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ABSTRACT

This report describes an evaluation of the Dade County (Florida) Public Schools Media Services Program which was conducted to determine the extent to which the district has provided and maintained an adequate media program and the extent to which the goals of the program have been achieved. The major components of the program--the film library, textbook services, instructional television, and library/media services--are identified as the focus of the study. Descriptions of the program and the purpose and procedures of the evaluation are followed by analyses of the data and the results of surveys administered to all media specialists, all school-site administrators, and a random sample of 400 classroom teachers. Six recommendations based on these findings are also provided. The following areas are covered: (1) policies and procedures--district-level guidelines and directives used to administer implementation of the media program; (2) program inputs--resources and services available to media staff and administrators for implementation of school-level media programs; (3) program operations--activities of the administrative and media staff to achieve program goals; and (4) program services and outcomes--the media-related services received by students and instructional staff. Many tables are presented, and copies of the job analysis and media services evaluation surveys are appended. (MES)

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Evaluation of the Media Services Program

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EXECUTIVE SUMMARY

Upon the request of the Division of Media Programs and with the recommendation of the Associate Superintendent of the Bureau of Education, an evaluation of the DCPS Media Services Program was conducted to determine the extent that the district has provided and maintained an adequate media program and to determine the extent that the goals of the program have been achieved. Success of the media program in achieving its goals was felt to be reflected in (1) the extent to which media resources and services exist; (2) the accessibility of resources and services; (3) the utilization of media resources; and (4) the provision and effectiveness of media skills instruction.

The major components of the program were the focus of the study: the film library, textbook services, instructional television, and library/media services. Questions were developed which related to program policies and procedures, program inputs, program operations, and program services and outcomes.

The methodology of the evaluation included surveys of all media specialists, surveys of all school-site administrators, and surveys of a random sample of 400 classroom teachers. Major findings based upon information obtained from the data sources follow:

A. Program Policies and Procedures

The majority of principals indicated that current procedures related to (a) lost and damaged materials; (b) allocation of state textbook funds; (c) requisitioning of textbooks; (d) disposition of obsolete materials; and (e) the school textbook inventory system are adequate and reasonable to implement. A clear majority also indicated that they had not experienced problems in the implementation of these procedures.

A small percentage of principals (28%), however, had experienced problems in the disposition of obsolete textbooks. The reason given most often for the cause of the problem was the excessive delay in the pick-up of obsolete textbooks by Stores and Distribution.

B. Program Inputs

With regard to district services and support, most media specialists agreed that the district provided sufficient evaluative services in examining their media programs and a professional resource collection which includes a sufficient amount of resources which are of specific interest to library/media personnel. Types of support which most media specialists agreed were not provided related to resources that would have provided greater direction in program implementation. Specialists indicated that there is a need for the following resources which are not currently provided: (1) a clear delineation of policies and procedures for operating library/media programs, (2) a district handbook containing all policies and procedures related to the administration and operation of the media program, and (3) a copy of the district's philosophy and goals for library/media programs.

With the exception of selected equipment (television sets and video players), most respondents felt that resources at the school level are sufficient.

The current budget allocations generally allow for the maintenance of equipment and for supplies and materials needed in the basic operation of the media center. In most cases, the budget does not allow for replacement of worn AV and print materials.

Particularly at the elementary level, most media specialists indicated that there is not sufficient clerical support for ordering, processing, and circulating instructional materials.

C. Program Operations

A job analysis was conducted to determine the major job responsibilities of the media specialist. Twelve primary responsibilities and twenty-two secondary job responsibilities were identified from this analysis. Generally, there was agreement between the job activities actually performed by media specialists and those activities which were most desired by administrators. The greatest number of discrepancies appeared in the area of program administration where media specialists devoted more time to general media center operations than was desired by principals.

Other general findings of the job analysis follow: (1) there is limited involvement of the media specialist in instructional design activities; (2) there is an overemphasis of activities related to program administration; (3) inhouse production of instructional media and learning materials is infrequent; and (4) provision of inservice to teachers is a small part of the media specialist's job.

Media specialists and principals encourage teacher and student use of media center resources by utilizing a variety of strategies. Most teachers indicated that the school's administration encourages teachers to use various types of instructional media regularly. Several of the strategies utilized by media specialists and principals were identified by each of the samples.

D. Program Services and Outcomes

With the exception of instructional television, most teachers indicated that media services and resources are accessible, appropriate, and utilized in instruction. Textbooks are the most frequently used instructional resources in the classroom followed by nonfictional/reference print materials and fictional/recreational print materials. Instructional television is the least utilized of the media resources. Several factors contribute to the underutilization of instructional television: lack of acceptance by teachers, insufficient equipment, teacher perceptions that appropriate television programs are not available, and program scheduling.

In most of the schools, media skills instruction is provided and is considered an integral part of the school's curriculum. However, a significant percentage of the media specialists indicated that media skills instruction is not reinforced by assignments which require students to use these skills. Only a moderate percentage of teachers felt that most of their students had adequate skills to locate materials in the library and to conduct research on assigned topics.

Recommendations were made for each of the concern areas investigated in the study. Those recommendations which are likely to have the greatest impact upon program improvement follow:

1. Provide greater direction for the implementation of school-level programs by providing a copy of the district's philosophy and goals for library/media programs to each media specialist and clearer guidelines for a sequential information skills instruction program.

2. Develop a procedures manual which contains all policies and procedures related to the administration and operation of school-level media programs. Make a copy accessible to each media professional and principal.

3. Establish job priorities for media professionals to ensure a better balance in the types of functions that are implemented. Emphasis should be given to those tasks which will most likely facilitate the goals of the school and the overall program.

4. Increase efforts to recruit volunteers and student assistants to provide assistance in the general administration and operation of the media center.

5. Implement promotional activities for the purpose of increasing teacher acceptance and utilization of instructional media, particularly instructional television. Provide area-level resources for the implementation of this recommendation.

6. Upgrade the videotape libraries in schools, especially in those with poor television reception and insufficient equipment. Also increase the availability, through videotapes, of public and commercially-produced educational programs in order to increase the number of appropriate programs.

7. Implement voluntary inservice activities at the school level for the purpose of helping teachers to select and better utilize various types of instructional media to enhance instruction. Provide area-level resources for the implementation of this recommendation.

8. Determine the equipment and resource needs of each school. Establish greater equity in the availability of instructional resources among schools.

9. Include as a priority for program improvement, full-time clerical support for media specialists in schools with a specified enrollment.

DESCRIPTION OF THE PROGRAM

Instructional Media-Definition

Learning resources are "the tools of the trade" for educators. They are any of the instructional materials and their related or inherent methods which educators use in providing educational experiences for and by their students (DCPS Board Rule 6Gx13- 6A-1.44).

In this report, instructional media refers to a class of instructional resources - e.g. films, books, pictures, etc. - that are used by teachers to either present (or help to present) information to the learner or to afford opportunities for the student to make responses which will help him/her to learn. Media includes both instructional materials that have been prepared for teaching or a combination of equipment and associated materials, e.g. 16mm film and projector.

Media Services Program

To insure the effectiveness of its instructional programs, the school system makes an effort to provide and maintain adequate media programs within each elementary and secondary school. At the school level, the library media center is the learning resource center of the school. In addition to books, it contains various instructional resources such as filmstrips, slides, recordings, etc.

Each teacher is expected to use a variety of resources suited to the abilities and needs of his/her students. With the assistance of administrators and resource persons, teachers are expected to "take whatever steps are possible to secure adequate instructional materials" (DCPS Board Rule 6Gx13- 6A-1.28).

To assist the teacher in fulfilling this expectation, the function of the media services program is (1) to make a variety of resources that are suited to student abilities accessible to the teacher, (2) to assist teachers in the selection of appropriate instructional materials and (3) to stimulate teacher use of these instructional resources in the classroom.

The media program is comprised of services and resources which reinforce and enrich the curriculum by means of maximizing the utilization and effectiveness of instructional resources in the teaching-learning process. Four basic services and resources constitute the district's educational media program: library/media services, textbook services, instructional television and the film library.

The media professional at the school level is the librarian or media specialist. The media specialist "helps" to motivate, strengthen, and follow up the learnings of students. Media specialists also guide the students in the selection of reading, listening and viewing materials which help to develop the skill of critical evaluation (6Gx13- 6A-1.30).

Goals of the Program

The school media center exists to reinforce and enrich the curriculum and assist teachers and students to achieve the purpose of the school itself (6Gx13-6A-1.30).

The primary responsibility of the school library media program is to facilitate the teaching-learning process. This is accomplished by providing resources and services which satisfy the individual and instructional needs of students in an atmosphere which promotes inquiry, creativity, self-direction, communication of ideas, and the ability to use rational processes. The program is expected to stimulate learning environments in which individual differences and enrichment needs can be met as students attain basic skills and achieve identified goals (Florida School Library Media Program).

DESCRIPTION OF THE EVALUATION

Purpose of the Evaluation

According to DCPS Board policy (6Gx13- 6A-1.30), the school system will provide and maintain adequate media programs to insure the effectiveness of its instructional programs. The primary goal of the evaluation is to determine the extent to which adequate media programs are provided in schools and the extent to which goals of the media program have been realized.

The primary goal of the media program is to reinforce and enhance the curriculum. The study endeavored to study the media program's enhancement and reinforcement of the curriculum by examining the following indicators:

1. the extent to which media resources and services exist;

2. the accessibility of media program resources and services to students and instructional personnel;

3. the utilization of media program resources and services by students and instructional staff for the purpose of enhancing learning and instruction; and

4. the extent to which media skills instruction is provided and reinforced in the curriculum.

In addition to investigating these general indicators of goal attainment, the study aimed to identify specific factors which inhibit the effectiveness of the program.

Scope of the Study

Major components of the media program to be studied in the evaluation and general areas of concern within each of these components were identified by district-level media program administrators. The major components of media services which were identified for inclusion in the evaluation were the film library, textbook services, instructional television, and library/media services.

Major areas of concern regarding the overall program and major components were identified: program policies and procedures, program inputs, program operation, and program services and outcomes. Brief descriptions of the general areas follow:

1. Policies and Procedures: the district-level guidelines and directives used to administer the implementation of the media programs.

2. Program Inputs: the resources and services that are made available to media staff and administrators for use in implementing school-level media programs.

3. Program Operations: the activities implemented by the administration and media staff to achieve the goals of the media program.

4. Program Services and Outcomes: the actual media-related services and assistance received by students and instructional staff.

Evaluation Questions

Specific evaluation questions were developed through a collaborative effort between staff from the Office of Educational Accountability and administrators from the Division of Educational Media Programs. For each of the four major concern areas, questions regarding the program were derived.

The following evaluation questions were identified for investigation in the study and are felt to facilitate the accomplishment of the study's primary goals.

A. Policies and Procedures

1. To what extent are selected policies and procedures perceived by school-level administrators to be adequate?

2. What problems are identified by administrators in the implementation of selected policies and procedures?

B. Program Inputs

1. To what extent are school-level media program budgets adequate to provide resources needed in the schools?

2. Is the allocation of support personnel sufficient?

3. To what extent do physical facilities provide an environment that facilitates the use of library media services?

4. Is sufficient support provided to school media programs by the district?

C. Program Operations

1. What are the major job activities performed by media specialists?

2. What media-related job activities are most desired by principals?

3. What strategies are used by media specialists and principals to encourage teacher use of educational media?

D. Program Services and Outcomes

1. To what extent are media resources accessible to students and instructional personnel?

2. What are teachers' perceptions regarding the appropriateness and quality of resources and services?

3. To what extent are media resources utilized by teachers in instruction?

4. What conditions or factors affect the utilization of media services?

5. To what extent is a media skills instructional program operational?

6. What are teachers' perceptions regarding the adequacy of students' library/media skills?

Evaluation Procedures

Information regarding media services was obtained from survey instruments which were developed for school and media program administrators, media specialists, and teachers. A discussion of the purpose of each instrument and the procedures for administration follows.

Job Analysis Survey: Media Specialist Form

Data from this instrument were used to identify the most significant job activities performed by media specialists. The instrument contained 49 separate job activities that might be a part of a media specialist s job related activities. For each of the activities, the media specialist determined the extent that the activity was a part of his/her job. A rating of the activity was derived after consideration of the activity's importance, its frequency of occurrence and the amount of time engaged in the activity. A copy of the instrument appears in Appendix A. Average ratings for the items are circled.

The job analysis survey was administered to a random sample of 131 media specialists. Completed surveys were received from 112 (85%) of the media specialists sampled.

Job Analysis Survey: Administrator Form

Information derived from this instrument was used to determine administrators' perceptions of the major activities which should constitute the media specialist's job in a quality library/media program. The instrument contained the same items which appeared on the media specialist's job analysis survey. Rather than determine the extent that the activity was a part of the actual job, the administrator was requested to determine the desirability of the activity in the media specialist's job functions. A copy of the instrument appears in Appendix B. Average ratings for the items are circled.

The job analysis survey was administered to a random sample of 107 school principals and to appropriate District-level media program administrators. A total of 98 surveys (92%) were completed and returned.

Media Program Evaluation Surveys

Various forms of a media program evaluation survey were developed for media specialists, teachers, and administrators. Items were included which related to several of the evaluation questions. Copies of these instruments appear in Appendix C through Appendix E.

Appropriate instruments were administered to samples of 155 media specialists, 124 administrators, and 400 teachers that were selected randomly. Appropriate forms were administered to the media specialists and administrators who were not selected to provide information for the job analysis. Completed surveys were returned by 83% of the principals, 72% of the media specialists and 57% of the teachers that were sampled.

Follow-up efforts to increase the percentage of survey respondents were not made. Follow-up was not done due to a delay in the administration of some instruments as a result of the data-collection moratorium (January-March 1) and efforts to meet the deadline for dissemination of the evaluation report.

FINDINGS AND DISCUSSION: POLICIES AND PROCEDURES

Analysis

Information regarding media-related policies and procedures was obtained from principals' responses to items 8 through 11 on the administrator form of the Media Services Evaluation Survey.

Information was obtained regarding the media-related policies and procedures contained in Handbook 15F: Guidelines for Ordering, Distributing, Using, and Disposing of Instructional Materials. Survey items assessed principals' perceptions of the adequacy of the following procedures outlined in Handbook 15F:

1. lost and damaged materials
2. allocation of state textbook funds
3. requisitioning of textbooks
4. disposing of materials
5. school textbook inventory system

Results

The majority of principals (more than two-thirds) indicated that current procedures are adequate and reasonable. A clear majority also indicated that they had not experienced problems in the implementation of the procedures.

It should be noted, however, that 28% of the principals had experienced problems disposing obsolete textbooks. The time factor in collection by Stores and Distribution was given as the major reason for problems in the disposition of instructional materials. Each of the 28% expressed a significant delay in the removal of materials which creates a reduction in available space. Some of the principals also indicated that they had found it necessary to make their own arrangements for the removal of obsolete textbooks.

Recommendation:

Examine current procedures for the disposition of obsolete instructional materials and explore alternatives which would facilitate speedier removal of obsolete materials from schools.

FINDINGS AND DISCUSSION: PROGRAM INPUTS

Analysis

Findings regarding program inputs are based upon the percentage of media specialists' and principals' responses to related items on appropriate forms of the Media Services Evaluation Survey.

A consensus rating was one in which at least sixty percent (60%) of the respondents indicated a given response, indicating group agreement.

Findings

Budget

According to most media specialists, current budget allocations are not sufficient to meet all of the needs of school-level media programs. There was a consensus of media specialists' responses on three of the survey items related to the media program budget. Generally, the media specialists felt that the level of funding for their school's library media program was sufficient to allow for maintenance of equipment (80%) and for supplies and materials needed in the basic operation of the media center (80%). Most (61%) indicated that the budget was not sufficient to provide for replacement of worn equipment.

Although not a concensus, a majority (over 50%) of the media specialists also indicated that the budget was not sufficient to allow for:

1. adequate replacement of obsolete or worn print materials
2. adequate replacement of obsolete or worn AV materials

Due to the overall underfunding of education, it is recognized that budget allocations will not be sufficient to meet all program needs. Although with limited levels of funding, the budget should still provide for those resources most needed to accomplish program objectives. To ensure that the budget is based upon program goals and objectives, one of the guiding principles of media program operations is that the media professional(s) works cooperatively with the principal in creating budget recommendations. In most cases, the media specialist's input is solicited in the formulation of school media budgets. Responses reveal that eighty-five percent (85%) of the media specialists work cooperatively with the principal to establish funding for the school's library media program.

District Services and Support

Media Specialists. Table 1 summarizes the perceptions of media specialists regarding district services and resources.

Although there was a majority, there was a lack of consensus among media specialists regarding the district's provision of sufficient support materials and bibliographies for the selection of appropriate library/media materials. Also, media specialists felt that the district's provision of curriculum guidelines and support materials for a sequential information skills instruction program was insufficient. Because a significant percentage of specialists felt that these resources were not sufficient, some attention should be given to improvements in these areas.

Nearly all of the items in which a consensus was reached regarding insufficient support were related to the services or resources which provide direction for the implementation of the media program: philosophy, goals, and a clear delineation of policies and procedures.

Table 3 identifies media specialists' perceptions of their need and the priority rating for district services that they felt are not being provided. Based upon their responses, media specialists feel that they have a high need for each of the services or resources that are not provided. Ratings also indicate that they feel the district should give high priority in providing the information or service.

Principals. Principals also identified specific strengths and weaknesses of district support as shown in Table 2. Principals agreed with media specialists for the need of (1) a district handbook containing program policies and procedures and (2) curriculum guidelines and support materials for a sequential information skills instruction program. Most felt that the need for these resources are high and should be given high priority by the district.

Clerical Support

Many media specialists, particularly at the elementary level, felt that current levels of clerical support is inadequate. Seventy-five percent (75%) of the media specialists indicated that there is not sufficient clerical support for ordering, processing, and circulating instructional materials.

On numerous of the job analysis surveys that were returned, media specialists gave comments regarding insufficient or nonexistent clerical support on a section of the instrument which solicited additional comments regarding the media specialist's job. Two comments, typical of the majority, are given below:

> "I feel that all of the issues addressed in the survey are the responsibilities of media specialists. However, the actual time spent performing these jobs is another issue. Our school library has a wealth of valuable resources of both print and non-print materials. One media specialist cannot adequately reach everyone in a school of more than 1300 students and teachers. We need a full time clerk and a full time audiovisual technician. I feel that what is most important in a school library program is getting available information into the hands of teachers and students."

> "Some of the items that I marked as 'very much a part' of the job should really be handled by a library clerk. An example is item 19, 'shelving, filing, and duplicating materials,' and item 17, 'typing correspondence, reports, bibliographies, requisitions, etc.' Since I do not have a clerk, and a library cannot operate without these tasks being done, I must give first priority to these jobs. In turn, however, this causes me to give lower priority to other important, professional responsibilities, such as items 1, 5, 8, 9, 18, 23 and 25. In summary, I am saying that because we do not have clerks in elementary school libraries, we must give high priority to absolutely essential tasks that are really clerical in nature. This does not give media specialists the time to perform professional responsibilities that could lead to superior library service for students and teachers."

Media Center Resources

Equipment. The contents of Table 4 summarize the perceptions of media specialists regarding media center equipment. With the exception of television sets and video recorders/players, the majority (in most cases a consensus) of media specialists felt that there was a sufficient number of the equipment listed on the survey in good working order to support the requirements of the school faculty.

The average figure given by media specialists as an estimate for the percentage of the AV equipment in satisfactory working order was 77%. Estimates of equipment in satisfactory condition ranged from 15% to 100%, with only ten media specialists estimating 50% or below.

The average length of time between requests for equipment repairs and return of equipment reported by media specialists was four to six weeks.

Most teachers (72%) also indicated that equipment needed for use of selected instructional resources was accessible to them.

Only thirty-six percent (36%) of the media specialists felt that there is a sufficient number of television sets; similarly, 39% indicated that the number of video recorders/players are sufficient to support the requirements of school faculty. The most significant implication of this finding is related to the utilization of instructional television. Whatever actions are taken to improve the quality and utilization of instructional television, ITV will be underutilized if there is insufficient equipment.

Print Materials. With regard to print materials, the majority of media specialists (61%) indicated that there was a sufficient collection of current fictional/recreational print materials to support the needs of students and school faculty. Perceptions regarding nonfictional materials were evenly divided with 50% of the media specialists indicating that the current nonfictional/reference print materials were sufficient for the needs of the school.

Overall, most teachers (56%) felt that their school's library had a sufficient number and variety of print and nonprint materials that related to their instructional area. In addition, 85% felt that the school's library provided a well-chosen collection of materials for different levels of student maturity, ability and interest.

Films. With regard to films, 57% of the teachers felt that there is an adequate collection of films in the film library which is appropriate for their subject area or grade level.

Although the majority of teachers feel that current print and film collections are adequate, it should be recognized that a significant percentage of the teachers feel that these collections are not adequate - 50% in the case of nonfictional/reference materials and 37% in the case of 16mm film. Therefore, some attention should be given to improvements of these resource collections.

Physical Facilities

The perceptions of media specialists regarding the physical facilities of library media centers are given in Table 5.

Recommendations

1. Include as a priority for program improvement, full-time clerical support for media specialists in schools with a specified enrollment.

2. Provide greater direction in the implementation of school-level programs by providing a copy of the district's philosophy and goals for library/media programs to each media specialist and clearer guidelines for a sequential information skills instruction program.

3. Develop a procedures manual which contains all policies and procedures related to the administration and operation of school-level media programs. Make a copy accessible to each media professional and principal.

4. Priority should be given to television sets and 16mm film projectors in future purchases of media equipment.

5. Develop procedures and provide resources to improve nonfictional/reference collections and film collections.

TABLE 1

PERCEPTIONS REGARDING DISTRICT SERVICES AND SUPPORT

RESPONDENTS: MEDIA SPECIALISTS

SERVICE/RESOURCE PROVIDED	SERVICE/RESOURCE NOT PROVIDED
*Sufficient evaluative services in examining the media program	*A clear delineation of policies and procedures for operating library/media programs.
*A professional resource collection which includes a sufficient amount of resources which are of specific interest to library/media personnel	*A district handbook containing all policies and procedures related to the administration and operation of the media program
Sufficient support materials/bibliographies for the selection of appropriate library/media materials	*A copy of the district's philosophy and goals for library/media programs
Sufficient TEC staff development opportunities of interest to library/media staff	Sufficient curriculum guidelines and support materials for a sequential information skills instruction program
	Sufficient consultative services to implement evaluative recommendations

*denotes a consensus (60% or more of respondents)

Table 2

PERCEPTIONS REGARDING DISTRICT SERVICES AND SUPPORT

Respondents: Principals

SERVICE/RESOURCE PROVIDED	SERVICE/RESOURCE NOT PROVIDED
*A clear delineation of policies and procedures for library/media programs.	*A district handbook or manual containing all policies and procedures related to the administration and operation of the media program.
TEC staff development opportunities to help teachers in selecting and utilizing instructional media.	Sufficient curriculum guidelines and support materials for a sequential information skills instruction program.
*TEC staff development opportunities for media specialist.	
A copy of the district's philosophy and goals for library/media programs.	
Sufficient evaluative services in examining your school's media program.	
Sufficient consultative services to implement evaluative recommendations.	

*denotes a consensus (60% or more of principals)

TABLE 3

PERCEPTIONS REGARDING THE NEED AND PRIORITY
FOR DISTRICT SERVICES AND RESOURCES

RESPONDENTS: MEDIA SPECIALISTS

SERVICE/RESOURCE	NEED	PRIORITY
A clear delineation of policies and procedures for operating library/media programs.	YES (81%)	HIGH (76%)
A district handbook containing all policies and procedures related to the administration and operation of the media program.	YES (83%)	HIGH (74%)
A copy of the district's philosophy and goals for library/media programs.	YES (87%)	HIGH (73%)

TABLE 4

PERCEPTIONS REGARDING THE AVAILABILITY
OF EQUIPMENT

RESPONDENTS: MEDIA SPECIALISTS

SUFFICIENT NUMBER IN GOOD WORKING ORDER TO SUPPORT THE REQUIREMENTS OF THE FACULTY	INSUFFICIENT NUMBER IN GOOD WORKING ORDER TO SUPPORT THE REQUIREMENTS OF THE FACULTY
*filmstrip projectors	*television sets
*slide projectors	*video recorders/players
*record players	
*cassette recorders	
16mm film projectors	

*denotes a consensus (60% or more of respondents)

TABLE 5

PERCEPTIONS REGARDING MEDIA CENTER FACILITIES

RESPONDENTS: MEDIA SPECIALISTS

THE MEDIA CENTER HAS	THE MEDIA CENTER DOES NOT HAVE
*Sufficient tables and chairs to accomodate large groups, groups, and individuals	*Sufficient workroom and storage space for books, media, equipment, and supplies
*Standard library furniture and shelving	*A sufficient number of electrical outlets for the use of instructional media
Sufficient spaces to make the media center conducive to study and research	*Conference rooms with doors for small group use
	An informal reading area with furniture that permits students to be at ease

*denotes a consensus (60% more of respondents)

FINDINGS AND DISCUSSION: PROGRAM OPERATIONS

Analysis

Job Analysis

Information obtained from the media specialist and administrator forms of the Job Analysis Survey was used to determine the major job tasks performed by media specialists and those that are desired by administrators.

Many of the tasks included on the survey were obtained from program responsibilities outlined in Florida School Library Media Programs: A Guide for Excellence (Florida Department of Education).

Job tasks were divided into four categories: design tasks, consultation and instruction tasks, information tasks and administration tasks. These are the major job domains of the media specialist identified by the American Association of School Librarians (1975). Definitions of these functions follow:

> Design Function. The design function refers to tasks related to formulating and analyzing objectives, establishing priorities, developing or identifying alternatives, selecting among alternatives, and implementing and evaluating the system, the product, the strategy or technique. In this function, the media specialist initiates and participates in the development of the school media program and in curriculum design.
>
> Consultation and Instruction. The consultation function relates to the media specialists' efforts in the identification of teaching and learning strategies, their work with teachers and students in the evaluation, selection, and production of materials; and their work as consultants in planning and reordering physical facilities to provide effective learning environments. This function is differentiated from others by its direct involvement in the teaching and learning process.
>
> Information. The information function relates to providing sources and services appropriate to user needs and devising delivery systems, tools, and human resources to provide maximum access to information.
>
> Administration. The administration function is related to the ways and means by which program goals and priorities are achieved.

Average ratings were derived for each of the job tasks. Actual and desired primary and secondary tasks of the media specialist job were identified, based upon the following criteria:

Primary Task:	$X \geq 4.5$, where X = item mean, i.e., rating, when rounded, equalled 5.
Secondary Task:	$3.5 \leq X < 4.5$, where X = item mean, i.e., rating, when rounded, equalled 4.

Efforts of Encouragement

Information regarding techniques used by administrators and media specialists to encourage teacher use of media was obtained from percentages of responses to item one on the administrator form of the Media Services Evaluation Survey, items 1, 2, amd 6 on the media specialist form of the surveys and items 4, 5, 6, and 13 on the teacher form.

Results

Job Analysis

Summary findings for the job activities within each of the four major job functions appear in Table 6 through Table 9. Primary responsibilities are those tasks which were considered to be "very much a part of the job." Secondary tasks were considered by most respondents to be "much a part of the job.'

Primary Responsibilities. Based upon information provided by media specialists regarding job requirements, the following tasks were identified as primary job responsibilities.

1. Assisting teachers and students in locating and selecting audiovisual materials and equipment.
2. Selecting and ordering materials and equipment.
3. Teaching reference or other media or research skills to students.
4. Orienting students to media center services.
5. Organizing materials and equipment.
6. Organizing and supervising the library media program.
7. Providing reference services.
8. Assisting teachers and students in using equipment and materials.
9. Evaluating the library media program and making program modifications as needed.
10. Maintaining circulation and maintenance records.
11. Processing materials for circulation.
12. Reading books, magazines, professional journals, review services, and local publications for information on selecting materials and equipment.

Impressive about these findings is the large number of primary and secondary tasks performed by media specialists - 12 primary and 22 secondary. In their comments, many of the media specialists discussed what they felt were the tremendous job demands placed upon them due to the large number of responsibilities.

Agreement Between Media Specialists' and Principals' Ratings. Administrators felt that fewer activities should constitute the primary tasks of media specialists in an ideal program. Only the first five activities were selected by principals as desired primary responsibilities.

In the information and consultation categories, there was considerable agreement between the activities principals felt should be performed (primary and secondary) and those actually performed by the media specialist. There were no significant discrepancies between ratings in that the type of activities desired by principals were being performed by the media specialists to a great extent. Where differences did exist, it was usually due to the media specialist devoting more time to the activity than most principals felt was necessary.

Discrepancies between the media specialists' and principals' ratings were more numerous in the design and administration categories. In the design category, three tasks which principals felt should constitute a major part of the job were not rated by media specialists as activities that they perform to any significant extent. In the administration category, the opposite was true; many tasks which principals thought should be nonsignificant parts of the job were, in fact, major job components.

In summary, only a few tasks were not being implemented that principals thought were important. The basic elements of what principals perceived to be important in an ideal program are present. The greatest number of tasks desired by principals that were not being done to a great extent was in the consultation and instruction category. There were also a number of activities that principals thought should not be done but were significant parts of the media specialists' job. These were primarily in the administration category.

Other major findings and their implications for the media services program follow.

Limited Involvement in Instructional Design. Primary and secondary activities of the media specialists indicate that specialists are more involved in the development of the media program than in the development of instruction. In fact, none of the primary responsibilities related to curriculum design. This has significant implications for the nature and contribution of the library media program.

If active involvement of the media specialist in curriculum design is accepted and encouraged by the district, then its implementation by media specialists and its acceptance by principals is lagging. Many of the activities related to this role were either not identified as significant parts of the job or were identified as secondary tasks by media specialists. Even more noteworthy is the fact that most principals agreed that such tasks should be secondary or nonsignificant.

The school library media center must be an integral part of the instructional program for a school. Well-selected and well-organized collections alone do not facilitate student achievement. Unless the library media services facilitate student achievement, they assume a mere supplemental or peripheral role in the educational process.

Curriculum development is a natural extension of the media specialist's role, and the media professional is a logical partner to the teacher who is a subject matter specialist. He/she is familiar with materials in all the modern formats and understands the function of the materials in teaching concepts. "Learning resources personnel are first of all educators. They understand the principles of child growth and development; they are familiar with the ways in which students learn; they know the organizational patterns of schools and school systems and understand how they fit into that pattern. Moreover, they are acquainted with the equipment and materials of instruction and make special efforts to keep informed about new developments in the technology of instruction" (DCPS Board Rule 6Gx13- 6A-1.44). Failure to utilize this resource limits the effectiveness of the instructional process and contributes to the underutilization of suitable and effective learning resources.

The library media program assumes a direct and significant role in the teaching-learning process through active participation in instructional development. This is accomplished when the media specialist assumes an active leadership role in assisting teachers and students to identify and use specific sources to meet teaching and learning needs. In this process, the media specialist is a member of a team of professionals and has direct input in the creation of sound instructional modules or units.

An example of the role of the media specialist in instructional development is depicted in Figure 1. In this process, the media specialist and teacher(s) work as a team to create the objectives of a unit and to assemble materials.

Overemphasis of Program Administration Activities. The majority of primary activities are related to the organization and administration of the media center. Media specialists spend far more time on these functions than most administrators would like. Because of this overemphasis upon program administration, the program is less people-oriented than it should. Only four of the twelve primary responsibilities are people-oriented and involve the media specialist working directly with students or staff.

Overemphasis upon program administration activities, particularly at the elementary level, is due largely to the lack of clerical support. Comments from a large number of media specialists and principals were related to the lack of clerical assistance and the adverse impact of inadequate clerical assistance upon the operation of the program.

Needless to say, clerical tasks are a part of the media specialist's job. However, these tasks should not prevent more relevant aspects of the job to be performed.

Production of Instructional Media and Learning Materials. In-house production of learning materials and media is one of the more effective means of increasing the appropriateness of resources and the relatedness of materials to instructional objectives. However, this component may be weak in view of the ratings given by media specialists on activities related to this area. According to media specialists, (1) providing assistance to teachers in developing skills to produce media and (2) designing and producing learning materials are a small part of the job.

Lack of involvement in this area may lead to overdependence upon commercially-developed media and learning materials. Occasionally, commercially-developed materials may be unavailable for certain objectives; and instructional needs are not met by the resources of the school-level and district-level collections. In such instances, local design and production of media is necessary to facilitate the learning process.

Provision of Inservice

One factor which affects the utilization of instructional resources is teacher knowledge of how to use media in instruction. Based upon the responses of teachers, 47% have at least a minor need for inservice on how to select and use various types of instructional media to enhance instruction. Although a sizeable percentage of teachers suggest a need for inservice to teachers, job analysis results reveal that providing inservice programs for teachers is not a significant part of the media specialists' job. In fact, average ratings indicate that inservice to teachers is a small part of the media specialist's job.

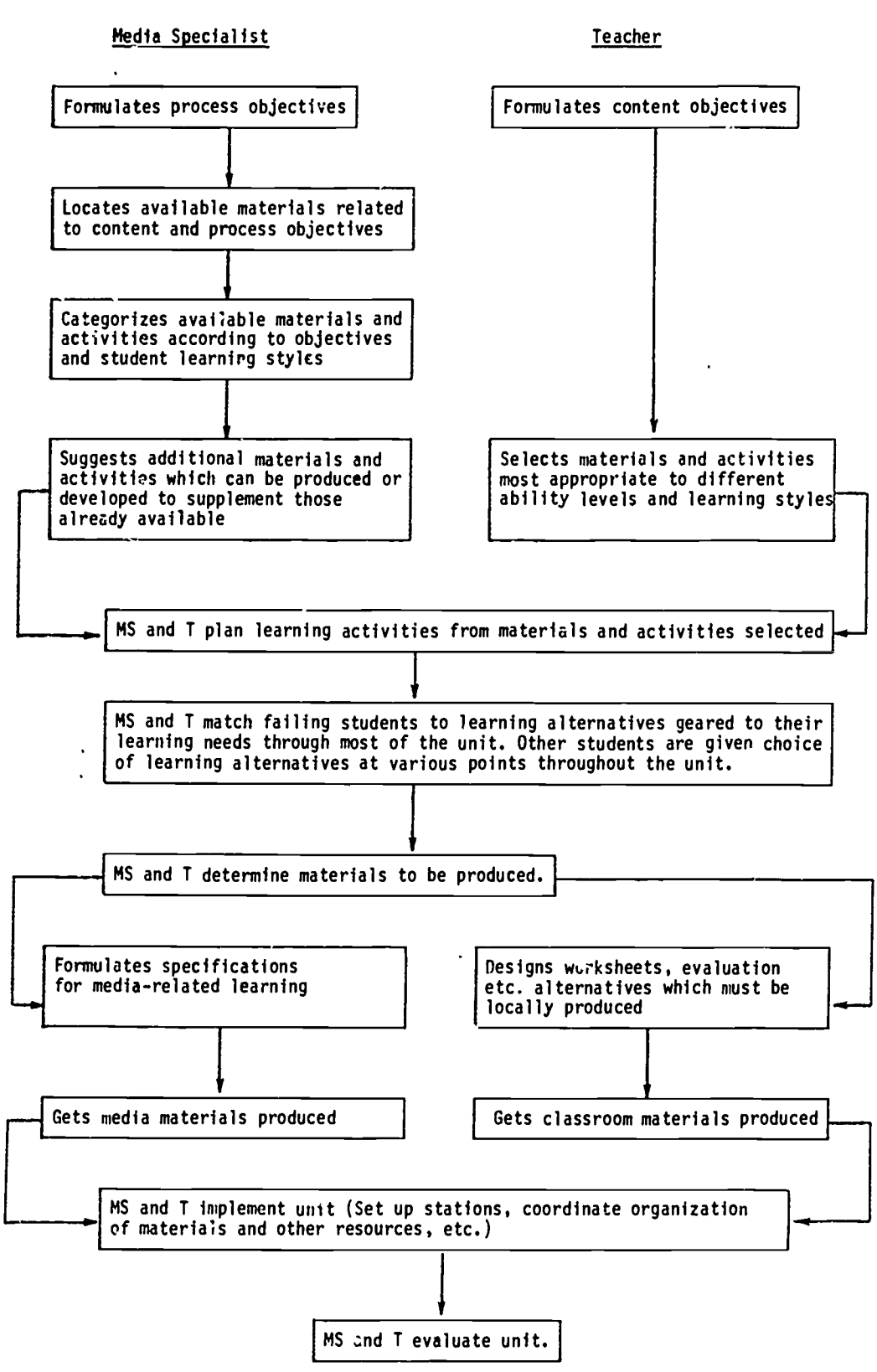

Figure 1. A Model of the Instructional Function of the School Media Specialist.

Source: Aaron, Shirley. "Personalizing Instruction for the Middle School Learner: The Instructional Role of the School Media Specialist. Final Report." Florida State University, Career Education Center, August, 1975.

Efforts to Increase Media Utilization

Efforts of Encouragement by Media Specialists. Data from media specialists indicate that they encourage teachers to utilize media resources and utilize a variety of methods and strategies in this effort. Each media specialist identified at least one strategy used to stimulate teacher and student use of library services and resources and to increase teacher use of different types of media. The percentage of media specialists indicating specific strategies appears in Table 10.

Data from teachers support findings derived from analysis of information provided by media specialists. A large percentage of teachers identified one or more strategies used by the media specialist to encourage use of media and use of library media services. The percentage of teachers identifying strategies used by the media specialist also appears in Table 10.

Efforts of Encouragement by Administrators. All except one of the administrators indicated that one or more strategies listed on the evaluation survey were used to encourage teachers in their school to utilize different types of instructional media. Most media specialists and teachers also indicated that principals utilize strategies to increase use of media in the schools. Of the teacher respondents, 73% indicated that the school's administration encourages teachers to use various types of instructional media regularly. In addition, 86% of the teachers indicated that the school's administration encourages the use of the library program. Specific strategies utilized by administrators appear in Table 11.

Recommendations

1. To ensure a better balance in the types of functions implemented by the school library media programs, particularly in schools with only one media professional, job priorities should be established. Emphasis should be given to those tasks which will most likely facilitate the goals of the school and the program.

2. Efforts to recruit volunteers and student assistants to assist in the general administration and operation of the media program should be increased. The desired effect of this recommendation is to provide more time for the media specialist to engage in activities that further the learning of students and assist teachers and to reduce the amount of time that media professionals devote to routine administrative and organizational tasks.

3. Conduct inservice training for classroom teachers which includes information on setting up and operating AV equipment and making minor repairs. This should reduce the amount of time devoted to these administrative functions and allow more time for the media specialist to participate in the teaching-learning process.

4. In schools where there is no library clerk, principals should be encouraged to make other clerical personnel available to the media specialist for routine typing and other administrative tasks.

5. Implement more voluntary inservice activities at the school level for the purpose of helping teachers to select and use various types of instructional media to enchance instruction. This recommendation is based upon a need expressed by 47% of the teachers for inservice of this nature.

TABLE 6

JOB ACTIVITIES OF MEDIA SPECIALISTS
JOB COMPONENT: DESIGN

	MS	ADM
Evaluating the library media program and making program modifications as needed.	++	+
Designing and producing learning materials: e.g., transparencies, audio tapes, etc.	-	-
Observing classroom work to coordinate with media program.	-	-
Planning with teachers for the use of media in instruction.	+	+
Creating and conducting activities for special interest groups	-	-
Reading books, magazines, professional journals, review services, and local publications for information on selecting materials and equipment.	++	+
Planning with faculty members to coordinate materials and media activities.	+	+
Selecting and ordering materials and equipment.	++	++
Planning with school administrators for the use of media materials in instruction.	-	+
Providing in-service programs for teachers which stimulate effective utilization of media and the development of innovative activities	-	+
Working with teachers to design innovative uses of instruction	-	+

++ / PRIMARY RESPONSIBILITY
+ / SECONDARY RESPONSIBILITY
- / NOT A PRIMARY OR SECONDARY RESPONSIBILITY

TABLE 7

JOB ACTIVITIES OF MEDIA SPECIALISTS

JOB COMPONENT: CONSULTATION AND INSTRUCTION

	MS	ADM
Providing instructional or consultative services to teachers for using media in instruction, teaching media skills, or for reading guidance.	+	+
Teaching media production skills to students.	-	-
Assisting teachers in developing skills in the production of media.	-	-
Training students in the use of equipment necessary for effective utilization of library media.	+	+
Teaching reference or other media or research skills to students.	++	++
Training student aides and volunteers.	+	-
Providing reading, viewing, and listening guidance.	+	+

++ / PRIMARY RESPONSIBILITY
+ / SECONDARY RESPONSIBILITY
- / NOT A PRIMARY OR SECONDARY RESPONSIBILITY

TABLE 8

JOB ACTIVITIES OF MEDIA SPECIALISTS

JOB COMPONENT: INFORMATION

	MS	ADM
Providing teachers with information about new materials and media developments in their specific instructional area.	+	++
Checking lists and bibliographies to determine availability of materials.	+	+
Orienting students to media center services.	++	++
Orienting teachers to media center services.	+	++
Publicizing and promoting media center materials and services.	+	+
Providing reference services.	++	+
Assisting teachers and students in using equipment and materials.	++	+
Assisting teachers and students in locating and selecting audiovisual materials and equipment.	++	+
Organizing materials and equipment	++	++
Involving faculty in the evaluation and selection of materials	+	+

++ / PRIMARY RESPONSIBILITY
+ / SECONDARY RESPONSIBILITY
- / NOT A PRIMARY OR SECONDARY RESPONSIBILITY

TABLE 9

JOB ACTIVITIES OF MEDIA SPECIALISTS

JOB COMPONENT: ADMINISTRATION

	MS	ADM
Maintaining circulation and maintenance records.	++	+
Organizing and supervising the library media program.	++	++
Processing materials for circulation.	++	+
Typing correspondence, reports, bibliographies, requisitions, etc.	+	-
Shelving, filing, and duplicating materials.	+	-
Performing circulation tasks such as charging, reserving, booking, scheduling.	+	+
Delivering materials and equipment.	-	-
Scheduling use of facilities.	+	+
Planning and preparing displays/bulletin boards.	+	-
Unpacking and checking new materials and equipment and verifying invoices with shipments and orders.	+	+
Preparing and filing shelf list and catalog cards.	+	+
Setting up and operating audiovisual equipment, such as projectors and video-recorders.	+	-

TABLE 9 (continued)

JOB ACTIVITIES OF MEDIA SPECIALISTS

JOB COMPONENT: ADMINISTRATION

Inspecting and making necessary repairs to print and nonprint materials and equipment.	+	-
Discarding obsolete materials.	+	+
Conducting and maintaining inventories.	+	+

++ / PRIMARY RESPONSIBILITY
+ / SECONDARY RESPONSIBILITY
- / NOT A PRIMARY OR SECONDARY RESPONSIBILITY

TABLE 10

STRATEGIES USED BY MEDIA SPECIALISTS TO INCREASE TEACHER USE OF DIFFERENT TYPES OF INSTRUCTIONAL MEDIA

Percentage of Respondents		
Media Specialists	Teachers	Strategy
93	50	Consults with teachers
38	15	Attends grade-level or departmental meetings
21	12	Conducts inservice workshops
96	62	Informal conversation
12	12	Other
-	19	None

TABLE 11

STRATEGIES USED BY ADMINISTRATORS TO ENCOURAGE TEACHERS TO UTILIZE DIFFERENT TYPES OF INSTRUCTIONAL MEDIA

PERCENTAGE OF RESPONDENTS			STRATEGY
Principals	Media Specialists	Teachers	
66	47	21	Provide time at faculty meetings for media presentations
37	-	-	Request the media specialist to provide inservice programs for teachers
54	37	35	Monitor lesson plans to determine that assignments require the use of multiple resources by students
78	-	-	Provide funding to realistically meet the instructional media needs of teachers
29	18	19	Reward students who achieve in the use of reading materials
58	51	-	Involve the media specialist in curriculum planning
-	35	-	Include media specialist in parent organization(s)
1	18	29	NONE
11	12	14	OTHER

TABLE 12

STRATEGIES USED BY MEDIA SPECIALISTS TO STIMULATE TEACHER AND STUDENT USE OF LIBRARY SERVICES AND RESOURCES

Percentage of Respondents		
Specialists	Teachers	
64	31	Sponsors contests and awards
71	40	Promotes activities for special seasons or events
87	54	Displays materials that relate to school activities
21	18	Encourages the production of original media
52	28	Promotes the media program through bulletins and newsletters
87	50	Advertises and display new materials acquired by the library
13	4	Other
-	21	None

FINDINGS AND DISCUSSION: PROGRAM SERVICES AND OUTCOMES

Analysis

Information regarding the accessibility, appropriateness, and utilization of services and the impact of services on student outcomes was obtained from items on the teacher form of the Media Services Evaluation Survey. Conclusions regarding these components are based upon the percentage of responses given by teachers to related survey items. In general, items related to the major program components were subdivided into designated sections on the survey.

Results

Accessibility of Resources

With the exception of instructional television programs and equipment, teachers felt that media equipment and resources which are needed for instructional purposes are accessible to them and to students. Although instructional television programs and television equipment are accessible to a majority of teachers, considerably fewer teachers felt that these resources were available when needed.

Specific findings for each of the media program components follow.

Library Resources and Services. Teachers generally felt that library resources were very accessible. A vast majority (90%) indicated that library books are usually accessible when they need them for instructional purposes. Teacher perceptions regarding library loan procedures are also indicative of the accessibility of library resources. A slightly larger percentage (92%) indicated that their school has loan policies which permit them to check out multiple materials and equipment from the media center.

Teachers felt that library materials are accessible to students as well. Most (85%) indicated that loan procedures for student use of books and materials were liberal. However, the accessibility of the media center itself may be limited to some extent. Only a slight majority (54%) of the teachers indicated that students are able to use the media center at any time that school is in session.

Textbooks. A goal of the media program is to make text materials available to all students for school and home study. Only 10% of the teachers indicated that text materials were not used in their particular subject area or grade level. Of the remaining teachers, 66% indicated that all of their students had a personal copy of a textbook or text materials for use at school and for home study. Seventy-two percent (72%) indicated that most or all of their students had text materials for home and school study. Twenty-one percent (21%) indicated that none of their students had text materials.

Lack of accessibility for home study may be due, in part, to school restrictions on textbooks. Of the teachers using textbooks, 14% indicated that their school had a restriction against pupils taking textbooks home for study or homework. In most cases, however, these restrictions applied to elementary level reading texts. In a few cases, teachers stated that restrictions were made as a result of inadequate care of textbooks by students.

Film Library. In most cases, teachers are able to secure 16mm films from the film library and necessary equipment for showing films. Seventy-two percent (72%) of the teachers indicated that 16mm films are usually accessible when they need them for instructional purposes. Eighty-six percent (86%) were usually able to secure a projector when they want to show a film.

Of the teachers who had requested films, 70% indicated that they usually receive the requested film(s) for the date requested rather than for an alternate date.

Instructional Television. Most of the teachers indicated that they had not tried to locate any ITV programs. Of those who had tried to locate programs (N=62), 63% indicated that they were usually successful or always successful in finding ITV videotapes or programs which support their instructional objectives.

ITV programs, equipment, and equipment accessories are not as accessible to teachers as are other media resources. Only 51% of the teachers indicated that ITV programs are accessible when needed. Videotapes were accessible to only 48% of the teachers. In addition, only a slight majority (55%) indicated that they are able to secure a television and accessories when they want their class to view an ITV program or videotape.

Appropriateness of Services and Resources

Overall, teachers felt that services and resources within the specific media components were appropriate for meeting instructional objectives. Specific findings for the components follow.

Library Services and Resources. Most teachers (64%) indicated that the services of the media center are up-to-date and appropriate for current objectives. Most (85%) also felt that the media center provides a well-chosen collection of materials or different levels of student maturity, ability, and interest.

Textbooks. Of the teachers using textbooks, most (92%), felt that the text materials assigned to their subject area or grade level were appropriate for the needs and abilities of the majority of their students. Eighty-six percent (86%) indicated that the text materials used in their subject area or grade level supported, at minimum, most of the instructional objectives.

Film Library. Only a slight majority of the teachers (57%) felt that the film library contains an adequate collection of films appropriate or their subject area or grade level. A larger majority, however, (64%) indicated that they are usually satisfied with the instructional content of the films that they obtain from the film library.

Instructional Television. Generally, teachers felt that appropriate television programs were not available for use in instruction. Only 42% indicated that appropriate programs or videotapes were available. Of the teachers responding to the item, 63% indicated that they are usually satisfied with the instructional content of the programs that are shown on instructional television.

Utilization of Services and Resources

Of the media specialists, only 44% indicated that a high percentage of teachers in their school (over 60%) use a variety of instructional media to enhance instruction. This is substantiated by data on media utilization provided by teachers and principals.

Of the major program components investigated in the study, textbooks are the most utilized by teachers, followed by printed nontext materials (fictional and nonfiction/reference). Films are utilized, but not to a great extent. Instructional television is the least utilized, with data from principals, teachers and media specialists indicating that this medium is seldom used in instruction.

Table 13 displays the average ratings for media utilization given by the total sample of teachers.

It was recognized that teachers in some subject areas may have more opportunities to utilize media in instruction as a result of larger number and greater availability of resources. For example, no television programs in music are presently included in the program guide. A subsample of teachers were selected from subject areas where a larger number of media resources were more likely to be available. These areas were elementary basic skills, English/language arts, science, mathematics, and social studies. Average utilization ratings for this subgroup are given in Table 14.

A comparison of the utilization ratings in Table 13 and Table 14 revealed few differences between the total sample and the subsample. Results for the subsample did not differ from those of the total sample except for the utilization of filmstrips and 16mm films. Teachers in the subsample gave an average use rating of "occasionally" (at least once a month).

Principals' responses to items related to media utilization substantiated other results which reflect underutilization of media resources. Principals were asked to determine how often they observe teachers using different types of media when they conduct observations of teaching performance. Table 15 gives the average ratings given by principals. The only type of media which most principals indicated that they observe in use in more than 60% of their observations was the blackboard.

More specific findings regarding the major program components follow.

Library Resources and Services. Based on the findings, teacher use of library resources and services appears to be moderate. The average rating given by teachers for the use of nonfiction/reference reading materials and fiction/recreation reading materials was "occasionally" (at least once a month).

The average rating given by principals on the extent that they observe the use of library print materials in classroom observations was "sometimes" (41-60 percent of their observations).

Only 32% of the media specialists indicated that a high percentage of teachers (over 60% at their school) regularly assign activities which require students to use library resources. The average frequency that teachers include assignments in their instruction which require students to use the library or library resources is "infrequently" (a few times a year).

Fifty-six percent (56%) of the teachers identified at least one condition or factor which restrict their use or their students' use of library resources and services in their school. The percentage of teachers identifying particular conditions or factors which restrict teacher and student use appears in item 25 of Appendix E. One factor identified by 30% of the teachers related to media center accessibility - a scheduled library program that does not provide access at the time of need. This condition is most prevalent in elementary sites. Because of classes scheduled in media center, the facility is not accessible at all times. This supports a previous finding in which teachers noted the limited accessibility of the media center to students, where only 54% of the teachers indicated that their students are to use the media center at any time that school is in session.

The two most frequently mentioned factors inhibiting the use of the media center expressed by media specialists were inadequate staffing (39%) and an inadequate physical facility (29%). Only 28% of the media specialists indicated that there are no factors which restrict use of the library and its resources at their school. For percentages on all factors, refer to Appendix C, item 5.

Factors identified most frequently by principals were the same as those selected by media specialists: inadequate physical facility (26%) and inadequate staffing (21%). For percentages given to all factors on the survey, refer to item 3 in Appendix D.

Textbooks. Textbooks are clearly the most utilized instructional resources in the classroom. Eighty-seven percent (87%) of the teachers indicated that their instruction frequently includes an activity in which their students must use textbooks (at least once a week). Eighty-seven percent (87%) of the teachers who use textbooks indicated that their instruction frequently includes an activity in which their students must use text material or textbooks in class. Sixty-four percent (64%) noted that they frequently assign instructional activities in which students must use text materials at home.

16mm Films. Only 41% of the media specialists indicated that a high percentage of teachers (over 60% in their school) order 16mm films on a regular basis. The average rating given by principals regarding the extent they observe the use of 16mm films in instruction was "sometimes" (41 to 60% of the cases). Of the teachers in basic skills and academic subject areas, 55% indicated that they use 16mm films in their instruction at least once a month. Of the total teacher sample, 45% indicated that they use 16mm film in instruction at least once a month.

Teacher knowledge of procedures for securing films, information regarding films and the film distribution process did not contribute to lack of film utilization. Of the teacher respondents, 93% were aware that the district has a film library; 91% were familiar with the procedures at their school for borrowing films from the film library; 95% had access to a film catalog; and 89% knew how to get information about films that are available in the film library.

Teacher ratings of the conditions and factors which restrict their use of films in instruction are given in Appendix E, item 38. One or more of the factors were felt to restrict use of 16mm films by 63% of the teachers. One condition was given by a significant percentage of teachers (more than 20%) that restricts use of films: an inadequate collection of films. The first condition was noted in a previous finding in which a significant percentage of teachers (37%) did not feel that there was an adequate collection of film in the film library which is appropriate for their subject area or grade level.

The factor restricting use of 16mm films identified by the largest percentage of media specialist (32%) and principals (27%) was inadequate or insufficient equipment. See item three in Appendix C and item two in Appendix D.

Instructional Television. Overwhelmingly, results indicate that instructional television is underutilized in the schools. Only 21% of the media specialists reported that a large percentage of teachers in their schools use instructional television or videotapes in instruction.

To support this finding, only a very small percentage of teachers (21%) reported that they occasionally (at least once a month) or often (at least once a week) use instructional television. Use of videotapes is even less frequent, on the average. Seventy-three percent (73%) of the teachers reported that they seldom or never use instructional television.

Sixty-one percent (61%) of the principals indicated that they seldom or never observe the use of instructional television in their classroom observations.

Several factors contribute to the nonuse of ITV. One may be simply a lack of teacher acceptance. Only 25% of the teachers indicated that the television is an important instructional tool in their classroom. To be utilized, teachers must recognize that ITV is a useful instructional resource and serves a far more important function than a frill or supplement. Literature reveals that television is a valuable tool, particularly in courses which depend upon visual presentation of information, and is especially effective in courses requiring the use of demonstrations.

Other factors which contribute to nonuse of ITV relates to teacher perceptions of program accessibility and appropriateness. In previous sections of this report, it was noted that only 42% of the respondents felt that appropriate TV programs or videotapes were available for use in instruction. A factor which may contribute to perceptions regarding availability and appropriateness of programs is insufficient background information. Only 47% of the teachers knew how to obtain an ITV schedule. Only 44% reported having access to an ITV teacher's guide.

Eighty-one percent (81%) of the teachers responding to the survey identified one or more specific factors which they felt restrict their use of instructional television in teaching. One of the most frequently mentioned factors, related to program accessibility and appropriateness, was discussed in the previous paragraph - insufficient number of programs that enhance instruction (20%). Other factors identified by a significant percent (20% or more) of teachers were (1) inadequate or insufficient equipment (22%) and program scheduling (20%). It should be noted that in a separate item related to the accessibility of equipment, 32% of the teachers indicated that they are not usually able to secure a television and accessories when they want their class to view an ITV program or videotape.

Only 11% of the media specialists and 10% of the principals indicated that there are no factors or conditions which restrict teacher use of instructional television. The rank order of factors and conditions given by principals and media specialists is almost identical. Of the factors that were identified, the most prevalent is inadequate or insufficient equipment (identified by 57% of media specialists and 47% of principals). Other prevalent factors adversely impacting upon the use of instructional television identified by at least 20% of the media specialists and principals are: inadequate electrical outlets; poor television reception and inconvenient scheduling of programs.

An important consideration in the underutilization of ITV is the limited involvement of the media specialist in the planning process as revealed in the job analysis results. The media specialist, who is aware of the contributions and uses of television, can increase the utilization of all forms of media simply through involvement in the planning of instructional methods.

Media Skills Instruction

According to most media specialist respondents (95%), the school-level media program includes instruction in library media skills; and instruction in media skills is considered an integral part of the school's curriculum (71%). The majority of media specialists (86%) also indicated that instruction in library media skills is provided to most of the students in the school.

Moderate success regarding the impact of media skills instruction upon student skills can be inferred from the data. Overall, 39% of the teachers felt that most of their students (70% or more) have adequate skills for locating materials in the library. Similarly, only 40% felt that a significantly large proportion of their students possess adequate skills for conducting research on given topics.

Students in the primary grades may be less likely to have adequate research and library skills since they have received less instruction. Therefore, statistics on media skills were recalculated after excluding primary grade teachers. Of the elementary/intermediate, junior high, and senior high teachers, 47% indicated that most of their students have adequate skills for locating materials in the library; 29% indicated that most of their students possess adequate skills for conducting research on given topics. Thirty-two percent (32%) of the teachers (excluding primary level) felt that few of their students (30% or fewer) possessed sufficient skills for conducting research.

Two guiding principles of effective instruction in any area are reinforcement and practice. These are limited, to some extent, in the delivery of media skills instruction and may attribute to the significant percentage of students according to teachers, who do not possess adequate research skills. Fifty-two percent (52%) of the teachers reported that they infrequently or never include assignments in their instruction which require their students to use the library or library resources. According to 60% of the media specialists, most students in their school are not given frequent assignments which reinforce the use of independent library media skills.

One factor which may attribute to limited reinforcement of library skills is the assignment of responsibility for media skills instruction. According to 45% of the media specialists, responsibility for delivery of media skills instruction

is assigned exclusively to the media specialist; teachers are not assigned any responsibility.

Recommendations

1. Encourage greater involvement of the media specialist in instructional planning. In the planning process, the media specialist's role would be to select appropriate media and to improve instructional methods. This should contribute to increased utilization of a greater variety of instructional resources and media and increase use of library resources by students. The latter outcome should help in the reinforcement of library research skills.

2. Implement activities which communicate the uses and contributions of instructional television in the teaching process and promote the increased utilization of this resource. Implementation of this recommendation could result in greater teacher acceptance of instructional television.

3. Identify schools in which underutilization of instructional television is a result of poor reception and insufficient equipment. Upgrade the videotape libraries in these schools in order to increase the accessibility of television programs. Also, for all schools, increase the availability of videotapes of educationally relevant programs produced by public and commercial networks which appear after school hours.

4. Develop procedures to increase the accessibility of ITV schedules and ITV program guides to teachers.

5. Make adjustments in the scheduling of media classes to allow greater flexibility for teacher and student use of the library.

6. Study the equipment and instructional resource needs of individual schools and establish greater equity in the availability of resources among schools. Although most media specialists and teachers felt that most equipment is accessible, there are some significant disparities. For example, estimates of equipment in satisfactory working order ranged from 15% to 100%. In some cases, teachers reported that each classroom had a television set. In others, teachers reported that there were only a very few television sets in the entire school.

TABLE 13

SUMMARY RATINGS FOR MEDIA UTILIZATION

RESPONDENTS: TEACHERS (TOTAL SAMPLE)

INSTRUCTIONAL RESOURCE	AVERAGE RATING
Instructional television	Seldom
Filmstrips (silent or sound)	Seldom
16mm films	Seldom
Slide Sets	Never
Transparencies	Seldom
Disc or tape recordings	Seldom
Videotapes	Seldom
Nonfiction/reference reading materials (other than textbooks)	Occasionally
Fiction/recreational reading materials	Occasionally
Textbooks	Often

Often - at least once a week
Occasionally - at least once a month
Seldom - a few times a year
Never

TABLE 14

SUMMARY RATINGS FOR MEDIA UTILIZATION

RESPONDENTS: TEACHERS (BASIC SKILLS AND ACADEMIC AREAS)

INSTRUCTIONAL RESOURCE	AVERAGE RATING
Instructional television	Seldom
Filmstrips (silent or sound)	Occasionally
16mm films	Occasionally
Slide sets	Never
Transparencies	Seldom
Disc or tape recordings	Seldom
Videotapes	Seldom
Non fiction/reference reading materials (other than textbooks)	Occasionally
Fiction/recreational reading materials	Occasionally
Textbooks	Often

Often - at least once a week
Occasionally - at least once a month
Seldom - a few times a year
Never

TABLE 15

SUMMARY RATINGS FOR MEDIA UTILIZATION

RESPONDENTS: PRINCIPALS

INSTRUCTIONAL RESOURCE	AVERAGE RATING
Blackboard	Almost Always
Filmstrip	Sometimes
16mm Films	Sometimes
Slides	Seldom
Transparencies	Seldom
Videotape	Seldom
Instructional Television	Seldom
Library print materials	Sometimes
Records	Sometimes
Cassettes	Sometimes

Almost always - (86 to 100% of cases)
Frequently - (61 to 85% of cases)
Sometimes - (41 to 60% of cases)
Seldom - (16 to 40% of cases)
Almost Never - (less than 16% of cases)

Summary and Conclusion

In this study, the accessibility, appropriateness, and utilization of media resources were identified as the primary indicators for determining the extent to which goals of the media services program have been met. Overall, the findings suggest that the services and resources from three of the four programs components are accessible to teachers and students, and these services were perceived to be appropriate and of satisfactory quality. Resources and services related to the instructional television component were generally felt to be inaccessible and of limited relevance to instruction.

Although accessibility and appropriateness are relevant factors in determining the achievement of program goals, their importance is outweighed by media utilization. The primary aim of the media program is to promote and encourage the widest possible uses of media resources; for it is only through the utilization of appropriate instructional resources that the program can have an impact upon curriculum enhancement. The net effects of efforts to increase service accessibility and appropriateness are resulting increases in utilization.

There is significant variation in the degree to which media resources are used in instruction. Findings indicate that only textbooks are used extensively in instruction. There is moderate use of other fictional and nonfictional print materials. Only to a limited extent is media skills instruction reinforced through assignments which require students to use the media center resources. Other resources, particularly instructional television, is used even less frequent.

All of the remaining issues of the study - policies and procedures, inputs, and operations - were investigated in an attempt to identify areas which adversely impact upon accessibility, appropriateness and utilization.

The most positive factor affecting utilization is the encouragement given to teachers by media specialists and principals to use a variety of instructional resources. Also, with the exception of television resources, most respondents felt that current print and nonprint resources are adequate.

Findings related to facilities and budgets are less favorable; however, these factors do not appear to have a significant adverse effect on utilization. Although the current budget is perceived to be insufficient to provide for all desired areas of funding, the media specialist is usually involved in budget planning to ensure that the most important needs of the media center are met.

Findings suggest that one of the most significant programmatic changes needed is related to the media specialist's job activities. Since the primary goal for the program is to increase media utilization, the most important job functions of the media specialist are those which ensure maximum use of media resources. Although related indirectly to media utilization, the majority of primary tasks involve general administration of the media center and information-giving tasks.

Instructional television is seriously underutilized. The most numerously cited factors contributing to the underutilization of this resource were insufficient equipment, insufficient number of programs which enhance instruction, program scheduling and poor television reception.

Overall, the basic resources and services of the media program are in place. The most pressing need, however, is greater utilization. The nonuse of instructional resources is a serious concern, especially upon consideration of the capital outlay for these resources and their benefits to the teaching-learning process. Their cost and contribution to learning are too high to permit only peripheral use.

OEA:5/20/85
JM,EVAL Eval of Media Serv Prog

APPENDIX A

MEDIA SPECIALISTS' JOB ANALYSIS SURVEY

DADE COUNTY PUBLIC SCHOOLS

OFFICE OF EDUCATIONAL ACCOUNTABILITY

MEDIA SPECIALISTS'

JOB ANALYSIS SURVEY

MARCH 1985

DADE COUNTY PUBLIC SCHOOLS
MEDIA SERVICE PROGRAM EVALUATION
JOB ANALYSIS SURVEY

This questionnaire is designed to help you describe the major activities of your current job. It lists various tasks performed by media specialists in schools. Please read every statement and rate it as indicated.

PART OF YOUR JOB

Think about each task in terms of its importance, its frequency of occurrence and the amount of time you spend doing it and then rate it overall on the extent to which it constitutes a part of your job. The following categories are used.

x not part of the job; not done

5 very much a part

4 much a part

3 some part

2 a small part

1 a very small part

Read each task and consider the extent to which it is part of your current job. If it is not or you do not perform the task, then circle the "x". If you do perform the task, please circle the number which represents your rating. Consider these examples for a classroom teacher who conducts a daily, brief review of last night's homework with the class and administers a classroom test once a week. Your ratings might look like this:

TASK	NOT DONE	JOB PART
Review homework with class	x	(5) 4 3 2 1
Administer a test	x	(5) 4 3 2 1
Make announcements over PA system	(x)	5 4 3 2 1

Try to rate each task by itself. Remember that your rating is your overall judgment of how much each task is a part of your job in terms of (a) the importance of the task, (b) the frequency of occurrence and (c) the amount of time you spend doing it. Please circle your ratings accurately and clearly in this booklet so that the data processors can reliably record your judgments. If you wish to comment or make remarks about any item, please write them on the last page. Your cooperation is appreciated.

CHECK THE LEVEL OF YOUR PROGRAM

Elementary ___ Middle/Junior High ___ Senior High ___ (1)

Auth: MIS; Exp. Date: Mar. 31, 1985

MEDIA SPECIALIST ACTIVITIES

PLEASE RATE EVERY ITEM. DO NOT OMIT ANY.

RATINGS

x not part of the job; not done

5 very much a part
4 much a part
3 some part
2 a small part
1 a very small part

CIRCLE YOUR RATINGS		NOT DONE	JOB PART	DO NOT WRITE IN SPACE
1.	Providing inservice programs for teachers which stimulate effective utilization of media and the development of innovative activities.	x	5 4 3 (2) 1	2
2.	Evaluating the library media program and making program modifications as needed.	x	5 (4) 3 2 1	3
3.	Providing instructional or consultative services to teachers for using media in instruction, teaching media skills, or for reading guidance.	x	5 (4) 3 2 1	4
4.	Organizing materials and equipment.	x	(5) 4 3 2 1	5
5.	Providing teachers with information about new materials and media developments in their specific instructional area.	x	5 (4) 3 2 1	6
6.	Promoting cooperative arrangements with other library media centers and supportive agencies within the district.	x	5 4 3 (2) 1	7
7.	Maintaining circulation and maintenance records.	x	(5) 4 3 2 1	8
8.	Teaching media production skills to students.	x	5 4 3 (2) 1	9

Auth: MIS; Exp. Date: Mar. 31, 1985

PLEASE RATE EVERY ITEM. DO NOT OMIT ANY.

RATINGS

x not part of the job; not done

5 very much a part
4 much a part
3 some part
2 a small part
1 a very small part

CIRCLE YOUR RATINGS		NOT DONE	JOB PART	DO NOT WRITE IN SPACE
9.	Assisting teachers in developing skills in the production of media.	x	5 4 3 (2) 1	10
10	Training students in the use of equipment necessary for effective utilization of library media.	x	5 (4) 3 2 1	11
11.	Teaching reference or other media or research skills to students.	x	(5) 4 3 2 1	12
12.	Preparing budgets and maintaining bookkeeping accounts for library media materials and equipment.	x	5 (4) 3 2 1	13
13.	Selecting and order materials and equipment.	x	(5) 4 3 2 1	14
14.	Designing and producing learning materials, e.g., transparencies, audio tapes, etc.	x	5 4 3 (2) 1	15
15.	Organizing and supervising the library media program.	x	(5) 4 3 2 1	16
16.	Processing materials for circulation.	x	(5) 4 3 2 1	17
17.	Typing correspondence, reports, bibliographies, requisitions, etc.	x	5 (4) 3 2 1	18
18.	Working with teachers to design innovative uses of media in instruction.	x	5 4 (3) 2 1	19

Auth: MIS; Exp. Date: Mar. 31, 1985

PLEASE RATE EVERY ITEM. DO NOT OMIT ANY.

RATINGS

x not part of the job; not done

5 very much a part
4 much a part
3 some part
2 a small part
1 a very small part

CIRCLE YOUR RATINGS		NOT DONE	JOB PART	DO NOT WRITE IN SPACE
19.	Shelving, filing, and duplicating materials.	x	5 (4) 3 2 1	20
20.	Checking lists and bibliographies to determine availability of materials.	x	5 (4) 3 2 1	21
21.	Performing circulation tasks such as charging, reserving, booking, scheduling.	x	5 (4) 3 2 1	22
22.	Delivering materials and equipment.	x	5 4 (3) 2 1	23
23.	Observing classroom work to coordinate with media program.	x	5 4 3 (2) 1	24
24.	Scheduling use of facilities.	x	5 (4) 3 2 1	25
25.	Planning with teachers for the use of media in instruction.	x	5 (4) 3 2 1	26
26.	Training student aides and volunteers.	x	5 (4) 3 2 1	27
27.	Creating and conducting activities for special interest groups.	x	5 4 3 (2) 1	28
28.	Orienting students to media center services.	x	(5) 4 3 2 1	29
29.	Orienting teachers to media center services.	x	5 (4) 3 2 1	30
30.	Publicizing and promoting media center materials and services.	x	5 (4) 3 2 1	31

Auth: MIS; Exp. Date: Mar. 31, 1985

PLEASE RATE EVERY ITEM. DO NOT OMIT ANY.

RATINGS

x not part of the job; not done

5 very much a part
4 much a part
3 some part
2 a small part
1 a very small part

CIRCLE YOUR RATINGS		NOT DONE	JOB PART	DO NOT WRITE IN SPACE
31.	Providing reading, viewing, and listening guidance.	x	5(4)3 2 1	32
32.	Promoting use of professional library.	x	5 4(3)2 1	33
33.	Visiting other schools and/or participating in professional meetings.	x	5 4(3)2 1	34
34.	Planning with faculty members to coordinate materials and media activities.	x	5(4)3 2 1	35
35.	Involving faculty in the evaluation and selection of materials	x	5(4)3 2 1	36
36.	Reading books, magazines, professional journals, review services, and local publications for information on selecting materials and equipment.	x	(5)4 3 2 1	37
37.	Evaluating and selecting materials and equipment.	x	(5)4 3 2 1	38
38.	Providing reference services.	x	(5)4 3 2 1	39
39.	Assisting teachers and students in using equipment and materials.	x	(5)4 3 2 1	40
40.	Assisting teachers and students in locating and selecting audiovisual materials and equipment.	x	(5)4 3 2 1	41

Auth: MIS; Exp. Date: Mar. 31, 1986

PLEASE RATE EVERY ITEM. DO NOT OMIT ANY.

RATINGS

x not part of the job; not done

5 very much a part
4 much a part
3 some part
2 a small part
1 a very small part

CIRCLE YOUR RATINGS	NOT DONE	JOB PART	DO NOT WRITE IN SPACE
41. Planning and preparing displays/ bulletin boards.	x	5 (4) 3 2 1	42
42. Planning and supervising book and media of affairs.	x	5 4 (3) 2 1	43
43. Unpacking and checking new materials and equipment received, and verifying invoices with shipment and order.	x	5 (4) 3 2 1	44
44. Preparing and filing shelf list and catalog cards.	x	5 (4) 3 2 1	45
45. Conducting and maintaining inventories.	x	5 (4) 3 2 1	46
46. Setting up and operating audiovisual equipment, such as projectors and video-recorders.	x	5 (4) 3 2 1	47
47. Inspecting and making necessary repairs to print and nonprint materials and equipment.	x	5 (4) 3 2 1	48
48. Planning with school administrators for the use of media materials in instruction.	x	5 4 (3) 2 1	49
49. Discarding obsolete material.	x	5 (4) 3 2 1	50

Auth: MIS; Exp. Date: Mar. 31, 1985

Please use this page to elaborate your answers to the questionnaire items. You are also invited to state any other facts or information which will help to specify your work in the media services program. Your remarks will be used for the purpose of program evaluation only; they will not be used in any personnel action.

Your cooperation in this survey is appreciated. The information you have provided will help us to evaluate and improve our programs.

REMARKS:

Please return the Questionnaire to:
Dr. Lynne Connor
Mail Code 9999, Room 500 (New Building)
Office of Educational Accountability

OEA: 02/25/85
Media Specialist - Survy1/awoj

ERIC

APPENDIX B

MEDIA SPECIALISTS' JOB ANALYSIS SURVEY: ADMINISTRATOR FORM

DADE COUNTY PUBLIC SCHOOLS

OFFICE OF EDUCATIONAL ACCOUNTABILITY

MEDIA SPECIALISTS'

JOB ANALYSIS SURVEY:

ADMINISTRATOR FORM

MARCH 1985

DADE COUNTY PUBLIC SCHOOLS
MEDIA SERVICE PROGRAM EVALUATION
JOB ANALYSIS SURVEY: ADMINISTRATOR FORM

This questionnaire is designed to help you describe what you feel should be the major activites of media specialists. It lists various tasks performed by media specialists in schools. Please read every statement and rate it as indicated.

PART OF THE JOB

Think about each task in terms of its importance, its frequency of occurrence and the amount of time the media specialist should spend doing it and then rate it overall on the extent to which it should constitute a part of the job. The following categories are used.

x should not be a part of the job; not done

5 should be very much a part

4 should be much a part

3 should be some part

2 should be a small part

1 should be a very small part

Read each task and consider the extent to which it should be part of the media specialist's job. If the task should not be performed, then circle the "x". If it should be performed, please circle the number which represents your rating. Consider these examples for a classroom teacher who conducts a daily, brief review of homework with the class and administers a classroom test once a week. Your ratings might look like this:

TASK	NOT DONE	JOB PART
Review homework with class	x	(5) 4 3 2 1
Administer a test	x	(5) 4 3 2 1
Make ammouncements over PA system	(x)	5 4 3 2 1

Try to rate each task by itself. Remember that your rating is your overall judgment of how much each task is to be a part of the job in terms of (a) the importance of the task, (b) the frequency of occurrence and (c) the amount of time spent doing it. Please circle your ratings accurately and clearly in this booklet so that the data processors can reliably record your judgments. If you wish to comment or make remarks about any item, please write them on the last page. Your cooperation is appreciated.

CHECK THE LEVEL OF YOUR PROGRAM

Elementary ____ Middle/Junior HIgh ____ Senior High ____

Auth: MIS; Exp. Date: Mar. 31, 1985

MEDIA SPECIALIST ACTIVITIES

PLEASE RATE EVERY ITEM. DO NOT OMIT ANY.

x should not be a part of the job; not done

RATINGS: SHOULD BE
5 very much a part
4 much a part
3 some part
2 a small part
1 a very small part

CIRCLE YOUR RATINGS		NOT DONE	JOB PART	DO NOT WRITE IN THIS SPACE
1.	Providing inservice programs for teachers which stimulate effective utilization of media and the development of innovative activities.	x	5 (4) 3 2 1	2
2.	Evaluating the library media program and making program modifications as needed.	x	(5) 4 3 2 1	3
3.	Providing instructional or consultative services to teachers for using media in instruction, teaching media skills, or for reading guidance.	x	5 (4) 3 2 1	4
4.	Organizing materials and equipment.	x	(5) 4 3 2 1	5
5.	Providing teachers with information about new materials and media developments in their specific instructional area.	x	(5) 4 3 2 1	6
6.	Promoting cooperative arrangements with other library media centers and supportive agencies within the district.	x	5 4 (3) 2 1	7
7.	Maintaining circulation and maintenance records.	x	5 (4) 3 2 1	8
8.	Teaching media production skills to students.	x	5 4 (3) 2 1	9

Auth: MIS; Exp. Date: Mar. 31, 1985

PLEASE RATE EVERY ITEM. DO NOT OMIT ANY.

x should not be a part of the job; not done

RATINGS: SHOULD BE
5 very much a part
4 much a part
3 some part
2 a small part
1 a very small part

CIRCLE YOUR RATINGS		NOT DONE	JOB PART	DO NOT WRITE IN THIS SPACE
9.	Assisting teachers in developing skills in the production of media.	x	5 4 (3) 2 1	10
10.	Training students in the use of equipment necessary for effective utilization of library media.	x	5 (4) 3 2 1	11
11.	Teaching reference or other media or research skills to students.	x	(5) 4 3 2 1	12
12.	Preparing budgets and maintaining bookkeeping accounts for library media materials and equipment.	x	5 (4) 3 2 1	13
13.	Selecting and ordering materials and equipment.	x	(5) 4 3 2 1	14
14.	Designing and producing learning materials: e.g. transparencies, audio tapes, etc.	x	5 4 (3) 2 1	15
15.	Organizing and supervising the library media program	x	(5) 4 3 2 1	16
16.	Processing materials for circulation.	x	5 (4) 3 2 1	17
17.	Typing correspondence, reports, bibliographies, requisitions, etc.	x	5 4 (3) 2 1	18
18.	Working with teachers to design innovative uses of media in instruction.	x	5 (4) 3 2 1	19

Auth: MIS; Exp. Date: Mar. 31, 1985

PLEASE RATE EVERY ITEM. DO NOT OMIT ANY.

RATINGS: SHOULD BE

x should not be a part of the job; not done

5 very much a part
4 much a part
3 some part
2 a small part
1 a very small part

CIRCLE YOUR RATINGS	NOT DONE	JOB PART	DO NOT WRITE IN THIS SPACE
19. Shelving, filing, and duplicating materials.	x	5 4 (3) 2 1	20
20. Checking lists and bibliographies to determine availability of materials.	x	5 (4) 3 2 1	21
21. Performing circulation tasks such as charging, reserving, booking, scheduling.	x	5 (4) 3 2 1	22
22. Delivering materials and equipment.	x	5 4 3 (2) 1	23
23. Observing classroom work to coordinate with media program.	x	5 4 (3) 2 1	24
24. Scheduling use of facilities.	x	5 (4) 3 2 1	25
25. Planning with teachers for the use of media in instruction.	x	5 (4) 3 2 1	26
26. Training student aides and volunteers.	x	5 4 (3) 2 1	27
27. Creating and conducting activities for special interest groups.	x	5 4 (3) 2 1	28
28. Orienting students to media center services.	x	(5) 4 3 2 1	29
29. Orienting teachers to media center services.	x	(5) 4 3 2 1	30
30. Publicizing and promoting media center materials and services.	x	5 (4) 3 2 1	31

Auth: MIS; Exp. Date: Mar. 31, 1985

PLEASE RATE EVERY ITEM. DO NOT OMIT ANY.

x should not be a part of the job; not done

RATINGS: SHOULD BE
5 very much a part
4 much a part
3 some part
2 a small part
1 a very small part

CIRCLE YOUR RATINGS		NOT DONE	JOB PART	DO NOT WRITE IN THIS SPACE
31.	Providing reading, viewing, and listening guidance.	x	5 (4) 3 2 1	32
32.	Promoting use of the professional library.	x	5 (4) 3 2 1	33
33.	Visiting other schools and/or participating in professional meetings.	x	5 4 (3) 2 1	34
34.	Planning with faculty members to coordinate materials and media activities.	x	5 (4) 3 2 1	35
35.	Involving faculty in the evaluation and selection of materials.	x	5 (4) 3 2 1	36
36.	Reading books, magazines, professional journals, review services, and local publications for information on selecting materials and equipment.	x	5 (4) 3 2 1	37
37.	Evaluating and selecting materials and equipment.	x	5 (4) 3 2 1	38
38.	Providing reference services.	x	5 (4) 3 2 1	39
39.	Assisting teachers and students in using equipment and materials.	x	5 (4) 3 2 1	40
40.	Assisting teachers and students in locating and selecting audio-visual materials and equipment.	x	5 (4) 3 2 1	41

Auth: MIS; Exp. Date: Mar. 31, 1985

PLEASE RATE EVERY ITEM. DO NOT OMIT ANY.

RATINGS: SHOULD BE

x should not be a part of the job; not done

5 very much a part
4 much a part
3 some part
2 a small part
1 a very small part

CIRCLE YOUR RATINGS	NOT DONE	JOB PART	DO NOT WRITE IN THIS SPACE
41. Planning and preparing displays/ bulletin boards.	x	5 4 (3) 2 1	42
42. Planning and supervising book and media affairs	x	5 (4) 3 2 1	43
43. Unpacking and checking new materials and equipment received, and verifying invoices with shipments and orders.	x	5 (4) 3 2 1	44
44. Preparing and filing shelf list and catalog cards.	x	5 (4) 3 2 1	45
45. Conducting and maintaining inventories.	x	5 (4) 3 2 1	46
46. Setting up and operating audio-visual equipment, such as projectors and video-recorders.	x	5 4 (3) 2 1	47
47. Inspecting and making necessary repairs to print and nonprint materials and equipment.	x	5 4 (3) 2 1	48
48. Planning with school administrators for the use of media materials in instruction.	X	5 (4) 3 2 1	49
49. Discarding obsolete materials.	X	5 (4) 3 2 1	50

Please use this page to elaborate your answers to the questionnaire items. You are also invited to state any other facts or information which will help to specify your ideas of the desired work in the media services program.

Your cooperation in this survey is appreciated. The information you have provided will help us to evaluate and improve our programs.

REMARKS:

PLEASE RETURN THE QUESTIONNAIRE TO:
DR. LYNNE CONNOR
MAIL CODE 9999, ROOM 500 (NEW BUILDING)
OFFICE OF EDUCATIONAL ACCOUNTABILITY

OEA:1/22/85
SH/srvey,jm
Media Spec Job Survey

Auth: MIS; Exp. Date: Mar 31, 1985

APPENDIX C

MEDIA SERVICES EVALUATION SURVEY: MEDIA SPECIALIST FORM

DADE COUNTY PUBLIC SCHOOLS

MEDIA SERVICES EVALUATION SURVEY:

MEDIA SPECIALIST FORM

OFFICE OF EDUCATIONAL ACCOUNTABILITY

MARCH 1985

DIRECTIONS

This year, the Office of Educational Accountability is conducting an evaluation of the Media Services Program. You are being requested to provide us with information which will help us to evaluate the effectiveness of the program.

Please respond to each of the questions that appear on the following pages. Your responses will remain anonymous and will be used for program evaluation purposes.

When you complete this questionnaire, please return it to the address below:

Dr. Lynne Connor
Office of Educational Accountability
Mail Code: 9999, Room 504, SBAB

If you have any questions about this instrument, please call Dr. Connor at 376-1506.

DO NOT WRITE IN THIS SPACE

A. USE OF INSTRUCTIONAL MEDIA

1. What specific strategies or methods do you use to increase teacher use of different types of instructional media (check all that apply)?

93	consult with teachers	1
38	attend grade-level or departmental meetings	
21	conduct inservice workshops	
96	informal conversation	
12	OTHER (describe)	

_____

_____

2. What specific strategies or methods does your administrator use to encourage teacher use of different types of instructional media (check all that apply)?

47	provide time at faculty meetings for media presentations	2
34	monitor lesson plans to determine that assignments require the use of multiple resources by students	
18	reward students who use library reading materials	
51	involve the media specialist in curriculum planning	
35	include media specialist in parent organization(s)	
18	NONE	
12	OTHER (describe)	

_____

_____

3. What conditions or factors restrict use of the film library or 16mm film by teachers in your school (check all that apply)?

32	inadequate or insufficient equipment	3
7	slow distribution process	
13	insufficient time for planning and acquiring equipment	
18	insufficient collection of films that are related to instructional objectives	
47	NONE	
13	OTHER (describe)	

_____

_____

Auth: MIS; Exp. Date: Mar. 31, 1985

DO NOT WRITE IN THIS SPACE

4. What particular conditions or factors restrict teacher use of instructional television in your school (check all that apply)?

35	inadequate electrical outlets	4
57	inadequate or insufficient equipment	
8	insufficient time for planning and acquiring equipment	
39	poor television reception	
38	inconvenient scheduling of programs	
17	lack of a sufficient number of programs which relate to instructional objectives	
11	NONE	
14	OTHER (describe)	

_____

_____

5. What particular conditions or factors restrict teacher or student use of library resources and services in your school (check all that apply)?

8	media center closed often	5
26	a scheduled library program that does not provide access at the time of need	
25	obsolete or insufficient books	
39	inadequate staffing	
29	inadequate physical facility	
28	NONE	
5	OTHER (describe)	

_____

_____

6. What specific strategies or methods do you use to stimulate teacher and student use of library services and resources (check all that apply)?

64	sponsor contests and awards	6
71	promote activities for special seasons or events	
87	display materials that relate to school activities	
21	encourage the production of original media	
52	promote the media program through bulletins and newsletters	
87	advertise and display new materials acquired by the library	
13	OTHER (describe)	

_____

_____

Auth: MIS, Exp. Date: Mar. 31, 1985

DO NOT WRITE IN THIS SPACE

7. On the following items (7a - 7e), estimate the percentage of your school's faculty which engage in the activity.

a. regularly assigns activities which require students to use library resources

13 a very large percentage (85+%) 7
19 a large percentage (60-84%)
37 a moderate percentage (40-59%)
18 a small percentage (15-39%)
13 a very small percentage (-14%)

b. uses a variety of instructional media to enhance instruction

13 a very large percentage (85+%) 8
31 a large percentage (60-84%)
31 a moderate percentage (40-59%)
16 a small percentage (15-39%)
5 a very small percentage (-14%)

c. orders 16mm film on a regular basis

17 a very large percentage (85+%) 9
24 a large percentage (60-84%)
33 a moderate percentage (40-59%)
21 a small percentage (15-39%)
4 a very small percentage (-14%)

d. seeks your assistance on how to use media to enhance instruction

5 a very large percentage (85+%) 10
17 a large percentage (60-84%)
34 a moderate percentage (40-59%)
19 a small percentage (15-39%)
23 a very small percentage (-14%)

e. uses instructional television or videotapes in instruction

6 a very large percentage (85+%) 11
15 a large percentage (60-84%)
14 a moderate percentage (40-59%)
27 a small percentage (15-39%)
36 a very small percentage (-14%)

8. Additional comments regarding the use of instructional media in your school:

_____

_____

_____

_____

Auth. MIS. Exp. Date: Mar. 31, 1985

DO NOT WRITE IN THIS SPACE

B. DISTRICT SERVICES AND SUPPORT

9. For each of the following items (9a-9i), indicate the following:

   -- whether the information or service is provided by the district;
   -- whether the information or service is needed by you, if it is not provided by the district;
   -- what priority should be given by the district in providing the information or service, if it is not already provided.

---

a. a clear delineation of policies and procedures for operating library/media programs

Is this provided?	If NO, is it needed?	Priority?	
37 Yes	____ Yes	____ High	12-14
59 No	____ No	____ Low	

b. a district handbook containing all policies and procedures related to the administration and operation of the media program

Is this provided?	If NO, is it needed?	Priority?	
19 Yes	____ Yes	____ High	15-17
73 No	____ No	____ Low	

c. sufficient TEC staff development opportunities of interest to library/media staff

Is this provided?	If NO, is it needed?	Priority?	
52 Yes	____ Yes	____ High	18-20
43 No	____ No	____ Low	

d. a copy of the district's philosophy and goals for library/media programs

Is this provided?	If NO, is it needed?	Priority?	
25 Yes	____ Yes	____ High	21-23
69 No	____ No	____ Low	

Auth: MIS; Exp. Date: Mar. 31, 1985

DO NOT WRITE IN THIS SPACE

e. sufficient support materials/bibliographies for the selection of appropriate library/media materials

Is this provided?	If NO, is it needed?	Priority?	
53 Yes	____ Yes	____ High	24-26
45 No	____ No	____ Low	

f. sufficient curriculum guidelines and support materials for a sequential information skills instruction program

Is this provided?	If NO, is it needed?	Priority?	
46 Yes	____ Yes	____ High	27-29
50 No	____ No	____ Low	

g. sufficient evaluative services in examining your media program

Is this provided?	If NO, is it needed?	Priority?	
63 Yes	____ Yes	____ High	30-32
28 No	____ No	____ Low	

h. sufficient consultative services to implement evaluative recommendations

Is this provided?	If NO, is it needed?	Priority?	
42 Yes	____ Yes	____ High	33-35
50 No	____ No	____ Low	

i. a professional resource collection which includes a sufficient amount of resources which are of specific interest to library/media personnel

Is this provided?	If NO, is it needed?	Priority?	
63 Yes	____ Yes	____ High	36-38
27 No	____ No	____ Low	

10. Comments regarding district services and support:

_____

_____

_____

_____

Auth: MIS: Exp. Date. Mar. 31, 1985

DO NOT WRITE IN THIS SPACE

C. FACILITIES

11. Does your school's media center have the following?

		YES	NO	
a.	sufficient tables and chairs to accommodate large groups, small groups, and individuals	70	27	39
b.	standard library furniture and shelving	84	14	40
c.	sufficient workroom and storage space for books, media, equipment, and supplies	33	65	41
d.	an informal reading area with furniture that permits students to be at ease	43	54	42
e.	a sufficient number of electrical outlets for the use of instructional media	37	61	43
f.	conference rooms with doors for small group use	21	75	44
g.	sufficient space to make the media center conducive to study and research	51	47	45

12. COMMENTS REGARDING FACILITIES:

_____

_____

_____

_____

_____

_____

Auth. MIS: Exp. Date: Mar. 31, 1985

DO NOT WRITE IN THIS SPACE

D. MEDIA CENTER RESOURCES

13. What percentage of your AV equipment inventory would you estimate is in satisfactory working order?

$\bar{X}$ = 77% 46

14. What is the usual period of time between a request for equipment repair and the return of repaired equipment? 47

1 less than 1 week
21 1 - 3 weeks
30 4 - 6 weeks
18 7 - 9 weeks
24 more than 9 weeks

15. Do you have a sufficient number of the following in good working order to support the requirements of the school faculty?

	YES	NO	
a. filmstrip projectors	66	31	48
b. 16mm film projectors	57	40	49
c. video records/players	39	54	50
d. slide projectors	70	26	51
e. overhead projectors	76	22	52
f. record players	71	27	53
g. cassette recorders	66	32	54
h. television sets	36	62	55

16. Do you have a sufficient collection of current nonfiction/reference print materials to support the needs of the students and faculty at your school?

50 Yes 50 No 56

17. Do you have a sufficient collection of current fictional/recreational print materials to support the needs of the students and school faculty?

61 Yes 39 No 57

18. Is there sufficient clerical support for ordering, processing and circulating instructional materials?

25 Yes 75 No 58

19. Comments regarding media center resources:

_____

_____

_____

E. BUDGET

20. Does the level of funding for your school's library media program allow for any of the following?

a. adequate replacement of obsolete or worn print materials

48 Yes 51 No 59

b. adequate replacement of obsolete or worn AV materials

52 Yes 56 No 60

c. replacement of worn equipment

38 Yes 61 No 61

d. support for clerical personnel

28 Yes 71 No 62

e. maintenance of equipment

80 Yes 17 No 63

f. supplies and materials needed in the basic operation of the media center

80 Yes 19 No 64

Auth: MIS; Exp. Date: Mar. 31, 1985

22. Do you and your principal work cooperatively to establish funding for your school's library media program?

85 Yes 12 No 65

23. Comments regarding media program budget:

_____

_____

_____

F. MEDIA SKILLS INSTRUCTION

24. Does your school's media program include instruction in library media skills?

95 Yes 5 No 66

25. Is instruction in library media skills provided to most of the students in your school?

86 Yes 13 No 67

26. Who has been assigned the responsibility of providing media skills instruction at your school?

40 Media specialist(s) only 68
0 Teachers only
57 Media specialist(s) and teachers
____ Other (specify) _____

27. Is instruction in library media skills considered an integral part of your school's curriculum?

71 Yes 26 No 69

28. Are most students given frequent assignments which reinforce the use of independent library media skills?

39 Yes 60 No 70

29. Comments regarding media skills instruction:

_____

_____

_____

_____

30. Instructional level of your school:

66 Elementary
21 Middle/Junior High
11 Senior High
2 Adult/Vocational/Technical

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS SURVEY.

Auth: MIS, Exp. Date. Mar 31, 1985

APPENDIX D

MEDIA SERVICES EVALUATION SURVEY: ADMINISTRATOR FORM

DADE COUNTY PUBLIC SCHOOLS

MEDIA SERVICES EVALUATION SURVEY:

ADMINISTRATOR FORM

OFFICE OF EDUCATIONAL ACCOUNTABILITY

MARCH 1985

DO NOT WRI
IN THIS
SPACE

Please respond to the items by placing a check (√) in the appropriate space or provide the requested information.

1. What specific methods or strategies do you use to encourage teachers in your school to utilize different types of instructional media (check all that apply)? 1

66 provide time at faculty meetings for media presentations
37 request the media specialist to provide inservice programs for teachers
54 monitor lesson plans to determine that assignments require the use of multiple resources by students
78 provide funding to realistically meet the instructional media needs of teachers
58 involve the media specialist in curriculum planning
1 NONE
11 OTHER (describe):

_____

_____

2. What factors limit the use of the film library or 16mm films by teachers in your school (check all that apply)? 2

27 inadequate or insufficient equipment
6 slow film distribution process
10 insufficient time for planning to use films and acquiring equipment
9 instructional objectives
50 NONE
13 OTHER (describe):

_____

_____

3. What particular conditions or factors restrict teacher or student use of library resources and services in your school (check all that apply)? 3

2 media center closed often
7 a scheduled library program that does not provide access at the time of need
12 obsolete or insufficient books
21 inadequate staffing
26 inadequate physical facility
48 NONE
12 OTHER (describe):

_____

_____

DO NOT WRIT
IN THIS
SPACE

4. What particular conditions or factors restrict teacher use of instructional television (ITV) in your school (check all that apply)? 4

23 inadequate electrical outlets
47 inadequate or insufficient equipment
14 insufficient time for planning to use ITV and acquiring equipment
31 poor television reception
22 inconvenient scheduling of programs
17 lack of a sufficient number of programs which relate to instructional objectives
10 NONE
15 OTHER (describe):

_____

_____

5. Do most of your teachers have sufficient knowledge of how to select and use different types of instructional media to supplement or enhance instruction? 5

18 Yes 12 No

6. When you conduct observations of teaching performance in your school, how often do you observe use of the following instructional media by teachers? Use the scale below to determine your response.

Almost always - approximately 86 to 100 percent of the cases
Frequently - approximately 61 to 85 percent of the cases
Sometimes - approximately 41 to 60 percent of the cases
Seldom - approximately 16 to 40 percent of the cases
Almost never - less than 16 percent of the cases

	Almost Always	Frequently	Sometimes	Seldom	Almost Never	
blackboard	78	19	1	2	0	6
filmstrip	3	24	34	25	15	7
16mm film	1	24	34	19	22	8
slides	0	7	19	33	40	9
transparencies	0	19	28	26	27	10
videotape	1	8	19	17	50	11
instructional television	1	8	28	26	35	12
library print materials	9	25	33	20	10	13
records	5	18	41	20	16	14
cassettes	8	24	39	20	9	15

Auth: MIS; Exp. Date: Mar. 31, 1985

DO NOT WRITE IN THIS SPACE

7. For each of the following items (7a-7d) indicate the following:

--whether the information or resource is provided by the district;
--whether the information or resource is needed by you or your staff if it is not provided;
--what priority should be given by the district in providing the information or resource, if it is not provided/

a. a clear delineation of policies and procedures for library/ media programs

Is this provided?	IF NO, is it needed?	Priority?	
56 Yes	____ Yes	____ High	16-18
41 No	____ No	____ Low	

b. a district handbook or manual containing all policies and procedures related to the administration and operation of the media program

Is this provided?	IF NO, is it needed?	Priority?	
21 Yes	____ Yes	____ High	19-21
72 No	____ No	____ Low	

c TEC staff development opportunities to help teachers in selecting and utilizing instructional media

Is this provided?	IF NO, is it needed?	Priority?	
48 Yes	____ Yes	____ High	22-24
41 No	____ No	____ Low	

d. TEC staff development opportunities for media specialists

Is this provided?	IF NO, is it needed?	Priority?	
60 Yes	____ Yes	____ High	25-27
28 No	____ No	____ Low	

e. a copy of the district's philosophy and goals for library/ media programs

Is this provided?	IF NO, is it needed?	Priority?	
48 Yes	____ Yes	____ High	28-30
44 No	____ No	____ Low	

Auth: MIS; Exp. Date: Mar. 31, 1985

DO NOT WRIT
IN THIS
SPACE

f. sufficient curriculum guidelines and support materials for a sequential information skills instruction program

Is this provided?	IF NO, is it needed?	Priority?	
45 Yes	____ Yes	____ High	31-33
49 No	____ No	____ Low	

g. sufficient evaluative services in examining your school's media program

Is this provided?	IF NO, is it needed?	Priority?	
59 Yes	____ Yes	____ High	34-36
40 No	____ No	____ Low	

h. sufficient consultative services to implement evaluative recommendations

Is this provided?	IF NO, is it needed?	Priority?	
57 Yes	____ Yes	____ High	37-39
40 No	____ No	____ Low	

i. OTHER INFORMATION, RESOURCE OR SERVICE (describe):

_____

_____

_____

Is this provided?	IF NO, is it needed?	Priority?	
____ Yes	____ Yes	____ High	40-42
____ No	____ No	____ Low	

j. OTHER INFORMATION, RESOURCE OR SERVICE (describe):

_____

_____

_____

Is this provided?	IF NO, is it needed?	Priority?	
____ Yes	____ Yes	____ High	43-45
____ No	____ No	____ Low	

8. Is the present annual school textbook inventory system adequate and reasonable to prepare?

81 Yes 15 No 46

If NO, please explain:

_____

_____

_____

Auth: MIS; Exp. Date: Mar. 31, 1985

DO NOT WRI
IN THIS
SPACE

9. State Statutes require principals to collect for lost or unnecessarily damaged textbooks. Are the procedures outlined on page 10 of Handbook 15-F effective to accomplish this?

89 Yes 7 No 47

If NO, please explain:

_____

_____

_____

10. Are current procedures for textbook budgeted funds, accounting, and requisitioning adequate?

80 Yes 20 No 48

If NO, please explain:

_____

_____

_____

11. Do you have problems disposing of your school's obsolete textbooks (implementing procedures outlined on page 11, Handbook 15-F)?

28 Yes 72 No 49

If YES, please explain:

_____

_____

_____

12. OTHER COMMENTS REGARDING SCHOOL-LEVEL OR DISTRICT-LEVEL MEDIA PROGRAM:

_____

_____

_____

_____

13. INSTRUCTIONAL LEVEL OF YOUR PROGRAM: 50

74 Elementary
17 Middle/Junior
6 Senior High
_____ Adult/Vocational

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS SURVEY

Auth: M.S; Exp. Date: Mar. 31, 1985

OEA: 3/11/85
Media Services/Administrator
sh:SRVEY

APPENDIX E

MEDIA SERVICES EVALUATION SURVEY: TEACHER FORM

DADE COUNTY PUBLIC SCHOOLS

MEDIA SERVICES EVALUATION SURVEY: TEACHER FORM

OFFICE OF EDUCATIONAL ACCOUNTABILITY

APRIL 1985

DO NOT WRITE IN THIS SPACE

During this school year, the Office of Educational Accountability is conducting an evaluation of the District's media services program. The purpose of this survey is to allow a selected sample of teachers an opportunity to give information regarding the program.

All surveys that are returned will remain anonymous. We do ask, however, that you indicate the instructional level of your school where requested below.

When you have completed the form, please return it, by school mail, to:

Dr. Lynne Connor
Mail Code: 9999, Room 500, SBAB

If you desire additional information regarding the completion of the form, please contact Dr. Connor at 376-1506.

Please indicate your instructional level: 1

_____ a. Elementary
_____ b. Middle/Junior High
_____ c. Senior High
_____ d. Adult/Vocational

Please indicate your subject area: 2-3

_____ a. Elementary (Primary)
_____ b. Elementary (Intermediate)
_____ c. Exceptional Education
_____ d. English/Language Arts
_____ e. Mathematics
_____ f. Foreign Language
_____ g. Science
_____ h. Art
_____ i. Music
_____ j. Social Studies
_____ k. Physical Education
_____ l. Vocational
_____ m. Other

Auth: MIS; Exp. Date: Apr. 30, 1985

DO NOT WRITE IN THIS SPACE

A. GENERAL

1. How often do you use the following media in your instruction? (Place a check in the appropriate box.)

	OFTEN (at least once a week)	OCCASIONALLY (at least once a month)	SELDOM (a few times a year)	NEVER	
a. instructional television	9	12	30	43	4
b. filmstrips (silent or sound)	15	32	33	14	5
c. 16mm films	16	29	27	22	6
d. slide sets	0	9	28	52	7
e. transparencies	11	13	28	39	8
f. disc or tape recordings	26	24	18	26	9
g. videotapes	3	18	19	50	10
h. nonfiction/reference reading materials (other than textbooks)	29	32	19	15	11
i. fiction/recreational reading materials (other than textbooks)	40	16	18	23	12
j. textbooks	78	7	4	7	13

Auth: MIS; Exp. Date: Apr. 30, 1985

DO NOT WRITE IN THIS SPACE

2. Are the following usually accessible when you need them for instructional purposes?

		YES	NO	
a.	instructional television programs	51	37	14
b.	filmstrips (silent or sound)	82	12	15
c	16mm films	72	18	16
d.	slide sets	50	30	17
e.	transparencies	62	23	18
f.	disc or tape recordings	68	20	19
g.	videotapes	48	36	20
h.	library books	90	4	21
i.	equipment needed for any of the above	73	16	22

3. Do you have a need for inservice on how to select and use various types of instructional media to enhance instruction?

7 Yes, a serious need
17 Yes, a moderate need
23 Yes, a minor need
52 No

23

4. Does your school's administration encourage teachers to use various types of instructional media regularly?

73 Yes
23 No

24

5. What specific strategies does your administrator use to encourage teacher use of different types of instructional media?

21 provide time at faculty meetings for media presentations
35 monitor lesson plans to determine that assignments require the use of multiple resources by students
19 reward students who achieve in the use of reading materials
14 OTHER (describe)

_____

29 NONE

25-29

Auth: MIS; Exp. Date: Apr. 30, 1986

DO NOT WRITE IN THIS SPACE

6. What specific strategies does your school's media specialist(s) use to encourage teacher use of different types of instructional media?

30-35

50 consult with teachers
15 attend grade-level or departmental meetings
12 conduct inservice workshops
62 informal conversation
12 OTHER (describe)

_____

19 NONE

B. TEXTBOOKS

7. How often does your instruction include an activity in which your students must use a textbook or text material in class?

36

41 a. always
39 b. frequently
7 c. occasionally
2 d. seldom
0 e. never
9 f. A textbook is not used in my subject area.

8. How often do you assign instructional activities in which students must use a textbook or text material at home?

37

18 a. always
38 b. frequently
15 c. occasionally
7 d. seldom
11 e. never
10 f. A textbook is not used in my subject area.

9. How many of your students have a personal copy of a textbook or text material for use at school and for home study?

38

55 a. all of them
8 b. most of them
5 c. some of them
1 d. a few of them
19 e. none of them
10 f. A textbook is not used in my subject area.

Auth: MIS; Exp. Date: Apr. 30, 1985

DO NOT WRITE IN THIS SPACE

10. Does your school have a restriction against pupils taking their textbooks home for study or homework?

14 Yes 83 No 39

If YES, explain why: _____

_____

_____

11. Are the textbooks that have been assigned to your subject area or grade level appropriate for the needs and abilities of the majority of your students?

85 Yes 6 No 8 A textbook is not used in my subject area or level. 40

12. To what extent do the text materials that are used in your subject area or grade level support your instructional objectives?

28 all of the objectives 41
52 most of the objectives
10 a few of the objectives
0 none of the objectives
9 Text materials are not used in my subject area or level.

C. LIBRARY RESOURCES AND SERVICES

Respond to the items by placing a check (✓) in the appropriate space.

	YES	NO	
13. Does your school's administration encourage the use of the library program?	86	10	42
14. Does your school have loan policies which permit you to check out multiple materials and equipment from the media center?	92	5	43
15. Does your school have liberal loan procedures for student use of books and materials?	85	10	44
16. Are your students able to use the media center at any time that school is in session?	54	42	45
17. Does your school's library provide a well-chosen collection of materials for different levels of student maturity, ability, and interest?	85	11	46
18. Are you kept informed about new materials and recent media developments in your specific instructional area?	65	33	47

Auth: MIS; Exp. Date: Apr. 30, 1986

DO NOT WRITE IN THIS SPACE

		YES	NO	
19.	Does your school's library have a sufficient number and variety of print and nonprint materials that are related to your instructional area?	56	40	48
20.	Are the services of the media center up-to-date and appropriate for current objectives?	64	26	49
21.	Are you able to provide class time for instruction in the library media skills appropriate for your instructional area?	68	27	50

22. How often do you include assignments in your instruction which require your students to use the library or library resources? 51

14 very frequently (at least once a week)
31 occasionally (at least once a month)
40 infrequently (a few times a year)
12 never

23. How many of your students have adequate skills for locating material in the library? 53

3 a. all of them
34 b. most of them (70-99%)
28 c. some of them (31-69%)
20 d. a few of them (1-30%)
9 e. none of them

24. How many of your students possess adequate skills for conducting research on given topics? 53

0 a. all of them
23 b. most of them (70-99%)
28 c. some of them (31-69%)
25 d. a few of them (1-30%)
18 e. none of them

25. What particular conditions or factors restrict your use or your students' use of library resources and services in your school (check all that apply)? 54-61

10 media center closed often
30 a scheduled library program that does not provide access at the time of need
17 obsolete or insufficient books
10 inadequate staffing of the media center
2 negative perceptions held by administration and/or other teachers if media center is used often
7 inadequate physical facility
44 NONE
9 OTHER (describe)

_____

_____

Auth: MIS; Exp. Date: Apr. 30, 1985

DO NOT WRITE IN THIS SPACE

26. What strategies does your school's media specialist use to stimulate teacher and student use of library services and resources?

62-69

31	sponsors contests and awards
40	promotes activities for special seasons or events
54	displays materials that relate to school activities
18	encourages the production of original media
28	promotes the media program through bulletins and newsletters
50	advertises and displays new materials acquired by the library
21	NONE
4	OTHER (describe)

_____

_____

D. FILM LIBRARY

Respond to the items by placing a check (√) in the appropriate space.

		YES	NO	
27.	Are you aware that the district has a film library?	93	5	70
28.	Have you tried to locate appropriate film(s) for use in instruction this school year?	71	26	71
29.	Are you familiar with the procedures at your school for borrowing films from the film library?	91	8	72
30.	Do you have access to a film catalog?	95	4	73
31.	Do you know how to get information about films that are available in the film library?	89	11	74
32.	Do you feel that there is an adequate collection of film in the film library which is appropriate for your subject area or grade level?	57	37	75
33.	Are you usually satisfied with the instructional content of the films you obtain from the film library?	64	25	76
34.	Are you usually able to secure a projecter when you want to show a film?	86	10	77
35.	Is there an efficient film distribution process and retrieval procedure in your school?	83	13	78

Auth: MIS; Exp. Date: Apr. 30, 1986

DO NOT WRITE IN THIS SPACE

36. Where do you usually show instructional films?

85	classroom	79
2	auditorium	
2	library	
0	AV projection room	
0	other classroom	

37. Do you usually receive the film(s) for the date that you request them or do you usually receive them for an alternate date?

50	I usually receive the film(s) for the date requested.	80
19	I usually receive the film(s) for an alternate date.	
22	I have not requested any films.	

38. What conditions or factors restrict your use of films in instruction (check all that apply)?

13	inadequate or insufficient equipment	81-87
10	slow distribution process	
22	an inadequate collection of film for my grade or subject area	
18	inadequate facilities for viewing films	
5	negative perceptions held by administration and/or other teachers if films are used often	
37	NONE	
14	OTHER (describe)	

_____

_____

E. INSTRUCTIONAL TELEVISION

Respond to the items by placing a check (√) in the appropriate space.

		YES	NO	
39.	Is the television an important instructional tool in your classroom?	25	72	88
40.	Are appropriate television programs or videotapes available for use in instruction?	42	47	89
41.	Do you know how to obtain videotapes of ITV programs from the district?	29	65	90
42.	Do you know how to obtain an ITV schedule?	47	48	91
43.	Do you have access to ITV teachers' guides?	48	44	92
44.	Are you usually able to secure a television and accessories when you want your class to view an ITV program or videotape?	55	32	93
45.	Are you usually satisfied with the instructional content of the programs that are shown on ITV?	38	24	94

Auth: MIS; Exp. Date: Apr. 30, 1985

DO NOT WRITE IN THIS SPACE

46. To what extent are you successful in finding ITV videotapes or television programs which support your instructional objectives when you look for them?

4	a. always successful	13	c. seldom successful	95
22	b. usually successful	3	d. never successful	
		54	e. I have not tried to locate any ITV programs.	

47. When you use instructional television, is it usually an integral part of the instruction or used to supplement your instruction?

11	integral part of instruction	96
31	supplement to instruction	
52	I have not used instructional television.	

48. What particular conditions or factors restrict your use of instructional television in teaching?

20	insufficient number of programs that enhance instruction	97-106
9	inadequate electrical outlets	
22	inadequate or insufficient equipment	
10	insufficient time for planning and acquiring equipment	
14	poor television reception	
20	program scheduling	
5	negative perceptions held by administration and/or other teachers if ITV is used often	
10	lack of access to ITV schedule and/or ITV teacher's guide	
19	NONE	
10	OTHER (describe)	

_____

_____

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS SURVEY.

OEA: 3/12/85
Media Services/Teacher Form
sh:SRVEY

Auth: MIS; Exp. Date: Apr. 30, 1985

The School Board of Dade County, Florida adheres to a policy of nondiscrimination in educational programs/activities and employment and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964, as amended - prohibits discrimination in employment on the basis of race, color, religion, sex, or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of sex.

Age Discrimination Act of 1967, as amended - prohibits discrimination on the basis of age between 40 and 70.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the handicapped.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal and Florida State Law, Chapter 77-422, which also stipulates categorical preferences for employment.