in other publications, such as “Coordinator of Library Services”, “Coordinator in the Department of Educational Media”, “District Library Coordinator” (Buckley, 2004b, p.17). The inconsistency of title terminology poses a problem causing confusion, when researchers attempt to identify and study research subjects.

### *Staffing Inconsistency*

The district school library media supervisor is called by a myriad of names. These title variations may be the partial result of staffing differentiation. The titles may describe the detailed responsibilities for which the supervisor is held accountable.

The effectiveness of service and support that a supervisor can offer the building-level school library media specialist and/or aide may not seem as valuable in a research



study if the subjects' "duties and responsibilities may be shuffled from year-to-year, or when retirements and staffing changes occur" (Buckley, 2004b, p.18).

Stephen Zsiray considered staffing patterns and certification to determine differences in elementary library media center program planning, budget, purchasing, production, access and delivery, maintenance, public information and evaluation in *A Study of the Impact of Staffing Patterns in Elementary School Library Media Centers on Program Development*. His focus on Utah elementary library staff members produced results that led him to conclude that district school library media supervisors "did not contribute to higher levels of professional performance" (Zsiray, 1987, 47 (07), 2352), but as Buckley pointed out:

It was not discussed in this study that the results found might be due to understaffing of libraries (in this case, staffed with either a library media specialist or a library media aide, but not both) which might cause persons in either position to be consumed with duties related to the basic operation and circulation of the library and to be unable to carry out specific duties related to their position which differentiate it from the other. This understaffing would also minimize the effect a district-level media specialist could have on the quality of the programs as the building-level staff are unable to do more than the minimum to keep the library operating. (Buckley, 2004a, p.12)

Based on Zsiray's dissertation abstract, the conclusion of his study of staffing patterns acknowledges the benefits of having a district-level support person for uncertified library media staff (Zsiray, 1987, 47 (07), 2352). This brings up issues surrounding nationwide staffing shortages of school library media specialists. Some of

these shortages are caused by retirement and lead districts to hire uncertified school library personnel, throwing them into positions with little to no experience, via an emergency or temporary certificate (Everhart, 2000). Retaining library media specialists may become a problem in districts where there are more library media centers than library media personnel. In this case the staff may be required to be mobile, rotating from building to building, trying to maintain multiple libraries and patrons on a daily or weekly basis.

### *Standard Job Description*

In 1974 a report was published, *School Library Media Supervisor Competencies: a Cyclic Design for Development*, by Eleanor Ahlers and Jean Wieman. The report developed from a librarianship training institute grant funded by ESEA, Title II. This was one of the early efforts to identify and define the role of a district school library media supervisor and enhancing the qualifications of the individual who would serve in this position. Ahlers and Wieman listed the general roles of the district school library media supervisor as: 1) Management and Supervision, 2) Professional Leadership, 3) Instruction, 4) Media, 5) Research, Design and Evaluation (Ahlers & Wieman, 1974). Management and supervision responsibilities involved supervising personnel, planning budgets, office operations, guiding and creating good relationships, and directing and coordinating programs. The instructional responsibilities entailed in-service planning, curriculum and instruction planning, and developing library programs. Media responsibilities included leadership, formulating policies, implementing acquisition procedures and the organization, distribution, utilization, maintenance,

and production of materials and resources. According to this report, as a professional the district school library media supervisor upheld ethics and standards and made a commitment to self-improvement and staff guidance. Lastly, the research, design and evaluation role provides district library programs with a system of checks and balances for future improvement. Supervisors conducted “practical, simple action research to justify support for and to direct the improvement of the library media program” (Ahlers & Wieman, 1974, Appendix G). The district school library media supervisor was to be involved in curricular and instructional design as well as the design of teaching and learning materials, selection of media systems and the design of functional library media facilities in buildings and district-wide (Ahlers & Wieman, 1974). Ahlers’ supervisor competency report recommended that “systematic evaluation of all levels and aspects of the library media programs based on identified program objectives enables the supervisor to demonstrate needed accountability, and provides specific direction for future library media program improvements” (Ahlers & Wieman, 1974, Appendix G).

As mentioned previously in Chapter I, the American Association of School Librarians Board adopted the *Position Statement on School Library Media Supervisor* in June of 1994. That document classified supervisor responsibilities into the following roles: 1) Administrator, 2) Communicator, 3) Teacher, 4) Facilitator, and 5) Leader (AASL, 1994).

More recently, Buckley cited *Achieving Information Literacy: Standards for School Library Programs in Canada*, by Asselin, Branch & Oberg, as the

“most comprehensive source” that described 12 responsibilities for the district school library media supervisor role. She summarized them as follows:

1. Administer board-wide library budget
2. Keep current with standards
3. Help administrators select, supervise, and evaluate library staff
4. Help teacher-librarians develop successful library programs
5. Supervise central purchasing and cataloging of resources
6. Serve on curriculum and technology committees
7. Report to senior administration on library matters
8. Assist with professional development related to information literacy and communication technologies
9. Participate in professional organizations and continuing education
10. Serve as school library liaison in the community
11. Educate parents and others about the information literacy program
12. Help to plan construction and renovation of library facilities

(Buckley, 2002b, p.19)

#### Summary

All of the sources examined for this study demonstrated that the general role of a district school library media supervisor was consistent with the AASL 5 classified areas of Administrator, Communicator, Teacher, Facilitator, and Leader. To serve in this capacity an individual needed to possess strong leadership, consultation, communication, coordination, and administration qualities. Districts that lacked a qualified person in a

district library supervisory role could be limited in productivity and successful performance of library staff and implementation of programs serving school patrons.

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## CHAPTER III

### METHODOLOGY

#### Introduction

The purpose of this applied research study was to: 1) identify the services that district school library media supervisors provide school library media specialists in the areas of administration, communication, teaching, facilitating, and leadership, and 2) examine the school library media specialists' perceptions of how the presence or absence of a district school library media supervisor's role effects his/her ability to serve students, faculty and administrators. Previous studies have attempted to prove the value of having district school library media supervisors to manage and coordinate school library media programs:

- by comparing characteristics of school library media centers with and without a district school library media supervisor
- by comparing the perceptions of job performance by administrators, faculty and library personnel, and
- by comparing the self-perceptions of district school library media supervisors with other library personnel perceptions of district school library media supervisors.

The descriptive survey method was used to describe the value school library media specialists perceive his/her district school library media supervisor to have based on the services they provided specifically to them in comparison with the perceptions of



school library media specialists without a district school library media supervisor to provide the same services.

### Research Questions

1. What services did school library media specialists report were provided by his/her supervisor?
2. How often did they report receiving these services?
3. How were supervisory tasks accomplished in schools without a district school library media supervisor?
4. Was there a difference between the perceptions of school library media specialists with a district school library media supervisor and those without a district school library media supervisor?

### Population and Sample

The respondents to this survey were solicited from a population of school library media specialists who subscribed to the LM\_NET Listserv. This network of worldwide school library media specialists is focused specifically on the interests of the school library media community and therefore, represents the target population this study requires. LM\_NET on the Web also has “over 16,000 subscribers from at least 65 countries” (Neal, 2006), creating opportunities to receive a high quantity of responses. Respondents were selected based on 2 criteria. First, the respondent was an elementary school library media specialist as defined in Chapter I; second, the respondent completed the background data section (questions #1-11) of the questionnaire.

## Factors to Be Studied

Elementary school library media specialists were surveyed to identify the services his/her district school library media supervisor offered using the role as defined in the *Position Statement on the School Library Media Supervisor* (AASL, 1994). The services provided in elementary school library media centers with district level library media supervisors (Group A) were compared to the services provided in elementary school library media centers without district level school library media supervisors (Group B). Each respondent, regardless of group assignment, was asked to select the frequency of district supervisory services listed under the following categories:

1. Administration
2. Communication
3. Teaching
4. Facilitating
5. Leadership

Respondents reported on the frequency that these types of services were offered, to determine whether or not these services were available on a regular basis. Each group member was expected to state his/her perception of the effectiveness or value of a district school library media supervisor role as it applied to the services they offered.

## Data Collection Technique

An electronic survey, *Elementary School Library Media Specialist Survey: What Does Your District Supervisor Do For You?* (see Appendix B) was developed using Survey Monkey Web site. It was distributed via email on February 12, 2007 through the

LM\_NET Listserv along with a cover letter (see Appendix A) explaining the nature of the study and a request for participation.

The survey was designed to select only those who meet the criteria in section I - Background Data of this survey, which allowed the researcher to eliminate respondents. The final Background Data question redirected the respondents based on whether or not he/she had a district school library media supervisor. The respondents in Group A continued with Section II – School With a District Supervisor and Section III – Services Provided by a District Supervisor, while respondents in Group B skipped to Section IV – Schools Without a District Supervisor and Section V – Services Provided in Schools Without a District Supervisor. Respondents from both groups made selections from the same list of services and were also given an opportunity to add other services that they did not find listed. Each service or duty on the list was selected based on how often the service was available. The frequency of service was designated by the following choices: Monthly, Quarterly, Annually, As Needed, and Not At All.

#### Reliability and Validity

The survey was designed to eliminate respondents that did not fit into either of the two groups. Respondents who did not know if they had a district supervisor could still complete the questionnaire providing responses that enabled the researcher to place them into one of the two groups.

Much consideration was given to allowing the respondents to select or write in answer choices, since school library media personnel position titles may vary. This makes the questions clearer and more concise, thereby resulting in more accurate responses.

Questions were included in this survey that allowed details about personnel qualifications, size and scheduling standards for the representative school, and staffing patterns in each school library setting. The 5 supervisory categories and the list of related services were selected as a standard based on the *Position Statement on the School Library Media Supervisor* (AASL, 1994). By using this list, the respondents who were not aware of what the responsibilities a district school library media supervisor had were given some insight.

### Summary

The survey used in this study provided the researcher with information from school library media specialists on the services they did or did not receive from a district school library media supervisor. While much of the questionnaire was used to examine these services, a large portion was perception-oriented. What school library media specialists think about the effectiveness of a district school library media supervisor was believed to strengthen or weaken the value of this supervisory role in elementary school library media programs.

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CHAPTER IV  
ANALYSIS OF DATA  
Procedures and Methods

A descriptive survey was designed using the electronic survey design Web site, Survey Monkey and distributed to school library media specialists via the LM\_NET Listserv (see Appendix B). The survey was divided into 5 main sections:

1. Background
2. Schools with district school library media supervision
3. Services provided by district school library media supervision
4. Schools without district school library media supervision
5. Services provided in schools without district school library media supervision

The survey included combinations of multiple-choice, open-ended, and matrix type questions.

Some adjustments and changes were made to the original survey. The initial 3 respondent criteria were changed. The researcher eliminated the third criteria, which stated that *respondent school district must have a minimum of 3 schools in the district*, because some respondent districts had less than 3 schools, but large student populations. Therefore offering supervisory services under those circumstances would still prove to be significant.

Another change that was made to the survey was the elimination of the matrix question, *Weekly*, option for the frequency of services provided. The matrix options were

limited to *Monthly, Quarterly, Annually, As Needed, and Not at All*, because the majority of the standard services listed would not be ultimately provided on a weekly basis.

Lastly, some of the standard supervisory services provided by district school library media supervisors were eliminated or merged with a general service description to limit the services to those that were visible by the respondents, school library media specialists.

### Response Rate

Responses were collected, filtered into the 2 groups, Group *A* and Group *B*, converted into Microsoft Excel spreadsheets for further analysis, and translated into charts and graphs. Multiple-choice responses were assigned single-digit codes for group comparisons, open-ended responses were evaluated by commonality of response, and matrix responses were translated in terms of real numbers into the frequency of service for a percentage of respondents.

Of the total 179 responses collected on the Survey Monkey Web Site 113 of the respondents fell into the category of Group A, school library media specialists with district level school library media supervisors, 62 respondents fell into the category of Group B, school library media specialists without district level school library media supervisors, 1 survey was incomplete, 1 survey represented a high school, and 2 responses were from district supervisors. The latter 4 responses were excluded from this study. Therefore the total for respondents included in this survey was 175 (n=175). The response rate for Group A was 65% (113 out of 175). The response rate for Group B was 35% (62 out of 175).

## Presentation of Results: Background

The purpose of the background questions was to establish the qualifications of respondents in accordance with the study criteria. These included questions that would validate the wide range of service locations by zip code, confirm respondent position and service community, and most importantly redirect the respondents to the appropriate questions to place them into Group A (school library media specialists with district level supervision) or Group B (school library media specialists without district level supervision).

Respondents from 179 different areas designated by zip codes responded to this survey. The 175 respondents that met the study criteria represented school library media specialists. These individuals reported that the number schools in their districts ranged from 1 to 100+. The number of students these school library media specialists served ranged from 24 to 3100. All responding school library media specialists served students in grade ranges between kindergarten and 8<sup>th</sup>.

The school library media specialists who responded reported years of experience ranging from 6 months to 29 years. The professional certificate and degree credentials of these respondents are reflected in Figure 1. Some respondents had more than one certificate and/or degree. The 104 respondents holding a master's degree in school librarianship accounted for 58% of the responding school library media specialists. The 87 respondents holding school library media certification accounted for 49% of the responding school library media specialists. The 55 respondents who reported holding some certification or degree related to another non-school library media specialty field (other) accounted for 31% of the responding school library media specialists. The 16



respondents holding a bachelor's degree in school librarianship accounted for 9% of the responding school library media specialists. The 10 respondents holding a provisional teaching certificate accounted for 6% of the responding school library media specialists. The 7 respondents holding an emergency or temporary certificate accounted for 4% of the responding school library media specialists. None of the respondents reported holding a doctoral degree in school librarianship.

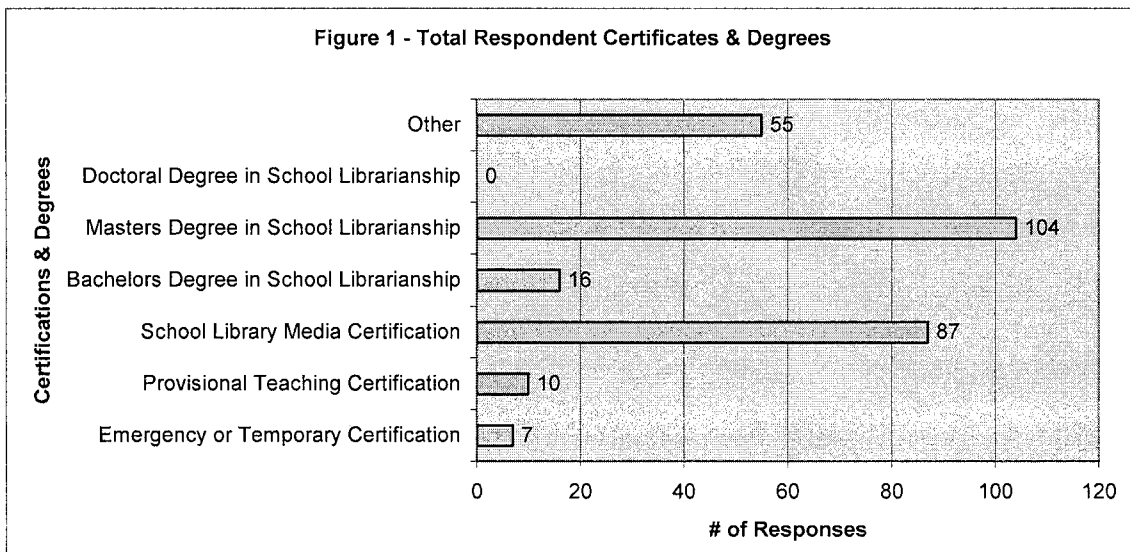


Figure 2 reflects the various job titles of respondents. The 101 respondents holding the title school library media specialist accounted for 56% of the responding school library media specialists. The 36 respondents holding the title school librarian accounted for 20% of the responding school library media specialists. The 26 respondents holding other titles accounted for 15% of the responding school library media specialists. These other titles may represent multiple titles and possibly multiple roles (i.e. technology coordinator, technology teacher, reading specialist, etc.). The 19 respondents holding the title teacher-librarian accounted for 11% of the responding school library

media specialists. The 4 respondents holding the title educational media specialist accounted for 2% of the responding school library media specialists. Since respondents were able to select more than 1 answer choice, the 186 response total was due to responses from individuals who held more than 1 job title.

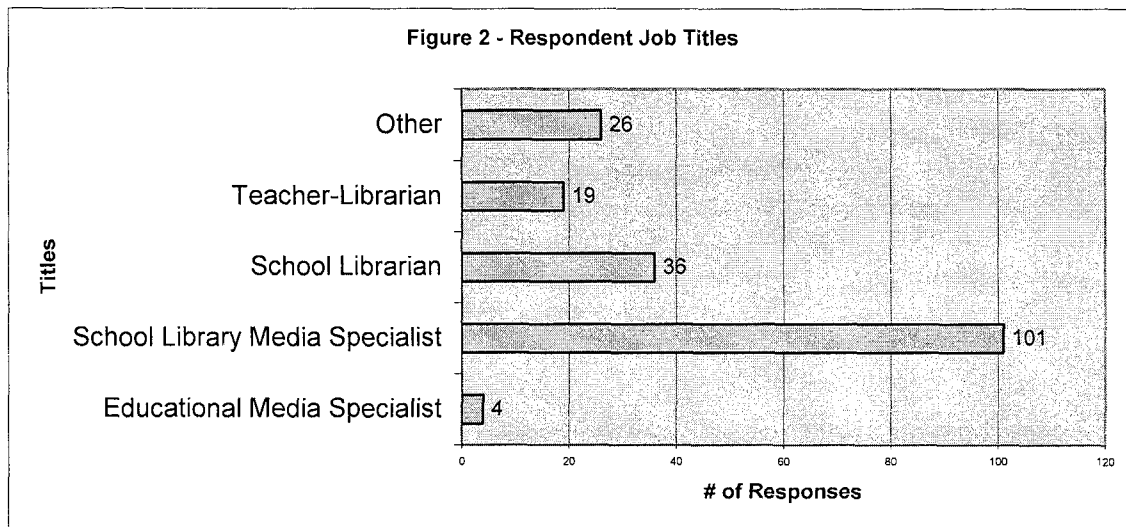
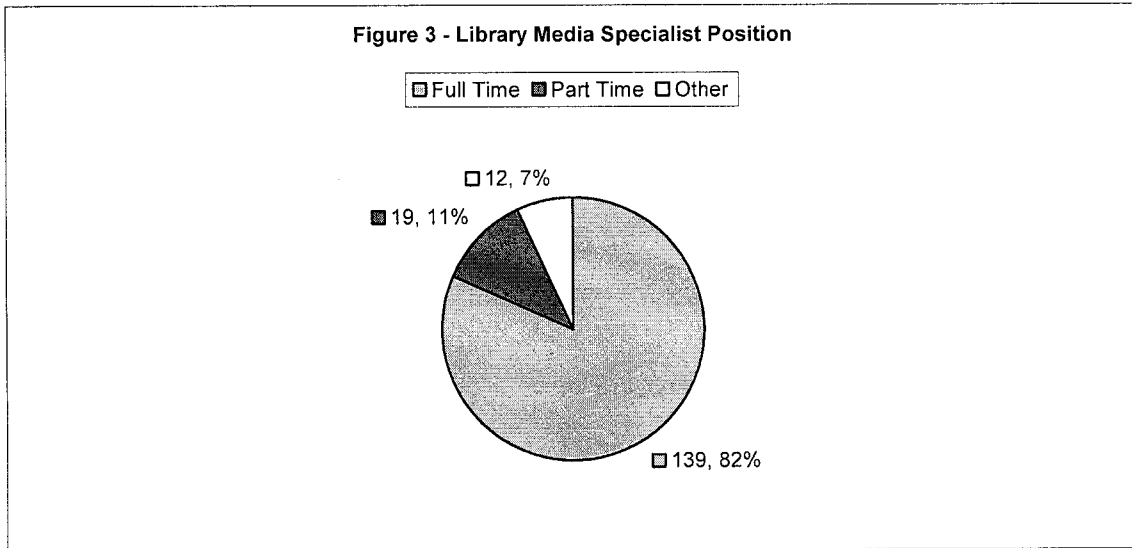
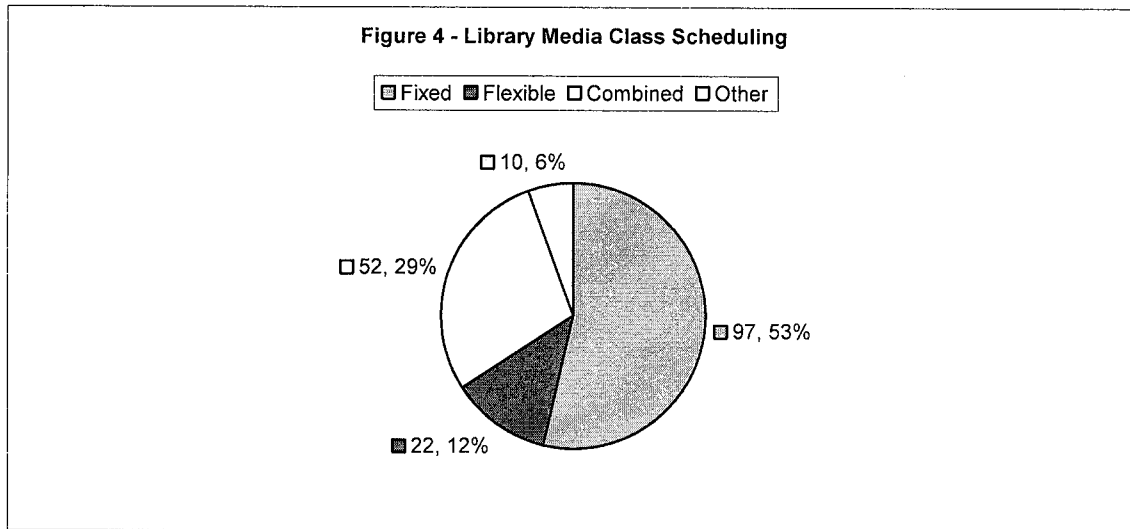


Figure 3 represents the responding school library media specialists' positions in terms of their full/part time work hours. The 139 respondents that worked as school library media specialists in full time positions were 82%. The 19 respondents that worked as school library media specialists in part time positions were 11%.



The 12 respondents who worked as school library media specialists in other types of positions were 7%. These other positions represented school library media specialists who worked in more than one school in their district or more than one position in the school and/or district.

Figure 4 represents the types of class scheduling the responding school library media specialist managed. Some respondents selected more than 1 answer for this question, increasing the total number of responses from 175 to 181. The 97 respondents who had fixed class schedules accounted for 53% of the school library media specialists. The 22 respondents who had flexible class schedules accounted for 12%. The 52 respondents who had combination of fixed and flexible class schedules accounted for 29%. The 10 respondents who had some other type of class schedule accounted for 6%.



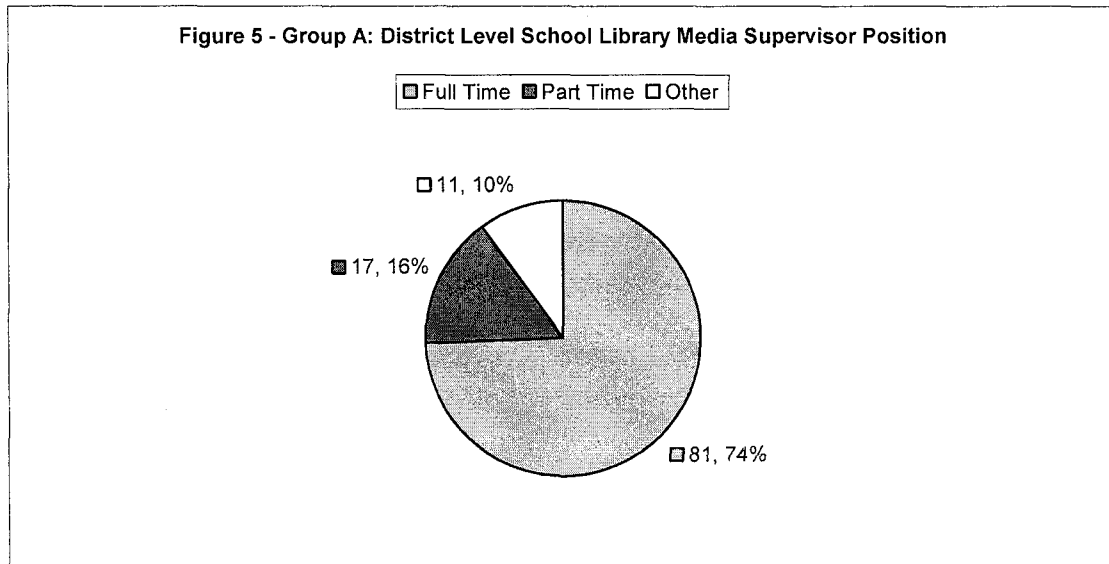
Group A – Responses

*Schools with District Level School Library Media Supervision*

Supervisor Position

Group A respondents (n=113) recorded over 35 different variations of district library media supervisor titles. The title recorded the most was 21 for district library media coordinator (or coordinator of library media services). The full time or part time status of the positions of these district school library media supervisors reported from Group A are shown in Figure 5. The 81 respondents who reported having district school library media supervisors to perform services on a full time basis accounted for 74%. The 17 respondents who reported having district school library media supervisors to perform services on a part time basis accounted for 16%. The 11 respondents who reported having district school library media supervisors to perform services split with other positions accounted for 10%. Only 32 of the respondents reported that their district school library media supervisor did not serve in any other position within the district, 5

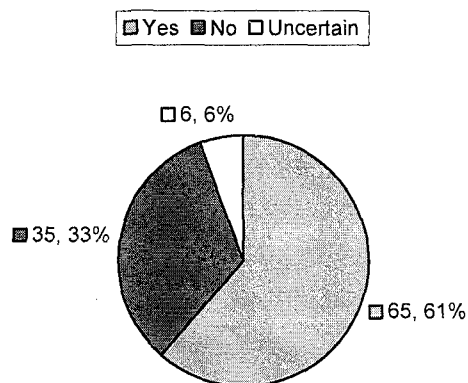
reported uncertainties, and the remaining respondents reported that their supervisors did hold other district level, building, library or classroom positions as well as the supervisory position. Four (4%) of respondents did not answer this question.



### Supervisor Training and Background

The respondents reported whether or not their district school library media supervisor had library training and/or background in school library media services. Figure 6 reflects these responses. Only 106 school library media specialists responded to this question out of 113. The 65 respondents who reported having supervisors with library training and background accounted for 61% of Group A. The 35 respondents who reported having supervisors without library training and background accounted for 33% of Group A. The 6 respondents who reported that they were uncertain of their supervisor's library training and background accounted for 6% of Group A.

Figure 6 - Group A: District School Library Media Supervisor Library Training and Background



### Services Provided by District Level Supervisors

School library media specialists with district level school library media supervision reported high frequencies of administrative, communication, teaching, facilitating and leadership services offered by the district school library media supervisor. These results for Group A are recorded in Tables A1 through A5.

Of the 6 Group A administrative services listed in Table A1, 41%-54% of these services were reported to have been offered on an as needed basis, with the exception of service *c* (*develops and administers budget*). This service was reported as being offered annually to 30% of the respondents. These administrative services were offered on monthly, quarterly, and on annual basis as well. An average of 27% (range from 13%-40%) of the respondents reported that the administration services listed were not offered at all.

Of the 3 communication services listed (*g*, *h*, and *i*) in Table A2, 30% - 43% of these services were offered on an as needed basis, the highest percentages reported in this section. These services were reported on a monthly basis ranging from 13% - 21%, on a

**Table A1**  
**Group A: Administration Services Provided By District School Library Media Supervisor**

ADMINISTRATION	Frequency of Services Provided					Response Total
	Monthly	Quarterly	Annually	As Needed	Not At All	
a. Directs and administers the library media program based on district mission, goals	31%	3%	13%	41%	13%	101
b. Evaluates and makes recommendations for the improvement of library media programs	22%	7%	11%	41%	19%	100
c. Develops and administers budget	19%	3%	30%	18%	29%	99
d. Administers district policies and procedures (selection, challenged materials, copyright,	14%	1%	9%	50%	26%	98
e. Participates in the selection, supervision and evaluation of library media personnel	5%	0%	1%	54%	40%	99
f. Develops job description for school library media specialist	4%	0%	11%	50%	35%	98

**Table A2**  
**Group A: Communication Services Provided By District School Library Media Supervisor**

COMMUNICATION	Frequency of Services Provided					Response Total
	Monthly	Quarterly	Annually	As Needed	Not At All	
g. Conveys information through the development of newsletters, manuals, handbooks, presentations, bulletin boards, etc.	21%	5%	1%	43%	29%	99
h. Provides statistical reports and studies relative to the district library media programs	13%	5%	20%	30%	31%	99
i. Provides information on educational studies, research, standards, legislation and growth opportunities to library media personnel, administration, and teachers	18%	9%	2%	42%	29%	100



**Table A3**  
**Group A: Teaching Services Provided By District School Library Media Supervisor**

TEACHING	Frequency of Services Provided					Response Total
	Monthly	Quarterly	Annually	As Needed	Not At All	
j. Serves as teacher in developing and coordinating an integrated program of library/information skills instruction	10%	3%	7%	32%	47%	99
k. Serves as resource person to library media specialists, administrators, teachers	25%	3%	1%	56%	15%	97
l. Provides staff development in use of instructional resources and technology	18%	7%	6%	49%	19%	98

**Table A4**  
**Group A: Facilitating Services Provided By District School Library Media Supervisor**

FACILITATING	Frequency of Services Provided					Response Total
	Monthly	Quarterly	Annually	As Needed	Not At All	
m. Coordinates the operation of district-wide library media programs	29%	0%	6%	51%	14%	97
n. Provides access to information through a variety of sources at each building and	15%	2%	4%	56%	23%	99
o. Serves as a member of district curriculum development teams	28%	3%	5%	35%	28%	95

**Table A5**  
**Group A: Leadership Services Provided By District School Library Media Supervisor**

LEADERSHIP	Frequency of Services Provided					Response Total
	Monthly	Quarterly	Annually	As Needed	Not At All	
p. Assesses needs for district and building level library media programs	17%	2%	12%	54%	16%	95
q. Develops long-range plans for district and building level library media programs	14%	1%	20%	47%	19%	96

quarterly basis from 5%-9%, on an annual basis from 1%-20%. An average of 30% (range from 29%-31%) of the respondents reported that the communication services listed were not offered at all.

Of the 3 teaching services listed (*j*, *k*, and *l*) in Table A3, 10% - 25% of these services were offered on a monthly basis. These services were reported on a quarterly basis ranging from 3% - 7%, on an annual basis from 1%-7%, and on an as needed basis from 32%-56%. An average of 27% (range from 15%-47%) of the respondents reported that the teaching services listed were not offered at all.

Of the 3 facilitating services listed (*m*, *n*, and *o*) in Table A4, 15% - 29% of these services were offered on a monthly basis. These services were reported on a quarterly basis ranging from 0% - 3%, on an annual basis from 4%-6%, and on an as needed basis from 35%-56%. An average of 22% (range from 14%-28%) of the respondents reported that the facilitating services listed were not offered at all.

Of the 2 leadership services listed (*p* and *q*) in Table A5, 14% - 17% of these services were offered on a monthly basis. These services were reported on a quarterly basis ranging from 1% - 2%, on an annual basis from 12%-20%, and on an as needed basis from 47%-54%. An average of 18% (range from 16%-19%) of the respondents reported that the leadership services listed were not offered at all.

#### Perceptions of Supervisor Effectiveness

The respondents in Group A were asked if they thought that having a district school library media supervisor made their role as a school library media specialist more

effective than if they did not. Of the 113 school library media specialists 97 responded to this question; 74 (65% of Group A) said YES; 23 (20% of Group A) said NO.

When Group A was asked in survey question 18, how the presence of a district school library media supervisor affects quality and availability of services they offer their patrons, 88 (78%) of the 113 school library media specialists responded. These open-ended responses are recorded in Group A, Table A6. Since the responses for this section varied and many respondents did not remain on topic, the responses were categorized as N (Does not impact the quality and availability of services offered to patrons), D+ (Positively impacts the quality and availability of services offered to patrons), D- (Negatively impacts the quality and availability of services offered to patrons), D (Difficult to tell impact due to wording of response or circumstantial limitations). For Table A6, *Group A: Open-ended Responses to Survey Question 18*, N = 9, D+ = 52, D- = 5, D = 22.

## Group B – Responses

### *Schools without District Level School Library Media Supervision*

#### Supervisor Position and Qualifications

Group B respondents (n=62) reported that their supervisors were either their building principal or assistant principal. From Group B, 58 respondents recorded that they were supervised by their building principal, which accounts for 94% (see Figure 7); while 4 respondents recorded that they were supervised by their assistant principal, which accounts for 6%. When these school library media specialists were asked if their supervisor had any library training and background, 59 respondents reported that their

**Table A6**  
**Group A: Open-Ended Responses to Survey Question 18**

**How does the presence of a district school library media supervisor affect the quality and availability of services you offer to your patrons?**

**N** = Does not impact the quality and availability of services offered to patrons = 9  
**D+** = Positively impacts the quality and availability of services offered to patrons = 52  
**D-** = Negatively impacts the quality and availability of services offered to patrons = 5

**D** = Reflects impact, but difficult to tell degree of impact due to wording of response or circumstantial limitations = 22

<p>1. Doesn't really affect my job at all. She is really only a 'go-to' person if we have problems/questions/need something. She isn't supervising us to the extent of your questions!! <b>D</b></p>	<p>5. We actually have a current, full-time library media specialist serving as district library coordinator in addition to serving a school of 1000. But we also have an administrator that we report to, and that person is described above. The district library coordinator actually tries to accomplish many of the items above. <b>D</b></p>
<p>2. It makes a tremendous difference. I came from a district which did not have a coordinator. We did not have a voice. We were ineffectual. There was no vision for the district. Where I am now, there is a very clear vision which is communicated to the schools and administrators. Collaboration is a goal we are constantly working on. I don't know if this would be possible without our coordinator. <b>D+</b></p>	<p>6. He wants to get rid of librarians and make the libraries computer labs <b>D-</b></p>
<p>3. Having someone at the district level with knowledge of the school library program is beneficial in watching out for library interests that might otherwise be passed over. <b>D+</b></p>	<p>7. Lends support to me professionally as needed. <b>D+</b></p> <p>8. We have someone sitting at the decision-making table (invited to administrative meetings) who can quickly identify trends about which we can take action. She also coordinates district-wide initiatives such as Battle of the Books (Enrichment initiative supported by Media) and Authors in Residence. <b>D+</b></p>
<p>4. Even with a Library Director, I'm not sure that all information and service / needs are being met. I would like to see more assertiveness toward the district administrator to follow the rules and guidelines set forth in writing. I would also like to see more support for the increase of budgets for libraries, but I don't see this happening any time soon. <b>D</b></p>	<p>9. The supervisor advocates for our budget, which determines what we can provide. <b>D+</b></p>

**Table A6**  
**Group A: Open-Ended Responses to Survey Question 18**

10. She has helped us at the State level in advocating for databases for our students, and at the local level for updating our circulation system from Spectrum to Destiny which will aid greatly in our productivities. She is a good resource. There is much room for improvement in trainings for all the areas that we utilize regularly. <b>D+</b>
11. I feel it helps in that she tries to make sure not so many things get dumped on librarian's plates. <b>D+</b>
12. Aligns the schools within the district so we are all on same page as far as curriculum, etc. goes. <b>D+</b>
13. With a district supervisor, we have common goals, information, training, and help in solving problems. They provide training and have buying power to get better discounts, on-line resources, and standards. <b>D+</b>
14. The lack of support from this person has put us all in a difficult position, but has caused us to join together to try to get things done that will better the services we can provide. I'm not sure which would be worse--the person we have now or one that is destructive. <b>D-</b>
15. Not much. <b>D</b>

16. As stated above, our present supervisor is more of a liability than an asset to the library program. Our students and faculties would be far better off with someone in the leadership role. <b>D-</b>
17. As coordinator, I have written and obtained grants to bring in visiting authors and storytellers which have benefited all students and teachers. I believe this would not be done if I were not available to take care of it. I have also obtained grants and funding for the librarians to attend conferences which have given us ideas for instruction that we offer our students and collaboration with teachers. <b>D+</b>
18. Generally, tangentially only but that aside, our previous Coordinator, while primarily tasked with curriculum responsibilities was terrific at organizing meetings, discovering new info literacy trends, periodicals, etc. <b>D+</b>
19. She works to improve our budget situation, something we would have a hard time doing as individuals. By improving the budget she improved the quality and availability of services. <b>D+</b>

**Table A6**  
**Group A: Open-Ended Responses to Survey Question 18**

<p>20. Her office is in the district office building and is considered a district administrator. She makes sure that libraries are considered in all aspects of the curriculum. Without her physical presence among the district administrators, we would not have the successful library programs that we do have. We have had a director since the late 1960's and it was the first director that did so much to show the need of school librarians. The director is an advocate for the school librarian. <b>D+</b></p>
<p>21. He meets with the Superintendent's instructional team each week. He's our voice in the administration. Tom is an advocate for the library media program in our district and takes this job very seriously. <b>D+</b></p>
<p>22. It doesn't. I mean, I can go to him and ask him for help if I have a question about how to do something, but we mostly work separately. He is not really a district anything. Independent schools aren't part of districts, usually. He is the Head of Library Media Services. <b>D</b></p>
<p>23. Helpful to have someone to work as liaison with district administrators and to communicate our role to principals. <b>D</b></p>

<p>24. She is basically a resource if I need her. She is unable to devote much time to her role as district librarian because she has full time responsibilities as a high school librarian. As our district grows we are hoping this will change. <b>D</b></p>
<p>25. She is a strong presence among administrators <b>D</b></p>
<p>26. Having an Assistant Superintendent who meets with us once a month and is aware of what we are doing, what we need, etc. is a great asset, especially when budget time comes around. She is aware of all the different hats that we wear and helps us out whenever possible. <b>D+</b></p>
<p>27. In my old district, it made a big difference as she was able to support the need for budgets, books, supplies, and technological updates. In a time of budget cuts, it was valuable to not have to do all of the research and presentations ourselves. In essence, she fought for our position to remain in each school in the district based on studies done around the country. <b>D+</b></p>



**Table A6**  
**Group A: Open-Ended Responses to Survey Question 18**

<p>28. She deals with vendors, online circulation and cataloging problems, database decisions, and a myriad of other issues that frees me to work with my students and faculty. She also goes to the Board with requests for extra funding for programs or materials that we need to offer a caliber library program for the district. <b>D+</b></p>
<p>29. It doesn't. Except for what is happening with current applications and the library catalog, the person in this role does nothing for me. <b>D</b></p>
<p>30. Our supervisor offers a strong arm to lean on and advice when needed, not to mention important information on our school library media programs. <b>D+</b></p>
<p>31. Not at all. <b>N</b></p>
<p>32. She tries to be on the cutting edge of the profession and to keep all of us on the cutting edge of the profession as far as services, technology, information and advocacy. <b>D+</b></p>
<p>33. Because she is not compensated and is not included in the hiring of IMC staff and does not attend Curriculum Coordinator meetings, she is ineffective. <b>D-</b></p>

<p>34. She is the key to our recognition by principals and superintendents! <b>D+</b></p>
<p>35. None--except when he can he gets us supply money, tells us our book money, and anything he is able to provide. <b>D+</b></p>
<p>36. Brings librarians together and shares information concerning libraries, provides professional development. <b>D+</b></p>
<p>37. She is a great liaison between LMS and Superintendent. With her classroom and school level administrative experience, and now her Central Office level experience, she offers great insight for us as well as our Superintendent. <b>D+</b></p>
<p>38. More services available. <b>D+</b></p>
<p>39. Our supervisor organizes monthly meetings for the media specialists in our district. She also tries to get answers for questions we may have about district media policies and procedures, arranges training that we feel we might need, and acts as a go between for media specialists and the technology people. All of these things help us to function better in our individual schools. <b>D+</b></p>

**Table A6**  
**Group A: Open-Ended Responses to Survey Question 18**

40. She informs us all of the latest library/media information and strives for a consistency with in the district always allowing for individual differences in the schools. <b>D+</b>
41. If the supervisor knew what was expected and how often the services were needed, her presence could allow me to be more organized, well-prepared and in sinc with the other district media specialists <b>D</b>
42. This person convinced the administration to change the library schedule from totally fixed to partially fixed/partially flexible. <b>D+</b>
43. We could use more help and support from the media services dept. It's difficult because the supervisor has to oversee textbooks, which takes the bulk of his time. Also, we are quite large for a school district so it would be better to have more than one person providing services. <b>D</b>
44. It doesn't. <b>N</b>
45. Enhances the quality. <b>D+</b>
46. I feel that she holds all of us accountable to the library curriculum. <b>D+</b>

47. The District staff member is a liaison between the librarians & district personnel, creates policies/procedures, expedites ordering & processing of library materials, coordinates district-wide grant proposals. <b>D+</b>
48. Superintendents, board members and principals often do not understand the value of the library to the overall instruction of the students. Our director is our advocate with all these levels for the importance of our programs. She ensures the funding of our collections and our staffing. <b>D+</b>
49. She provides professional backup for programs and policies and serves as an advocate for each school's program. She supervises and distributes district allocations for school libraries. Her presence gives us someone to represent school libraries at the district level. <b>D+</b>
50. Not at all. She's a very nice person, but her job doesn't seem well-defined. <b>N</b>
51. Most of the funding for online resources now is supported on a district level. We would be in poor shape without the support of the district. Since Title I monies were redirected the media program has suffered; it is challenging to make the decisions on a school level for the benefit of all students. <b>D</b>

**Table A6**  
**Group A: Open-Ended Responses to Survey Question 18**

52. DAILY!!!! <b>D+</b>
53. She is able to provide guidance and acts as a resource for all librarians in the school system. This improves quality of instruction by providing continuity between the schools. Her department helps take care of much of the paperwork that we do not have the time to do since we are on a fixed schedule. <b>D+</b>
54. None. <b>N</b>
55. It doesn't. <b>N</b>
56. She is a wonder! She is very smooth politically and finds extra money for the libraries. <b>D+</b>
57. She ensures that I, and our county, stay focused on student achievement. She represents our department at county meetings and advocates and supports our role in student learning. I am in a very large county and without that type of involvement and support, I believe the media center program would not be as effective or have as much respect as it currently does. <b>D+</b>

58. We are able to offer a variety of programs that are funded by the district and each librarian in the district has the same opportunities to provide those services to their patrons. We have programs in place that encourage students to read. Because of these programs, I do not have to worry about getting funds to promote a program because my coordinator has already handled that. <b>D+</b>
59. We are able to be focused and speak with one voice. The district uses the position for communication and decision-making that involves the department. It frees the rest of us not to have to worry about administrative. <b>D+</b>
60. Our supervisor always goes to bat for us. She helped get flexible scheduling started in some of our elementary schools; she finds us money when needed; is a liaison with our ITRT Supervisor and is always just a phone call away. <b>D+</b>
61. She is the person I go to with any questions or concerns about budget, programming, ordering, etc. <b>D+</b>
62. New position--too soon to tell. <b>D</b>

**Table A6**  
**Group A: Open-Ended Responses to Survey Question 18**

<p>63. I have had four supervisors in the past 31 years and the current district supervisor is the best. She came out of 'the trenches' so she truly understands our jobs. She has more time to devote to us Prior supervisors ran a district media center, supervised art, music and did central purchasing, supervised district technology, served as a VP as well as supervising media specialists... They were all supportive, but had never worked directly in the media field. Her support makes my job easier. Did I say that she is one of my former students (one of my oldest former students!). <b>D+</b></p>
<p>64. Negatively - as a former principal this person is a place-holder - collecting a salary for work not done. <b>D-</b></p>
<p>65. Provides an experienced person to run ideas through. Someone who knows what has been tried, what is successful and not. Coordinates district wide initiatives such as Battle of the Books. <b>D+</b></p>
<p>66. He takes care of details i.e. budget, circulation software, clerical assistance, that free me to focus on the needs of my patrons. He organizes meeting between district librarians. <b>D+</b></p>
<p>67. Not at all. <b>N</b></p>

<p>68. She is an advocate for the libraries and librarians but it is an uphill road. Most of us have fixed schedules, though the GA department of education mandates flexible schedules for all libraries. <b>D</b></p>
<p>69. She provides support in the curriculum area, she is a liaison between those of us at specific school sites and the district personnel, she is our biggest advocate for the library media programs and our curriculum. <b>D+</b></p>
<p>70. Minimally. <b>D</b></p>
<p>71. She mostly helps with the tech end of school media. Helping us with our online catalog. She serves on the School Library System board and works to make ILL easier for our district's LMSs. She keeps us up-to-date with new technology. <b>D+</b></p>
<p>72. Her knowledge and experience as well as technical expertise is invaluable. <b>D</b></p>
<p>73. It really doesn't impact my program. <b>N</b></p>
<p>74. She is able to attend meetings and represent us and advocate for our program as a whole. It is healthy for the district to have someone overseeing all the different programs, and ensuing equity among them. <b>D+</b></p>

**Table A6**  
**Group A: Open-Ended Responses to Survey Question 18**

<p>75. The elementary media coordinator supervises elementary aides in the elementary schools. Elementary media specialists were eliminated 5 years ago, so the district supervisor (me) enables the libraries to continue to function, grow and serve the students and staff, though media skills classes are no longer part of the media program. Middle school media specialists were cut to half time and I serve as a liaison with the district office for them. High school media specialists remained full time at one high school, and the other chose not to have one at all. I do not do much at the high school level. It is a challenge to try to develop and put in place some standards across the district, but even though progress is slow, some is being made. <b>D</b></p>
<p>76. She has no effect on the quality and availability of services I offer to my patrons. <b>N</b></p>
<p>77. She is able to show principals the needs of adequate funding for our programs. <b>D</b></p>
<p>78. Have a go-to person in the field. <b>D</b></p>

<p>79. My supervisor is amazing. She is very reliable and prompt when we are in need. She is also very informative in keeping us up to date on 'library' issues. Through our monthly meetings, all our Librarians (elementary through high school) are able to interact and collaborate. These meetings are effective and assist us with our day to day endeavors with our students. <b>D+</b></p>
<p>80. I think it would be better if the position was full time. It helps in the sharing of information and she can provide in person training. <b>D</b></p>
<p>81. I have someone to filter and find quality products to save me time. <b>D+</b></p>

**Table A6**  
**Group A: Open-Ended Responses to Survey Question 18**

82. Provides leadership at the district level for school librarians, libraries and their programs. Provides information to superintendent and other administrators about copyright issues, standards and challenged materials. Works to ensure that libraries are staffed with certified personnel and assistants. Provides regular professional development for librarians. Ensures standardized service throughout schools, oversees library budget allocation to all schools, conducts library management evaluations, develops system wide procedures for all library activities, develops and maintains library procedure manual for all employees, Develops and maintains a library assistant manual. Manages book and AV orders from all schools; ensures that all state and local library standards are met and maintained. Develops a system-wide library budget for presentation to the school board. Monitors upgrades to library circulation equipment and programs. Oversees operation of the centralized media library and professional library. Purchases database subscriptions for administrators, teachers and students. Purchases periodicals for all schools. Purchases encyclopedias for all schools. Coordinates bindery services for all schools. Provides training on all databases. Maintains system-wide records for accreditation. **D+**

83. None. **N**

84. The current supervisor is holding onto the purse strings. So if he approves of what we request then we are able to offer quality services to our patrons. It often means that a lot of time is taken/needed to explain to him the value of what we are requesting since he is not of a library background. Fortunately we are seen as helpful in helping him look good in the area of technology for the district since we teach it and trouble shoot for the tech department. **D**

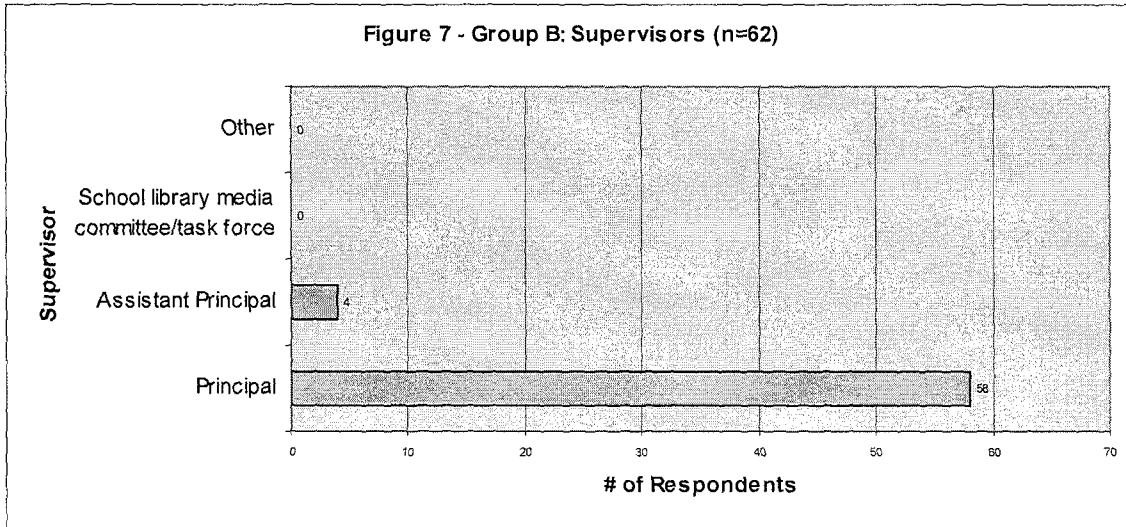
85. I'm not sure it has any effect on the quality or availability of services I offer my patrons. He mostly serves as a liaison between the media coordinators and the central office. **D**

86. She is there as instructional support to myself and other new librarians, which makes us more effective as teachers. **D+**

87. She acts on the district level on our behalf and spearheads new initiatives in the district. **D+**

88. We have a voice at the District level. Our District Librarian attends every district level curriculum meeting that involves our District Library Program's budget process, and serves an active role in representing our K-12 grade Library Media Centers. **D+**

supervisor had no library training or background (95%) and 3 respondents were uncertain (5%).



#### Supervisory Services Provided in Schools Without District Level Supervision

Group B school library media specialists recorded the frequency of the supervisory services they received by either their building principal or assistant principal.

The results of Group B are reported in Tables B1 through B5.

Of the 6 administration services listed (*a, b, c, d, e, and f*) in Table B1, none of these services were offered on a monthly basis. These services were reported on a quarterly basis ranging from 0% - 2%, on an annual basis from 0%-24%, and on an as needed basis from 20%-49%. An average of 58% (range from 29%-76%) of the respondents reported that the administration services listed were not offered at all.

Of the 3 communication services listed (*g, h, and i*) in Table B2, 2%-11% of these services were offered on a monthly basis. These services were reported on a quarterly basis ranging from 0% - 2%, on an annual basis from 0%-5%, and on an as needed basis

**Table B1**

**Group B: Administration Services Provided in Schools Without District School Library Media Supervision**

ADMINISTRATION	Frequency of Services Provided					Response Total
	Monthly	Quarterly	Annually	As Needed	Not At All	
a. Directs and administers the library media program based on district mission, goals and objectives	0%	0%	2%	22%	76%	46
b. Evaluates and makes recommendations for the improvement of library media programs	0%	0%	13%	28%	59%	46
c. Develops and administers budget	0%	0%	24%	20%	57%	46
d. Administers district policies and procedures (selection, challenged materials, copyright, etc.)	0%	2%	0%	39%	59%	44
e. Participates in the selection, supervision and evaluation of library media personnel	0%	2%	20%	49%	29%	45
f. Develops job description for school library media specialist	0%	0%	0%	33%	67%	45



**Table B2**

**Group B: Communication Services Provided in Schools Without District School Library Media Supervision**

COMMUNICATION	Frequency of Services Provided					Response Total
	Monthly	Quarterly	Annually	As Needed	Not At All	
g. Conveys information through the development of newsletters, manuals, handbooks, presentations, bulletin	11%	0%	2%	36%	51%	45
h. Provides statistical reports and studies relative to the district library media programs	2%	0%	5%	14%	78%	44
i. Provides information on educational studies, research, standards, legislation and growth opportunities to library media personnel, administration, and teachers	7%	2%	0%	44%	47%	45

**Table B3**

**Group B: Teaching Services Provided in Schools Without District School Library Media Supervision**

TEACHING	Frequency of Services Provided					Response Total
	Monthly	Quarterly	Annually	As Needed	Not At All	
j. Serves as teacher in developing and coordinating an integrated program of library/information skills instruction	0%	0%	0%	11%	89%	44
k. Serves as resource person to library media specialists, administrators, teachers and students	2%	0%	0%	36%	61%	44
l. Provides staff development in use of instructional resources and technology	4%	4%	0%	31%	60%	45

**Table B4**

**Group B: Facilitating Services Provided in Schools Without District School Library Media Supervision**

FACILITATING	Frequency of Services Provided					Response Total
	Monthly	Quarterly	Annually	As Needed	Not At All	
m. Coordinates the operation of district-wide library media programs	0%	0%	0%	2%	98%	44
n. Provides access to information through a variety of sources at each building and throughout	0%	2%	0%	16%	82%	44
o. Serves as a member of district curriculum development teams	16%	2%	2%	39%	41%	44

**Table B5**

**Group B: Leadership Services Provided in Schools Without District School Library Media Supervision**

LEADERSHIP	Frequency of Services Provided					Response Total
	Monthly	Quarterly	Annually	As Needed	Not At All	
p. Assesses needs for district and building level library media programs	2%	0%	7%	14%	77%	44
q. Develops long-range plans for district and building level library media programs	0%	0%	2%	9%	88%	43

from 14%-44%. An average of 59% (range from 47%-78%) of the respondents reported that the communication services listed were not offered at all.

Of the 3 teaching services listed (*j*, *k*, and *l*) in Table B3, 0%-4% of these services were reported as offered on a monthly basis. These services were reported on a quarterly basis ranging from 0% - 4%, on an as needed basis from 11%-31%, and none of services were reported as offered on an annual basis. An average of 70% (range from 60%-89%) of the respondents reported that the teaching services listed were not offered at all.

Of the 3 facilitating services listed (*m*, *n*, and *o*) in Table B4, 0%-16% of these services were offered on a monthly basis. These services were reported on a quarterly basis ranging from 0% - 2%, on an annual basis from 0%-2%, and on an as needed basis from 2%-39%. An average of 74% (range from 41%-98%) of the respondents reported that the facilitating services listed were not offered at all.

Of the 2 leadership services listed (*p* and *q*) in Table B5, 0%-2% of these services were offered on a monthly basis. None of these services were reported as offered on a quarterly basis. Leadership services were offered on an annual basis from 2%-7% and on an as needed basis from 9%-14%. An average of 83% (range from 77%-88%) of the respondents reported that the leadership services listed were not offered at all.

### Perceptions of Supervisor Effectiveness

The respondents in Group B were asked if they thought that their role as a school library media specialist would be more effective if they had a district school library media supervisor. Of the 62 school library media specialists 44 (71%) responded to question number 22; 13 (21% of Group B) said YES; 21 (34% of Group B) said NO; 10

(16% of Group B) said they were UNCERTAIN. Of the 21 NO responses, 13 respondents reported that the small size of their district, school, and/or building population was the reason for not seeing a need for district level supervision.

When Group B was asked if the absence of a district school library media supervisor affected the quality and availability of services they offered their patrons, 45 (73%) of the 62 school library media specialists responded. These open-ended responses are recorded in Group B, Table B6. Of the 62 school library media specialists 45 (73%) responded to open-ended question number 23; 19 (31% of Group B) said YES (Y); 20 (32% of Group B) said NO (N); 7 (11% of Group B) report that they were UNCERTAIN (U). For Table B6, Y = 19, N= 20, U = 7; response number 10 was recorded as a *yes* and a *no* response.

**Table B6**  
**Group B: Open-Ended Responses to Survey Question 23**

**Does the absence of a district school library media supervisor affect the quality and availability of service you offer to your patrons?**

**Y = Yes = 19**

**N = No = 20**

**U = Uncertain = 7**

<p>1. With limited aide time, my time as a school librarian is divided between being a teacher, librarian and clerk. <b>U</b></p>	<p>6. District services at our 5 schools vary widely. Having a district level supervisor would allow us to coordinate services. <b>Y</b></p>
<p>2. No. I feel that I am freer to meet the needs of my school without the present of bureaucracy. Also, I can be more fluid and flexible, changing quickly when a need arises. <b>N</b></p>	<p>7. Yes, we have to fight to get money for books and materials. We have to spend a lot of time trying to find someone to answer our questions and most of the time no one really knows the answer. This is time we could be using for other purposes. <b>Y</b></p>
<p>3. No. <b>N</b></p>	<p>8. No. I perform all Library/Media functions. <b>N</b></p>
<p>4. It makes for one less voice to speak up for library needs. It would be good to have a vocal advocate. <b>Y</b></p>	<p>9. No. <b>N</b></p>
<p>5. Not at all. I am aware of all aspects of building, students and personnel. <b>N</b></p>	

**Table B6**  
**Group B: Open-Ended Responses to Survey Question 23**

10. No. It does, however, affect the quality of services that other schools in my district receive because there is no one supervising to make sure a quality L.M. program is delivered. Two of our system media specialists are still in school and have not yet received their degree. <b>N &amp; Y</b>
11. No -- as stated above. <b>N</b>
12. Probably so. <b>Y</b>

13. Our school district operates under a site based management program. All the elementary schools operate independently and have different goals and philosophies. Our students/teachers do not enjoy parity or assured experiences. Since we do not have a district library coordinator, we often find ourselves interpreting librarianship according to individual standards and philosophies (i.e. how to handle parent challenges of books; library terminology (non-fiction vs. information books, job descriptions, etc.) The K-8 librarians are currently making a case for a district coordinator and are developing a program of assured experiences and a roll-out of state standards and benchmarks. We meet on our own time once a month and find the process extremely slow and cumbersome. Progress proceeds at a snails pace. ON the positive side we do have a new superintendent who has a long range strategic plan that includes flex-scheduling and an administrator to oversee the library program. Until that happens we all are teaching lessons that are not embedded in classroom curriculum and are slowly trying to collaborate with teachers in the moments we can find during very busy weeks. <b>Y</b>
14. No, I feel that I keep up with the trends, research, etc. and the budget pretty well. Since we are a small school, it is controllable. However, if I were in a bigger district a supervisor would perhaps make an impact. <b>N</b>



**Table B6**  
**Group B: Open-Ended Responses to Survey Question 23**

15. Yes, in terms of how my classes are scheduled. <b>Y</b>
16. I do not feel that I provide any less service-quality or quantity- to my patrons than if there were a district supervisor. I feel that the supervisor could provide assistance to those who are new or require assistance in planning, purchasing, or supporting curriculum. Currently the three librarians meet monthly, attend district meetings, attend conferences, and support each other. <b>N</b>
17. Absolutely. It is difficult to be 'overworked' in-the-trenches, filling daily (often clerical) mountainous requests to remember the overarching 'planning'/'Goal-setting' objectives. Too frequently, these even more important tasks get shoved aside. <b>Y</b>
18. Yes, there's no one to keep us apprised of developments in the field, to coordinate our efforts, to assist us with issues unique to our programs, to help us develop collection policies, to help with reconsideration of materials, etc. <b>Y</b>
19. Yes. <b>Y</b>
20. Since we are wide-ranging district; from the Netherlands through Belgium to England, it would be difficult to have a district supervisor. <b>U</b>

21. No. <b>N</b>
22. The absence of a district school library media supervisor doesn't affect the quality or availability of service that I offer to my patrons. I have to do it all myself. So far, it seems to work rather well. However, this district needs a full-time librarian at the elementary level. Too often, the media center is not staffed. <b>N</b>
23. Yes, our budget is dependent, mostly, on if we don't spend money elsewhere. Schedules and collaboration are not encouraged. There is no research model followed school wide. Each teacher does what they think is best and is encouraged to work independently. <b>Y</b>
24. No, I do the best I can in the situation. IT would be helpful if she would refrain from second guessing everything I do. She has control issues. <b>N</b>
25. Perhaps - an outsider might see holes in my plans. <b>Y</b>
26. Yes, A few years ago our Superintendent felt that now that we were automated anyone could use the system to check out books. So the parents could run the libraries for us on days we were not there! I had to call a meeting with him myself to explain that parents should not be able to access the students records on the computer without school personnel to supervise them. He did not seem to know about that little rule having to

**Table B6**  
**Group B: Open-Ended Responses to Survey Question 23**

do with privacy! <b>Y</b>
27. The lack on one individual who fights for the quality and availability of services hampers our ability to provide quality services to our students. My administrators are more interested in using my free time to cover a recess duty than the quality of our library program. <b>Y</b>
28. No. I offer those services, myself. I am the one that is educated for the job. <b>N</b>
29. No. <b>N</b>
30. No. <b>N</b>
31. No, we are basically site-based managed. <b>N</b>
32. No. We are devoted to our job and researching information on collection development. <b>N</b>
33. I am not sure. I don't think so. <b>U</b>

34. Not directly; I don't think my position, curriculum or goals would change much. It would be nice, however, to have all the schools in the district working together more collaboratively which might be coordinated through a supervisor. <b>Y</b>
35. I think it does because we have no one to argue for us (except ourselves) when it comes time to make the budget - we get nothing or next to nothing. We each got \$1,000 each for the entire year from the district, regardless of the size of our respective student populations. We also are pretty much on our own when it comes to professional development. Also, flexible scheduling does not exist for elementary libraries in our district - we are treated mostly as babysitters and planning providers, not as instructional partners. <b>Y</b>
36. I don't think it does. Our school has a wonderful library stocked with up to date books and periodicals. We also are in the process of replacing all of our 14 computers used by students in efforts to update our library. We also will have a Smart Board installed over the summer. <b>U</b>

**Table B6**  
**Group B: Open-Ended Responses to Survey Question 23**

37. Yes. One way would be the benefits of coordinated ordering of materials -- to get better pricing. I would also like to see the district provide centralized data bases for research and computer support. A supervisor would be able to direct our calls for help when the library software or hardware wasn't working. Right now, I can spend a lot of time waiting on the phone trying to find someone to help me when I have a problem. It would be more efficient for all of us if there was someone at the district level supporting us full-time. **Y**

38. I think it does. Librarians often work in a vacuum because there is no one else in the building with the same job and responsibility. We try to meet as a library team (all six librarians) whenever we can, but without direction and guidance and someone advocating for us at the district level our concerns are often pushed aside. For example, with no instructional leadership at the district level, collaboration, flex scheduling, technology integration, and other issues integral to student achievement and school librarianship get short shrift. I may get individual teachers to collaborate, for example, but once they have done it once, they just take the lessons I used and use them in their own classroom. We have tried to get assured experiences and collaboration written into the curriculum and teacher evaluation documents but with no success. Also, very little money is allocated for technology, district wide, so we are operating on a very old, outdated computer system limiting our ability to integrate technology into our lessons. With a media supervisor, especially if that person was also knowledgeable in technology, we could have an advocate for a strong media program. **Y**

39. No because we are a small district and work with other supervisors. The curriculum/professional development supervisor allows us to plan our own professional development. We also work well with the technology department. **N**

**Table B6**  
**Group B: Open-Ended Responses to Survey Question 23**

40. Not at all. <b>N</b>
41. No. <b>N</b>
42. I don't think so. We have been able to survive the last 7 years without one and all have been okay. Generally, we go to our Technology Coordinator or our Curriculum Coordinator if we need help with something. <b>U</b>
43. No one to advocate for funds at a level other than through the individual school. <b>U</b>

44. Not having a librarian in each building full time certainly affects the quality and availability of services. I switch between AM and PM in the buildings, so all classes have the opportunity to use my services. This reduces the negative effect. However the negatives still exist: I can't be as flexible I can't work with as many students I can't set-up planning time with teachers because my schedule is so full. I can't offer impromptu literacy instruction. <b>U</b>
45. Only in that I can't be everywhere at once, so two schools aren't being serviced when I am at the third. <b>Y</b>

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## CHAPTER V

### SUMMARY AND CONCLUSIONS

#### Summary

District school library media supervisors have been shown to be an asset to school library media programs. Research has shown that school library media centers can be more productive and successful, when they are coordinated by a supervisor holding advanced qualifications in library media. The purpose of this survey and study was to determine what administration, communication, teaching, facilitating, and leadership services district school library media supervisors provided to the school library media specialist and how the presence or absence of this position affected the availability and quality of services offered to students, faculty, and administration.

#### Interpretation of Results

The challenges from previous studies were examined and taken into consideration. This information was used to design a survey that clearly identified respondents as school library media specialists with or without district school library media supervision. Various staffing issues were uncovered. These included but were not limited to respondents whose position was full/part time, were in more than school library media center, were technology coordinator (or other) as well as school library media specialist, and were on a fixed/flexible/combined class schedule. A general list

identifying standard supervisory services was provided to make the frequency at which services were offered measurable. Just as previous research demonstrated, this study proved the inconsistency of job titles and roles for school library media specialists (see Figure 2) as well as for district school library media supervisors. District school library media supervisor titles reflected over 35 different variations – the most common being *district library media coordinator*.

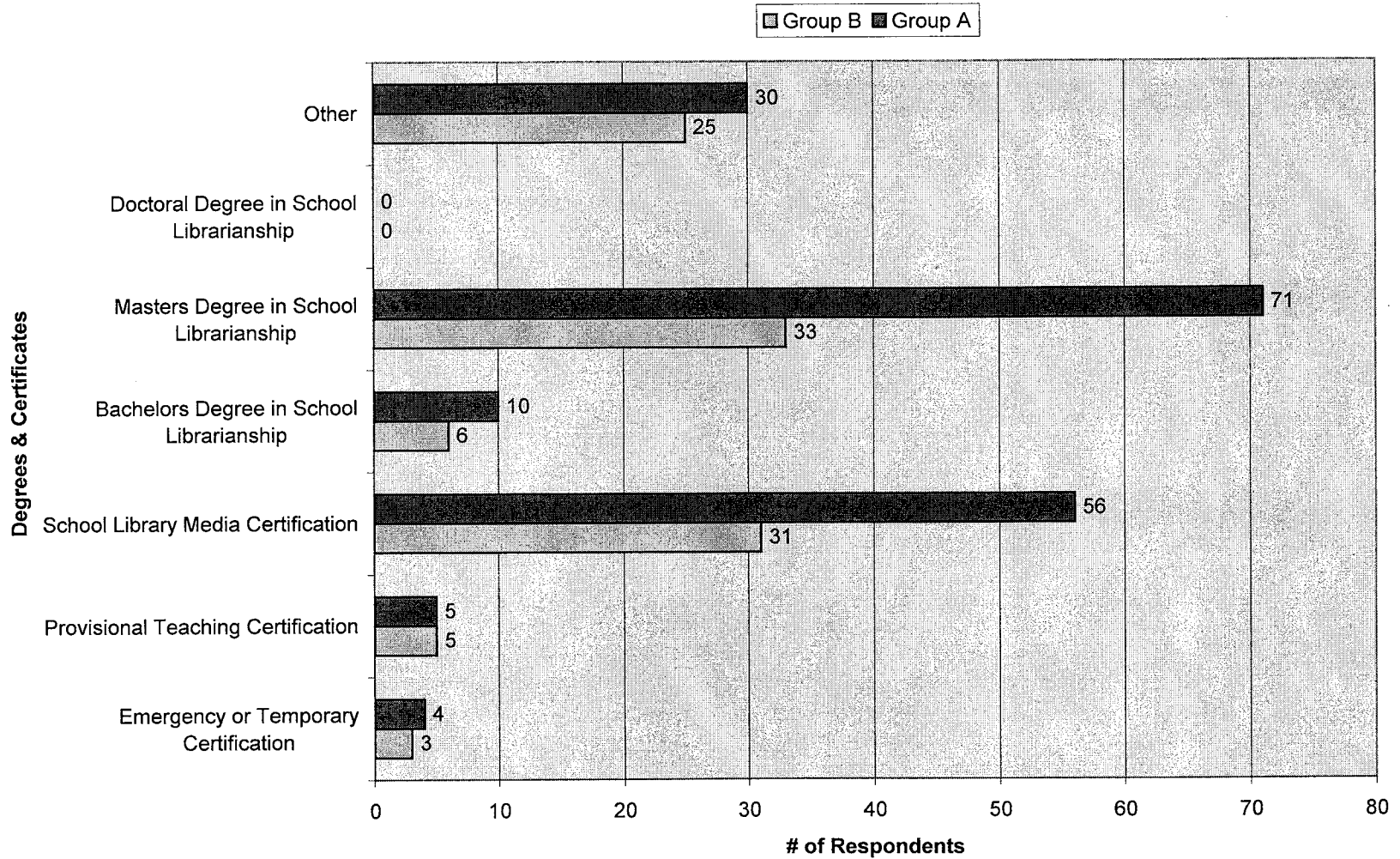
The majority, 63% of Group A respondents (n = 113) held master's degrees in school librarianship and 53% of Group B respondents (n = 62) held master's degrees in school librarianship (see Figure 8). The 56 Group A respondents holding library media certification accounted for 50%. The 31 Group B respondents holding library media certification accounted for 50%. Since respondents were able to select more than one certification and/or degree held, some reported holding both school library media certification as well as a master's degree in school librarianship.

Research Questions #1 and 2:

*What services did school library media specialists report were provided by his/her supervisor? How often did they report receiving these services?*

The percentages for *Monthly, Quarterly, Annually, As Needed, and Not At All* frequency of services offered by Group A and B supervisors were averaged for comparison of the 2 groups and recorded in Table C1, Group A and B: Average Frequency of Supervisory Services Received. Group A, school library media specialists with district school library media supervisors, reported that they had received higher frequencies of administration, communication, teaching, facilitating, and leadership

**Figure 8 - Comparison of Group A and B School Library Media Specialist Certificates and Degrees**





**Table C1**  
**Group A and B: Average Frequency of Supervisory Services Received**

ADMINISTRATION	Average Frequency of Services Provided				
	Monthly	Quarterly	Annually	As Needed	Not At All
<b>GROUP A</b>	16%	2%	13%	<b>42%</b>	27%
<b>GROUP B</b>	0%	1%	10%	32%	<b>58%</b>
<b>COMMUNICATION</b>					
<b>GROUP A</b>	17%	6%	8%	<b>38%</b>	30%
<b>GROUP B</b>	7%	1%	2%	31%	<b>59%</b>
<b>TEACHING</b>					
<b>GROUP A</b>	18%	4%	5%	<b>46%</b>	27%
<b>GROUP B</b>	2%	1%	0%	26%	<b>70%</b>
<b>FACILITATING</b>					
<b>GROUP A</b>	24%	2%	5%	<b>47%</b>	22%
<b>GROUP B</b>	5%	1%	1%	19%	<b>74%</b>
<b>LEADERSHIP</b>					
<b>GROUP A</b>	16%	2%	16%	<b>51%</b>	18%
<b>GROUP B</b>	1%	0%	5%	12%	<b>83%</b>

services from their district school library media supervisors. Group A reported the services offered to them most frequently on an as needed basis, with other services consistently offered on a regular basis. Group A also reported the lowest average rate of services not received at all. Only an average of 27% of the administration services, 30% of communication services, 27% of teaching services, 22% of facilitating services, and 18% of leadership services were not received by Group A.

Group B, school library media specialists without district school library media supervisors, reported that the administration, communication, teaching, facilitating, and leadership services were received at significantly lower rates than those reported by Group A. Group B reported the highest average rate of services not received at all. An average of 58% of the administration services, 59% of communication services, 70% of teaching services, 74% of facilitating services, and 83% of leadership services were not received by Group B.

Group A received 31% more administration services than Group B, 29% more communication services than Group B, 43% more teaching services than Group B, and 52% more facilitating services than Group B, 65% more leadership services than Group B.

Research Question #3:

*How were supervisory tasks accomplished in schools without a district school library media supervisor?*

Either these services were offered to Group B by the building supervisor or they were not offered to these school library media specialists at all. Based on the average results

recorded in Table C1, Group B received minimal or no services on a regular basis. Most of the services that they received were offered to them on an as needed basis.

#### Research Question #4

*Is there a difference between the perceptions of school library media specialists with a district school library media supervisor and those without a district school library media supervisor?*

This research question was answered by Group A via survey question numbers 17 (*Do you think that having a district school library media supervisor makes your role as a school library media specialist more effective than if you did not?*) and 18 (*How does the presence of a district school library media supervisor affect the quality and availability of services you offer your patrons?*) and by Group B via survey question numbers 22 (*Do you think that your role as a school library media specialist would be more effective if you had a district school library media supervisor?*) and 23 (*Does the absence of a district school library media supervisor affect the quality and availability of services you offer to your patrons?*). Overall there was a difference between Group A and Group B responses. The majority of Group A respondents (D+ = 52) felt that the presence of a district school library media supervisor had a positive impact on the quality and availability of the services they were able to provide for their patrons (see Table A6). Some responses (D = 22) reflected an impact, but the level of a district school library media supervisor impact was difficult to evaluate, because of the wording of the response or circumstantial limitations. This included Group A respondents that stated their supervisor had no impact on his/her library program, but continued further to describe a

list of patron-based services that this supervisor provided. Very few of the Group A respondents (D- = 5) felt that their supervisor had a negative impact on the quality and availability of services they offered to patrons (see Table A6).

On the other hand, Group B respondents were torn. The numbers of negative and affirmative responses were close. Twenty Group B respondents felt they were not at a loss without a district supervisor; 19 felt that having a district supervisor would be an asset to them; whereas 7 of these school library media specialists were uncertain of how the role of a district school library media supervisor could benefit them. Some Group B respondents felt that there was no need for this position due to the small size of their school district or school building population. One respondent even offered a *no* and *yes* response. Many of the negative Group B respondents seemed unaware of the services that a district level supervisor could provide in comparison to the negative impact of the building level supervision they were receiving. Others in Group B with this same response felt that the presence of a district school library media supervisor would impede their freedom to perform their job as a school library media specialist in the manner they saw fit.

### Conclusions

Districts that lack a qualified person in a district library media supervisory role could be limited in productivity and successful performance of library staff and implementation of programs serving school patrons. Schools that have district school library media supervisors received significantly more administration, communication, teaching, facilitating, and leadership services on a regular basis than schools without a district school library media supervisor. Group A and Group B perceptions differed

greatly. Based on Group A responses, district school library media supervisors played a major role in supporting the school library media specialist through services they provided; thereby allowing the school library media centers to serve students, faculty, and administrators with high quality and effective programming. More school library media specialists, who have district level supervision by a qualified library media professional were provided with these essential services on a regular basis, which made them more productive and successful at performing in their role.

Based on the results of Group B services received and perceptions of district school library media supervisors, it was clear that school library media specialists without district school library media supervision were not in a position to evaluate the importance of having this supervisory position. If they did not have the services or were not aware of what a district school library media supervisor could do to support and benefit his or her role as a school library media specialist, they were less able to estimate the importance.

### Recommendations for Uses of Results

1. State, regional, and/or national committees or organizations:
  - a. develop standard titles for district school library media supervisors
  - b. develop standard job descriptions for school library media specialists and district school library media supervisors
  - c. develop standard qualifications district school library media supervisors
  - d. develop state policies for school media programs that distinguish between roles of school library media specialist and district school library media supervisor

2. Colleges and universities with school librarianship programs develop course/curriculum for school library media supervisory studies and/certification
3. Develop district school library media program management models that include job descriptions for all school library media staff (i.e. district school library media supervisor, school library media specialist, library aide, volunteer)
4. Professional organizations promote awareness of supervisory standards of service issues:
  - a. Conference workshops and recruitment
  - b. Supervisory Service Awards
  - c. Keynote speakers motivating improvement of quality and standards of school library programming
5. Provide professional development workshops for school library media specialists, district school library media supervisors and administrators (training for evaluation library media foundations and background) that proves need for highly qualified supervision.
6. Build district networks of media specialists to brainstorm list of supportive and helpful qualities of district level supervisors
7. Publish district school library media supervision success stories.

#### Recommendations for Further Study

Increased publication of literature and extensive research concerning the benefits and/or impact qualified district school library media supervisors can have on school library operation and programming would promote awareness of the issues for the

implementation of more productive school library media programs. Further discovery could be made if researchers were to design a district school library media program management model for a state that has little district level school library media supervision. The model when implemented could follow the library program performance of these school districts for 2-5 years. Another study to consider would be to compare and contrast supervisory services offered by school districts of different size student populations to determine to what extent size matters in the effectiveness of district level library media supervision.

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Appendix A  
Survey Email Cover Letter

Email Cover Letter

*Elementary School Library Media Specialist Survey  
What Does Your District Supervisor Do For You?*

Dear School Library Media Specialist,

I am performing the following survey for my graduate thesis in school librarianship. The purpose of this study is to determine what services elementary district school library media supervisors provide school library media specialists and how the school library media specialist perceives the district supervisor's role and effectiveness. I would greatly appreciate your participation in this survey. To complete it, please click on the following link:

Ericka L. Hooker  
Media Specialist  
New York Avenue School  
411 N. New York Avenue  
Atlantic City, New Jersey 08401  
(609) 343-7280

Email: [ehooker@acboe.org](mailto:ehooker@acboe.org)

Or

[Erilynn816@comcast.net](mailto:Erilynn816@comcast.net)

Or

[Chapma58@students.rowan.edu](mailto:Chapma58@students.rowan.edu)

Appendix B

Elementary School Library Media Specialist Survey: What Does Your District  
Supervisor Do For You?

**ELEMENTARY SCHOOL LIBRARY MEDIA SPECIALIST SURVEY**[Exit this survey >>](#)**1. Background**

The purpose of this study is to determine what services elementary district school library media supervisors provide school library media specialists and how the school library media specialist perceives the district supervisor's role and effectiveness.

If you'd like to leave the survey at any time, just click "Exit this survey". Your answers will be saved.

**1. 1. What is your school district zip code?**

**2. How many elementary schools are in your district?**

**3. How many students does your school library media center service (approximate)?**

**4. What grade levels do you service?**

**5. How many years have you been an elementary school library media specialist?**

**6. Which certification/degree do you have? (Select all that apply)**

- Emergency or Temporary certificate
- Provisional Teaching certificate
- School library media certificate
- Bachelors degree in school librarianship
- Masters degree in school librarianship
- Doctoral degree in school librarianship
- Other (please specify)

**7. What is your title?**

- Educational media specialist
- School library media specialist
- School librarian
- Teacher-Librarian
- Other (please specify)

**8. Is your position:**

- Full Time
- Part Time
- Other (please specify)

**9. Do you work in more than one school? If yes, please explain.**

**10. Are your class schedules:**

- Fixed
- Flexible
- Combined
- Other (please specify)

**11. Regardless of job title, do you have someone at the district level other than your principal, who serves as your district school library media supervisor?**

- Yes (If Yes, complete #12-18 ONLY)
- No (If No, skip to #19-23)
- Do Not Know (Skip to #19-23)



**Next >>**

**ELEMENTARY SCHOOL LIBRARY MEDIA SPECIALIST SURVEY**

[Exit this survey >>](#)

**2. Elementary School Library Media Specialist With a District School Library Media Supervisor**

Please fill in your answers to the best of your ability.

**12. What is your district school library media supervisor's title? (i.e. District Library Media Coordinator, District Library Media Director, Curriculum Supervisor, Media Supervisor, etc.)**

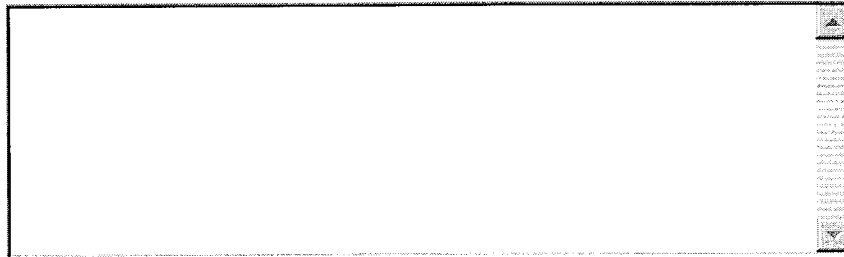
**13. Is this supervisor's position:**

Full Time

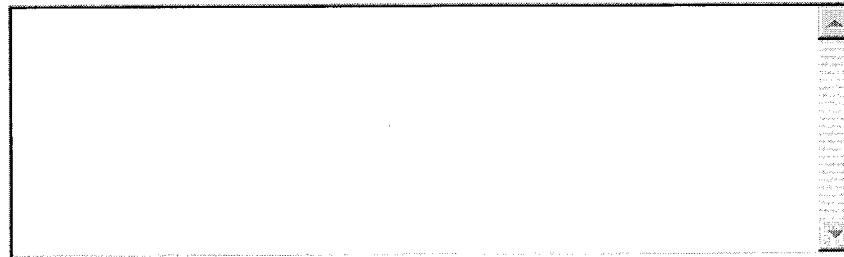
Part Time

Other (please specify)

**14. Does your district school library media supervisor hold any other position/role in your district? (i.e. Technology Coordinator, District Reading Supervisor, District Social Studies Supervisor, etc.). Please explain.**



**15. Does your district school library media supervisor have any library training or background? (i.e. certification, degree, public library experience, etc.). Please explain.**



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**ELEMENTARY SCHOOL LIBRARY MEDIA SPECIALIST SURVEY**

[Exit this survey >>](#)

**3. Services Provided By a District School Library Media Supervisor**

Select all of the following services that your district school library media supervisor provides by assigning the frequency of the service.

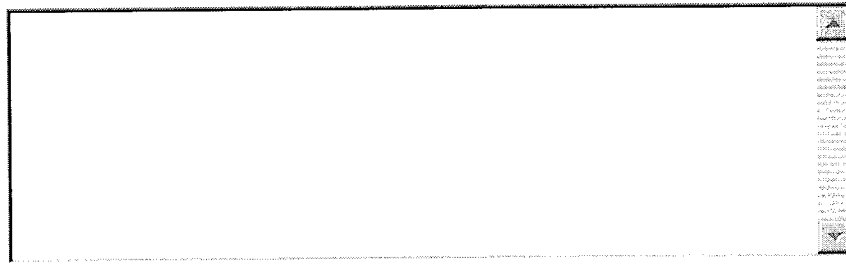
**16. How often does your district school library media supervisor provide the following services? Check one:**

	Monthly	Quarterly	Annually	As Needed	Not At All
Directs and administers the library media program based on district mission, goals and objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluates and makes recommendations for the improvement of library media programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops and administers budget	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administers district policies and procedures (selection, challenged materials, copyright, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participates in the selection, supervision and evaluation of library media personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops job description for school library media specialist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conveys information through the development of newsletters, manuals, handbooks, presentations, bulletin boards, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides statistical reports and studies relative to the district library media programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides information on educational studies, research, standards, legislation and growth opportunities to library media personnel, administration, and teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Serves as teacher in developing and coordinating an integrated program of library/information skills instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Serves as resource person to library media specialists, administrators, teachers and students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides staff development in use of instructional resources and technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinates the operation of district-wide library media programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides access to information through a variety of sources at each building and throughout the district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Serves as a member of district curriculum development teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assesses needs for district and building level library media programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops long-range plans for district and building level library media programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**17. Do you think that having a district school library media supervisor makes your role as a school library media specialist more effective than if you did NOT?**

**18. How does the presence of a district school library media supervisor affect the quality and availability of services you offer to your patrons?**



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**ELEMENTARY SCHOOL LIBRARY MEDIA SPECIALIST SURVEY**

[Exit this survey >>](#)

**4. School Without a District School Library Media Supervisor**

Please fill in your answers to the best of your ability.

**19. Who in your school is responsible for supervising you?**

- Principal
- Assistant Principal
- School library media committee/task force
- Other (please specify)

**20. Does this individual have any library training or background?  
(i.e. certification, degree, public library experience, etc.).  
Please explain.**

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**ELEMENTARY SCHOOL LIBRARY MEDIA SPECIALIST SURVEY**

[Exit this survey >>](#)

**5. Services Provided in School Without a District School Library Media Supervisor**

Select all of the following services that you are provided by your school level supervisor assigning the frequency of the service.

**21. How often does your supervisor provide the following services? Check one:**

	Monthly	Quarterly	Annually	As Needed	Not At All
Directs and administers the library media program based on district mission, goals and objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluates and makes recommendations for the improvement of library media programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops and administers budget	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administers district policies and procedures (selection, challenged materials, copyright, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participates in the selection, supervision and evaluation of library media personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops job description for school library media specialist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conveys information through the development of newsletters, manuals, handbooks, presentations, bulletin boards, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides statistical reports and studies relative to the district library media programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides information on educational studies, research, standards, legislation and growth opportunities to library media personnel, administration, and teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Serves as teacher in developing and coordinating an integrated program of library/information skills instruction

Serves as resource person to library media specialists, administrators, teachers and students

Provides staff development in use of instructional resources and technology

Coordinates the operation of district-wide library media programs

Provides access to information through a variety of sources at each building and throughout the district

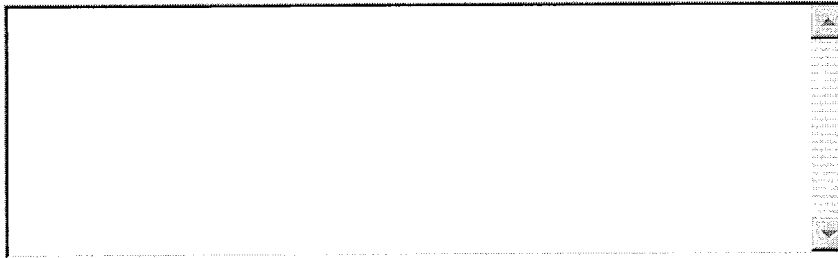
Serves as a member of district curriculum development teams

Assesses needs for district and building level library media programs

Develops long-range plans for district and building level library media programs

**22. Do you think that your role as a school library media specialist would be more effective if you had a district school library media supervisor?  
Please explain.**

**23. Does the absence of a district school library media supervisor affect the quality and availability of service you offer to your patrons?  
Please explain.**



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**ELEMENTARY SCHOOL LIBRARY MEDIA SPECIALIST SURVEY**

**Exit this survey >>**

**6. Thanks!**

I appreciate your participation in the study. Thanks again!

Ericka L. Hooker

School Library Media Specialist, New York Avenue School, Atlantic City, NJ

Graduate Student, Rowan University, Glassboro, NJ

Email: chapma58@students.rowan.edu

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