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A Comparative Study of the Definition of Role of School Library/ Media Specialists as Defined by the Joint Committee of WSAL- WDAVI-WASCD and by Practicing School Library Media Specialists attending the 1971 WDAVI Spring Conference

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A COMPARATIVE STUDY OF THE "DEFINITION OF ROLE OF SCHOOL
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MITTEE OF WSASL-WDAVI-WASCD AND BY PRACTICING
SCHOOL LIBRARY MEDIA SPECIALISTS ATTENDING
THE 1971 WDAVI SPRING CONFERENCE

A Thesis
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of the Requirements for the Degree
Master of Education

by
Reginald Brian Sullivan
December, 1971

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A study designed: (1) to determine whether the building level Role Definition produced by the ad hoc Joint Standards Committee was representative of the roles performed by the media personnel, and (2) to determine the role duties of district media personnel.

The study showed the Role Definition to be representative and the district level proposal emphasizing administrative and coordinative responsibilities.

It was recommended a future study be conducted to further the knowledge of the role/duties of district media personnel.

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Chapter 1

THE PROBLEM

INTRODUCTION

To communicate his ideas, his purpose, and his essence has been the desire of mankind. Through education and the educational process, man has tried to instill into his forthcoming generation the wisdom of his past.

The process through which we have tried to communicate the essence of man has been relegated to those people we have recognized as "educators." They have been given the responsibility of preparing individuals to go forth into the world. Upon first glance this may seem a simple and straight forward task. However, closer scrutiny reveals that there has not been complete agreement among educators upon the most efficient method for achieving that end. In fact, the processes have been many and varied, and have been evolving or, at least, changing in their approaches since their conception.

The gap between the educator and the new generation was lessened through the process of "communication." In the past man has communicated in many fashions. Lectures, signals, textbooks, and the chalkboard were but a few of his favorite instruments and they

served him quite faithfully. However, as the state of the art became more proficient and he began measuring and carrying out statistical studies on his teaching effectiveness, it became apparent that not always was the lecture or the chalkboard really the most advantageous or at least the most successful method of conveying his message. From this awareness a new technology has emerged, based on record players, tape recorders, overhead projectors, opaque projectors, filmstrip projectors, 8mm film projectors, 16mm film projectors, and so forth.

But these were machines; they were alien. Where did they belong? Who could take care of them? This was satisfied by calling the machines "audiovisual equipment." Who should take care of them? Initially it was the gadgeteer--the one who was good with the machine was the one given responsibility for it. As these people used the equipment it was obvious that there was more in the audiovisual arena than merely seeing to it that equipment was delivered to the classrooms on time.

It became apparent that the personnel in charge of audiovisual equipment were doing things that had not been done before: they were producing things to be used on these machines; they were assisting teachers and administrators in their curriculum design and implementation; they were being consulted on remodeling and in the erection of new facilities. These were things that had never been performed by a

single individual. Who was he? Where did he belong? These were unanswered questions. AV specialist, library aide, library media specialist, and technology specialist were but a few of the names used to identify him. Perusing the literature will produce more than ample titles, but the role descriptions are vague. The question has been raised, what do others do? Do they all perform the same role duties?

PROBLEM

Questions have been raised relative to the certification of Washington State Educators by the State Legislature. An ad hoc committee was appointed by three professional associations: Washington State Association of School Librarians (WSASL), Washington Department of Audio Visual Instruction (WDAVI), and Washington Association of School Curriculum Directors (WASCD) with each association appointing three representatives. A result of their work was the draft proposal "Definition of Role of School Library/Media Specialists" (55) which was mailed to the constituents of WSASL and WDAVI in February of 1971.

The problem for this study was two fold: (1) Is there agreement between the roles of building level media personnel as identified by the media personnel themselves and the Role Definition proposed by

the ad hoc Joint Committee? (2) What are the roles of the district media personnel?

PURPOSE OF STUDY

It was the purpose of this study to determine whether or not the people attending the Spring Conference of Washington Department of Audio Visual Instruction (WDAVI), held in Bellevue, Washington (March 11-13, 1971), believed this document to be representative of their role duties.

A test instrument was designed to question building level personnel relative to their media roles and to utilize such in defining their "actual" media roles. The questionnaire was also given to district level media personnel. The purpose of this action was to determine the roles of non-building level media personnel, for the original document, "Definition of Role of School Library/Media Specialists," was designed to identify the roles of building level media personnel only. Media personnel involved at the district (non-building) level have not developed a document descriptive of their roles performed.

A second outcome of this study will be for the writer to produce a role definition document for district level media personnel.

LIMITATIONS

This study consisted of an interview with the chairman of the ad hoc Joint Standards Committee which produced the 1970 proposal. The information gathered from the questionnaire disseminated at the Spring WDAVI Conference was limited to those participants present.

DEFINITIONS

Fourth Draft

The Fourth Draft is a guideline which established "standards for the preparation and certification of school professional personnel" and is supported by the Office of the Superintendent of Public Instruction (4:7).

Media

Media consists of "printed and audiovisual forms of communication and their accompanying technology" (49:XV).

Media Program

"All the instructional and other services furnished to the students and teachers by a media center and its staff" comprises the media program (49:XV).

WASCD

Washington Association of School Curriculum Directors is represented by the initials WASCD.

WDAVI

Washington Department of Audio Visual Instruction is represented by the initials WDAVI.

WSASL

Washington State Association of School Librarians is represented by the initials WSASL.

Definitions of media , media program , and media staff are offered to the reader as insight into the author's interpretation of media and its usage in this study. The reader is cautioned that when perusing the study there may exist discrepancies in terminology definitions between those of the author and those of the participants in the study.

Chapter 2

REVIEW OF LITERATURE

Although the survey of literature contains many writings of purported duties and/or responsibilities of media personnel, there has yet to be developed a definitive report of roles and duties of media personnel.

Why is this? Why should the media educators of Washington be concerning themselves with issues of role definition? Other states have developed certification procedures for media personnel; however, they have not stated the criteria upon which they have based their certification.

The literature does contain insight into the role definition of media personnel:

Administrative and organizational patterns for materials and services vary among schools, as does the terminology used to describe them. There are school libraries, instructional materials centers, learning resource centers, library media centers, and others. In addition to that part of the school bearing one of these names, many schools also have a separate audiovisual department which, in turn, is designated in a variety of ways--communications center, audiovisual center, instructional media center, or other title. Confusion of terminology also exists with reference to the personnel, programs, and the centers or departments concerned with media at system, regional, and state levels (49:XI).

Wileman, quoting Paul Witt, has provided further insight:

In our efforts to develop instructional materials specialists we need to continue our studies of their roles and functions. Our present conceptions of what he should do are largely the result of armchair speculation and subjective reflection on experience (56:461).

Literature as a whole has shown little insight into the roles of media personnel. However, the reader is directed to the incomplete works of Wallington (51) and the Jobs in Instructional Media study, Hamreus (26-27) and the Media Manpower projects, School Library Manpower Project (46), and Fulton (16-19) and his Evaluative Check-lists. Each study and/or project has attempted to identify the roles and duties of media personnel, and at their completion these studies should provide insight into the roles and duties of media personnel.

From the articles read on role definition, it was the writer's conclusion that each situation is unique and the services provided will vary from position to position and from locality to locality. To develop certification which is not going to become prescriptive it is going to have to become personalized. Possibly the personalization will occur in the manner described by Allen:

. . . the State of Washington is endeavoring to establish a different approach to preparation of professional school personnel--an arrangement and a process for the development of performance criteria and tasks rather than the customary and familiar across-the-board standards leading to uniform sequence of study that all must pursue (1:134).

Hamreus has reported in his studies:

The unfortunate impression received . . . from large school districts was that they were really not too sure what a media specialist was supposed to do, but that for one reason or another, their school should have one (27:5).

He also observed that:

. . . it is not unusual for a large school district to report that they are not too sure what such trained persons are supposed to do, but if federal money supports the training, they will accept it (27:7)!

Media specialists, if they are to continue providing a service to schools, must perform a recognizable service!

Chapter 3

HISTORY--DEFINITION OF ROLE OF LIBRARY/MEDIA SPECIALISTS

The Revised Draft Proposal of the "Definition of Role of Library/Media Specialists" (55) by Washington State Association of School Librarians (WSASL), Washington Department of Audio Visual Instruction (WDAVI), and the Washington Association of School Curriculum Directors (WASCD), Joint ad hoc Committee of June, 1970, represents a culmination of two years of study and reflection. The committee consisted of three members of each of the three professional associations (WSASL, WDAVI, and WASCD). They were charged with the task of:

. . . coordinating the state-wide efforts to examine problems and issues involved; would receive and consider suggestions from all concerned individuals, school organizations, professional associations, schools of education, and teachers of media or librarianship; and would, if possible, serve with this committee until certification recommendations became operational

The proposed Committee should be charged with the responsibility of developing and coordinating certification procedures for Educational Staff Associates serving as Learning Resources Personnel as described by the proposed standards for certification known as the Fourth Draft . . . (54).

Pursuant to these directives the committee studied the JIMS (Jobs in Instructional Media Study) (51), the Media Manpower (27),

and the Library Manpower Project (46) studies. The purpose of the Library Manpower Project funded by the Knapp Foundation, was to ". . . identify the tasks performed by school library personnel in unified service programs at the building level" (46). It consisted of three hundred tasks which were identified and correlated personnel and task performances.

The ad hoc committee patterned their initial document after the Task Analysis Survey Instrument devised by the Library Manpower Project, incorporating many of the project's items and terminology. They also included items which they felt depicted the working situations of the library media specialist. This document was sent to selected individuals of WSASL and WDAVI and from their reply, the committee formulated the "Definition of Role of Library/Media Specialists" (hereafter referred to as Role Definition). A cover letter sent with the Role Definition asked the membership for endorsement and/or recommendations to the document.

Part of the directives set up by the resolution of February, 1969 (54), stated that the Joint Standards Committee would be responsible for: "1. Role definitions, 2. Behavioral objectives, 3. Identifications of tasks, 4. Performance criteria, and 5. Evaluation techniques" (54). At the time of this writing, the task of Role Definition has been completed and accepted by the bodies of WSASL and WDAVI. However, the latter four directives have not been completed.

It was the intention of the Fourth Draft that the directives two through five would be jointly formulated by a consortia of the school districts, the local professional negotiating associations, and by the colleges or universities for specific personnel requirements.

The significance of the Role Definition model will be dependent upon its recognition by the teacher training institutions, other professional organizations and its interpretation as a representative document by the Washington Education Association and the State's credential approval committee.

Chapter 4

PROCEDURES

PROCUREMENT OF DATA

The data for this study were gathered through a questionnaire (Appendix A, page 32) given to the participants attending the WDAVI Spring Conference held in Bellevue, Washington, March 13, 1971. Dr. Kenneth Berry, chairman of the ad hoc Joint Standards Committee, charged the participants with the responsibility to be as candid as possible in their responses to the questionnaire.

TABULATION OF DATA

The process of tabulation was the responsibility of this writer. It consisted of delineating the WSASL-WDAVI-WASCD proposal, reassembling it with a dittoed check sheet (Appendix B, page 35), and assigning a code number to each role (for example: 1 = Administration, 2 = Instruction, 3 = Special Services, et cetera) in the upper right corner. As the directives of the respondents were read, a second form of coding was employed. It consisted of three sets of numbers placed next to each response (Appendix C, page 38), for example, 1-12-05. These numbers represent: 1 = the first category of the proposal

(Administrative), 12 = the twelfth item (develops procedural manual for staff), and 05 = the ranking given the item from a range of one through fifteen. The directives stated by the participants did not always delimit themselves to one specific category (Appendix C, page 38). When reading the participants' directives, the interpretations were literal and extreme care was employed not to interject the writer's own value judgments.

The same method of tallying was pursued for the elementary, junior high, and senior high groups. For the district AV and district multi media groups a new role definition instrument had to be developed. The WSASL-WDAVI-WASCD proposal had been designed specifically for building level personnel. In order to understand the roles of district level personnel, the responses of the entire group (AV media and multi media) were perused and then categorized into like categories found in the WSASL-WDAVI-WASCD proposal (55). Whenever possible, terminology employed by the WSASL-WDAVI-WASCD ad hoc committee was incorporated into the new document: Definition of Role for District Library Media Specialists. Tabulation and manipulation of the participants' directives was conducted in the same manner discussed prior for building level media personnel (Appendix C, page 38).

Appendix E (page 54) represents the tabulation of the participants' responses to the proposed role duties in the Definition of Role of School Library/Media Specialists. Appendix J (page 78) represents

the tabulation of the participants' responses to the development of the Definition of Role for District Library Media Specialists.

The body of each table represents the tabulation of data gathered from the participants' responses to the questionnaire. The reader is cautioned that each tally is not based on a one to one ratio as indicated by Appendix C, page 38. Rather, a response might fall under several role duties; for example, the item ranked fourth in Appendix C, page 38.

Chapter 5

ANALYSIS OF RESULTS

INTRODUCTION

The problem of this study was two fold: (1) to determine whether the building level Role Definition produced by the ad hoc Joint Standards Committee was representative of the role duties performed by the media personnel attending the WDAVI's Spring Conference, and (2) to determine the role duties of district media personnel as reported by those in attendance at the WDAVI Spring Conference. The purpose of the latter was to develop a Definition of Role for District Library Media Specialists.

Initial tabulation showed the existence of too few participating individuals to consider significant the data collected for the roles of television specialists (six respondents), production specialists (seven respondents), and print media specialists (five respondents). These three role categories were eliminated from this study due to their small numbers. This reduced the number of Role Definition participants to fifteen elementary school, nine junior high school, and seven senior high school participants totaling thirty-one

building level role definitions. The remaining twenty-four participants' role definitions were evenly divided between AV media and multi media.

All participants' role definitions were tabulated according to whether they were either building or district level personnel as revealed by item number four of the questionnaire (Appendix A, page 33).

BUILDING LEVEL

In the process of interpreting the responses of the participants it was not always possible to associate a pre-existing role duty with each; therefore, additional duties were added to each role when the writer deemed necessary. Within the Administrative role three additional duties (Appendix F, page 66) were added: (1) Purchases materials, (2) Attends professional, school board, and PTA meetings, and (3) Visits other school installations. Visiting other school installations was implied through the Administrative duty Role Definition; however, it was not specifically stated.

Three duties were added to the role of Special Services: (1) Orders films, (2) Coordinates field trips, and (3) Public relations (Appendix F, page 66). On page four of the Role Definition, "Description Role Chart," public relations is listed as a duty of the Special Services role. However, on pages eight and nine (Appendix D, pages 47 and 48, respectively) of the Special Services it was not specifically included. The final added item, "Coordinates field trips,"

shows two interesting things: (1) that an open-ended instrument (as used in this study) will identify peculiar role duties which might not normally be identified in a closed-ended instrument (checklist, et cetera), and (2) it also points out that the position of a media person encompasses role duties not typically associated with media. This phenomena will become more apparent to the reader when he peruses the role duties stated by the district level media personnel.

Having completed transcribing the respondents' directives onto the tally sheets, those role duties having been ranked ten or more times were computed with mean averages (Appendix H, pages 70-72). From this new association of the 134 building level Role Definition duties, twenty-one duties were computed with mean averages, one-half of these being administrative duties. Important, also, are the eleven other duties averaged for they are countermanding the euphemism of audiovisual personnel being "Glorified Cart Pushers." The participants cite they were responsible for audiovisual hardware; however, they saw their primary role being involved with people--assisting teachers and students in all media aspects. The participants saw their purpose as providing a service to people regardless of specific Role Definitions.

It is regrettable that not all participants followed the directives of the questionnaire completely. Approximately one-half of the participants did not rank their duties (one through fifteen) as requested. Had they done so their rankings would have added

measurably to the averaged numbers and would have increased significantly the number of duties that could have been compared with other mean averages .

DISTRICT LEVEL

The roles and duties of district level media personnel were patterned after those of the building level roles and duties . The role definition produced for district level media personnel is not as definitive in its role duties as that produced by the ad hoc committee for their building level role duty proposal; however, from the respondents' role definitions it is possible to identify areas of important role duties . This was made possible by studying those role duties receiving ten or more tallies (Appendix K, page 85). From this association the emphasis of their role duties indicates their primary involvement centering in three areas: (1) selection and purchasing of equipment, (2) curriculum revision and development, and (3) production services .

SUMMARY

The intent of the discussion in Chapter 5 was two-pronged: (1) to determine the similarity of the Role Definition proposal of the ad hoc Joint Committee to those role duties stated by the building level participants attending the Spring Conference of WDAVI, and (2)

to develop a Definition of Role for District Library Media Specialists. Neither of these two intentions were accomplished to the degree desired, for the writer feels that insufficient data exist to draw correct perspective to any of the Role Definitions presented. When working with an instrument of the nature used in this study, it is imperative that the participants understand the directives of the questionnaire and that they follow them to their completion without deviation, especially when low participant numbers are involved.

Chapter 6

SUMMARY AND CONCLUSION

SUMMARY

The problem for this study as indicated on page three of Chapter 1 was two fold: (1) what are the roles of media personnel on the building level and are they in agreement with the Role Definition proposed by the ad hoc Joint Committee, and (2) what are the roles of district media personnel? In order to derive the answers to the problems, it was necessary to separate the responses of those participants of the WDAVI Spring Conference into two groups: (1) building level and (2) district level.

Building Level

The data collected on the building level, although low in participant involvement, indicated that the Role Definition is a representative document of building level media personnel's roles and duties. Six role duties (Appendix G, page 68) were added to the document and it is recommended they be considered in any forthcoming proposal revision of the Role Definition.

District Level

The Role Definition document developed for district level media personnel was developed from the participants' papers emphasizing administrative and coordinative responsibilities. Involvement in curriculum revision and development, purchasing, evaluation and selection of equipment and production services represented but a few of the role duties indicated by district level personnel.

The reader should be aware that the role duties cited are not necessarily the workings of the Joint Standards ad hoc committee (building level only), and that the phrasing of the role duties often were taken verbatim from the participants' papers. The role duties being discussed are the combined totals of AV and multi media district level personnel (Appendix I, page 73) and represent the works of twenty-four participants' responses.

From this study of role duties of district media personnel, it has been shown that role duties performed are many and varied. Before a clearer understanding of the role duties of district level personnel can be fully understood, an indepth investigation of their working situation needs to be performed.

A result of such a study may indicate a need to consider a dichotomy of performed role duties for both building level and district level media personnel to warrant special recognition in their certification requirements. Secondly, individuals pursuing advanced media

degrees may find that they should be taking more specific courses of study when desiring district level media positions .

From the data collected, it is evident to this writer that further research is desperately needed for further clarity of the district level media personnel's role duties .

CONCLUSION

In concluding the text of this study there are premises upon which this study's data were collected and tabulated which should be considered for further studies:

1. Had there been a larger turn out of participants for the final day of the Convention in Bellevue, would the results have remained the same? The relevancy and accuracy of this study may also be questioned on the grounds that those people participating in the final day's activities were not representative of the total WDAVI membership and thus portrays the Role Definitions of the participants only.

2. How representative were the items included in the Role Definition? In each role there were duties which did not receive any tallies. Is this because (1) it included duties not typically considered to be part of those expected of media personnel, (2) it is to be considered a document that we are advancing towards, and/or (3) there

was a lack of WSASL participation which might have influenced Role Definition outcomes?

3. A study of media terminology among media practitioners would yield insight into the definition of terms and their usage. Having read the participants' papers, words like media, multi media, AV media, hardware, and non-book all were used synonymously. There needs to be a common core of accepted terminology if we are to communicate our ideas to others, as exemplified by the inability of the writer to interpret the participants' responses.

4. If this study were to be replicated, it should: (1) be given to more individuals, (2) the individuals should be given more time to respond to the questionnaire, (3) the individuals should be given more time to discuss their duties in group meetings, and (4) they should be given more time to discuss their role duties with other discussion groups.

5. A further recommendation would also include: (1) studying each area of building level media personnel (elementary, junior high school, and high school) in detail and determining if there exists role duty differences among them, (2) studying the role duties of district level personnel and ascertaining what their roles and duties consist of, and (3) designing a study to recognize and develop role duty standards for those media specialists which are neither building, AV, or multi

media district personnel such as television specialists or production specialists.

6. When reading the participants' papers and tabulating their directives, this writer became aware that people express the obvious or the overt things they do. Do they recognize or do they fail to recognize that many of the underlying philosophies and policies which govern their working actions are their own, and the success or failure of their media program is often dependent upon their interpretation of that philosophy or policy? If this feeling has basis, how would the recognition by the participants affect the reported results?

This study has shown the Role Definition to be a document capable of encompassing those role duties of building level participants attending the WDAVI Conference. However, there still remains a need for greater depth of understanding into the role duties of district level media personnel. The writer feels that further understanding of role duties would be based upon what media personnel do and what they say they do will be dependent upon what they have available to work with.

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APPENDIX A

QUESTIONNAIRE

APPENDIX A
QUESTIONNAIRE

DIRECTIONS: Place opposite those responses which best identify you and your duties.

1. a. My association with media is a ___ time position.
 ___ a. Full
 ___ b. Part
 ___ c. Other (specify) _____
- b. If you checked b or c please cite your other responsibilities.

2. Type of institution where employed.
 ___ a. School District
 ___ b. County Office or Intermediate District
 ___ c. Community College
 ___ d. College/University
 ___ e. Business
 ___ f. Other (Specify) _____
-
3. a. If you checked a above, complete item 4a or 4b as appropriate.
- b. If you checked b, c, d, e, or f, select a role from either 4a or 4b and proceed to question #5.
-
4. a. Are your duties primarily District wide? If so, check one most applicable.
- ROLES: (Check one)
 ___ Multi-media Administrator
 ___ Audiovisual Administrator
 ___ Print Media Administrator
 ___ Television Specialist
 ___ Materials Production Specialist
- b. Are your duties primarily on the building level? If so, check one most applicable.
 ___ Elementary School
 ___ Junior High School
 ___ Senior High School
 ___ Multi-level (specify) _____

ROLES: (Check one)

- Multi-media Librarian
- Print Media Librarian
- Audiovisual Librarian
- Audiovisual Building Coordinator

- 5. a. Identify fifteen (15) of your most important duties as they relate to your role (item #4).
- b. Also, in the left margin, rank the above duties on a one (1) to fifteen (15) scale, with one being most important.

Rank

Vertical line for ranking

APPENDIX B

EVALUATION CHECKSHEET

APPENDIX C

SAMPLE OF PARTICIPANT RESPONSES AND CODING

APPENDIX C

SAMPLE OF PARTICIPANT RESPONSES AND CODING

5. a. Identify fifteen (15) of your most important duties as they relate to your role (item #4).
- b. Also, in the left margin, rank the above duties on a one (1) to fifteen (15) scale, with one being most important. (*)

Coding	Rank	
1-29-01	1	Develop equipment circulation policies.
1-37-01		
4-03-03	3	Gather requests for new or increase in equipment.
1-24-06	6	Inventory equipment.
8-05-02	2	Minor repairs.
3-26-05	5	Handle film orders.
1-21-04	4	Survey of equipment or other materials not being used.
1-23-04		
6-03-04		
6-11-04		
6-03		At times, train teachers in use of equipment.
1-11		
1-07		Work with the librarian in changing the library to a
1-10		media center.

*Definition of Role: Building Level--Elementary.

APPENDIX D

DEFINITION OF ROLE OF SCHOOL LIBRARY/MEDIA SPECIALISTS

DEFINITION OF ROLE OF SCHOOL LIBRARY/MEDIA SPECIALISTS

(Revised Draft Proposed by WSASL-WDAVI-WASCD Joint Committee, June 1970)

The roles of Library/Media Specialists are concerned with creating a favorable climate of learning through: Administration, Instruction, Special Services, Selection, Organization, Utilization, Production, and Maintenance of communication resources. The skill, knowledge and responsibility required of personnel in media positions should have their basis in a broad, undergraduate teacher education.

Administration

Directing and supervising personnel, resources and services essential to a quality media program.

Instruction

Providing a teaching program for faculty and students in the development of skills for the effective utilization of materials and equipment.

Special Services

Providing services and activities designed to increase the effectiveness of the media program.

Selection

Establishing criteria and procedures for the evaluation, selection and acquisition of materials and equipment.

Organization

Planning and supervising an orderly system for effective accessibility of materials and equipment.

Utilization

Developing and implementing a program of services for teachers and students in the use of materials and equipment.

-2-

Production

Identifying the needs for locally prepared materials and equipment and supervising their design and development.

Maintenance

Supervising maintenance of materials and equipment optimum condition.

DESCRIPTIVE ROLES CHART

Administration

1. Policy formulation and implementation.
2. Leadership and direction.
3. Staffing and personnel relations.
4. Student and faculty relations.
5. Facilities planning and operation.
6. Budget planning and control.

Instruction

1. Library and media skills instruction.
2. Inservice education.
3. Team teaching.
4. Curriculum planning and instructional design.

Special Services

1. Public relations and promotion.
2. Reference and readers' services.
3. Reviews and annotations.
4. Bibliographic compilation.
5. Research and program development.
6. Presentations and performances.

Selection

1. Instructional materials selection policy.
2. Existing collections evaluation.
3. New materials and equipment evaluation and acquisitions.

Organization

1. Classification, cataloging and processing.
2. Materials & equipment arrangement and placement.
3. Circulation techniques.
4. Inventory procedures.

Utilization

1. Favorable learning climate.
2. Teacher and student assistance in selecting & using media.
3. Library activity coordination with instructional program and personal interests.

Production

1. Materials design and production.
2. Displays and bulletin boards.
3. T.V., radio and film production.

Maintenance

1. Facility and furnishings.
2. Print materials mending, binding, and discarding.
3. Nonprint materials and equipment repair and discarding.

PERSONAL BEHAVIORAL CHARACTERISTICS OF
SCHOOL LIBRARY MEDIA SPECIALISTS

1. Demonstrates sensitivity to others and their concerns.
2. Demonstrates ability to communicate and to relate effectively with others.
3. Demonstrates flexibility.
4. Demonstrates objectivity and broadmindedness.
5. Demonstrates pride in the profession and a sense of professionalism.
6. Demonstrates respect for the uniqueness of the individual and his potential for growth.
7. Demonstrates personal traits such as:
 - a. enthusiasm and spontaneity
 - b. self-insight and self-understanding
 - c. emotional maturity
 - d. sense of adequacy and worth
 - e. openness to experience
 - f. stamina and perseverance

DEFINITION OF ROLE

ADMINISTRATION

1. Develops with the faculty and the board policies regarding the use of instructional media.
2. Coordinates the use of instructional materials and equipment in the building.
3. Coordinates the use of facilities for maximum accessibility.
4. Plans cooperatively for expanding the program of services.
5. Plans arrangement of space and furniture.
6. Participates in planning and developing satellite centers within the building.
7. Participates in the study and design of new facilities.
8. Communicates effectively with students, faculty and administration.
9. Recommends criteria for, and assists in the selection of, personnel.
10. Interprets district policies and procedures related to the library/media program.
11. Conducts training program for staff.
12. Develops procedural manual for staff.
13. Assigns duties and determines staff work schedules.
14. Assists in developing job descriptions for staff.
15. Supervises personnel and evaluates their work.
16. Makes recommendations relative to the appointment, promotion, and transfer of personnel.
17. Coordinates the program and staff assignments during summers and/or extended hours.
18. Conducts staff meetings.
19. Supervises pre-service personnel.
20. Develops necessary forms for operation of the library/media center.
21. Determines need for records and statistics and supervises the compilation of data.

-6-

22. Prepares and submits reports to the administration.
23. Analyzes statistical reports and data.
24. Determines need for, and maintains, inventory of materials, equipment and supplies.
25. Processes through established channels complaints and objections to particular materials and services.
26. Assumes responsibility for students in the library/media center consistent with school policy.
27. Evaluates facilities, equipment, materials and services with regard to support of the instructional program.
28. Provides leadership in determining educational objectives of the program.
29. Develops cooperatively policies and procedures for circulation and maintenance of materials and equipment.
30. Informs the administration and faculty of recent innovations and technical developments in communication techniques.
31. Develops budgets and supervises expenditures.
32. Helps to develop and implement proposals for federal projects and programs.
33. Interprets the program to visitors.
34. Participates in curriculum development and revision.
35. Develops files of evaluative, annotative, or review nature relating to learning resources.
36. Acknowledges gifts and exchanges.
37. Plans system of scheduling and delivery of materials and equipment.
38. Establishes with teachers procedures for mass assignments involving the library/media center.
39. Coordinates schedules of class activities in the library-media center.

-7-

DEFINITION OF ROLE

INSTRUCTION

1. Enlists cooperation in planning a sequential program of library/media instruction.
2. Orients students and teachers to procedures, materials and services.
3. Provides instruction in library/media skills to groups and individuals.
4. Gives instruction in specialized reference books and other materials before class research projects are begun.
5. Provides a program of instruction for student aides.
6. Evaluates the library/media skills instruction program.
7. Participates as a library/media person in team-teaching activities.
8. Encourages class visits to public and other libraries.
9. Assists with independent study.
10. Guides reference and research work of small and large groups.
11. Assists with assignments done in the library/media center.
12. Assists students in self evaluation in special library/media projects.
13. Assists students to develop competency in listening and viewing skills.
14. Identifies students with reading and study problems and seeks ways to help them.
15. Stimulates use of bibliographic tools in subject disciplines.
16. Helps students to evaluate materials and discriminate in their use.
17. Provides instruction in evaluation and selection of materials and equipment, use of materials and equipment, and production techniques.

-8-

DEFINITION OF ROLF

SPECIAL SERVICES

1. Provides information for news media and promotion materials.
2. Promotes the functions and services of the library/media center.
3. Serves as community resource liaison person.
4. Assists curriculum committees in selection of appropriate materials for resource units and curriculum guides.
5. Engages in research activities relating to educational media and library/media programs.
6. Cooperates with other community library service units.
7. Cooperates with regional, state and national information sharing systems.
8. Develops library/media center handbook for teachers and students.
9. Supervises preparation and distribution of notices, bulletins, and other publicity materials.
10. Plans preparation of bulletin boards, displays, and exhibits.
11. Plans and contributes to school programs.
12. Introduces to class groups materials of special interest.
13. Informs teachers and students about educational broadcasts, lectures, and other programs.
14. Contributes to special activities for interest groups.
15. Organizes and/or advises clubs related to the library/media center.
16. Organizes and leads literary discussions.
17. Plans and conducts story hours.
18. Plans and directs special observances of book and library weeks, holidays, etc.
19. Compiles materials lists for groups and individuals.
20. Observes students in apparent need of counseling and confers with counselors.

-9-

21. Participates in guidance conferences with teachers and/or parents regarding individual students.
22. Informs faculty of educational resources of the community.
23. Promotes use of professional library.
24. Provides individual and group guidance in the use and appreciation of media.
25. Is sensitive to the needs of students and provides appropriate experiences and materials.

-10-

DEFINITION OF ROLE

SELECTION

1. Participates in formulating an instructional materials selection policy.
2. Evaluates existing collections to determine needs.
3. Enlists faculty participation and recommendations in evaluating and selecting materials and equipment.
4. Consults books, magazines, professional journals, catalogs and other review sources in selection of materials and equipment.
5. Confers with sales representatives to learn of new materials and equipment.
6. Arranges for and conducts preview and evaluation sessions of materials and equipment.
7. Evaluates and selects print and nonprint materials and equipment according to established selection policy.
8. Scans local publications and periodicals for resource materials and information.
9. Checks card catalog and shelf list for ordering and duplication of materials.
10. Helps to determine specifications for the purchase of library/media equipment and furnishings.

-11-

DEFINITION OF ROLE

ORGANIZATION

1. Establishes cataloging and classification systems.
2. Classifies materials.
3. Catalogs materials.
4. Determines form and number of catalog entries needed.
5. Adapts commercial cataloging for local use.
6. Analyzes materials for dial-access and computer selection.
7. Establishes codes and marking systems for locating materials and equipment.
8. Determines nature and extent of physical processing of materials.
9. Organizes and maintains book and/or card catalogs and shelflist.
10. Establishes filing systems.
11. Revises filing.
12. Develops systems of arrangement for all types of materials and equipment consistent with optimum accessibility.

-12-

DEFINITION OF ROLE

UTILIZATION

1. Establishes a climate conducive to learning.
2. Coordinates library/media activities with school instructional program.
3. Suggests new uses for materials and equipment.
4. Supervises the reserving of materials and equipment.
5. Locates requested materials and informs users of availability.
6. Abstracts printed materials.
7. Writes reviews and annotations.
8. Supervises use of electronic equipment for teaching and learning.
9. Assists teachers and students in finding and selecting materials for both instructional and personal needs and interests.
10. Assists teachers and students in locating bibliographic data.
11. Stimulates use of materials and equipment.

-13-

DEFINITION OF ROLE

PRODUCTION

1. Acquaints faculty and students with the role and value of local production programs.
2. Determines the merits and feasibility of individual local production projects.
3. Designs audiovisual materials for instruction, publicity, publications, and in-service programs.
4. Incorporates a variety of production processes, such as photography, graphics, reproduction and duplication, audio and television, inserving instructional needs.
5. Prepares materials for dial-access and computer equipment.
6. Coordinates radio and television programming.
7. Directs radio and television programs.

-14-

DEFINITION OF ROLE

MAINTENANCE

1. Determines criteria for mending, binding and discarding.
2. Identifies materials in need of mending, binding and discarding.
3. Determines criteria for repairing and replacing equipment.
4. Supervises care and handling of materials and equipment.
5. Oversees a program of preventive maintenance and repair of equipment.
6. Supervises routine duties such as shelf reading, and maintains established systems of organization.
7. Facilitates an attractive, orderly and healthful physical climate.

APPENDIX E

DEFINITION OF ROLE TABULATION FOR BUILDING LEVEL

LIBRARY MEDIA SPECIALIST

APPENDIX E

DEFINITION OF ROLE TABULATION FOR BUILDING LEVEL
LIBRARY MEDIA SPECIALIST

Definition of Role: Administration

The numerals at the left margin correspond to the role duties in the original document. The rankings across the top of the table represent a hierarchy of one through fifteen, one being high and fifteen being low. If the participant did not rank the role duties, their tabulations were noted in the right column identified as NR (No Ranking).

Ranking:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	NR ¹
Duties ²																
1	1	-	1	1	2	-	-	-	1	2	-	-	-	-	-	[3]
2	2	1	1	4	1	-	-	-	-	-	1	-	-	-	-	[6]
3	3	-	2	4	-	-	-	-	1	-	-	-	-	-	-	[7]
4	1	-	1	-	-	1	-	-	1	1	-	-	-	-	-	[0]
5	1	-	-	-	-	1	-	-	1	1	-	-	-	-	-	[0]
6	1	1	1	1	-	1	-	-	2	1	-	-	-	-	-	[0]
7	1	1	1	-	-	1	-	1	2	1	-	-	-	-	-	[1]
8	1	-	1	2	3	-	-	2	1	-	-	1	-	-	-	[4]
9	-	1	-	-	-	-	-	-	1	-	-	1	-	-	-	[0]
10	2	-	1	-	-	-	-	1	2	1	-	-	-	-	-	[1]
11	-	1	1	-	1	1	3	1	1	-	-	1	-	-	-	[2]

¹NR = No Ranking

²Duties correspond to role duties in the original document, Appendix D.

BUILDING LEVEL

Definition of Role: Administration (Continued)

Ranking:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	NR
Duties																
12	-	-	-	-	2	-	-	-	-	-	-	-	-	-	-	[0]
13	1	2	-	1	-	-	-	-	1	1	-	1	-	-	-	[0]
14	-	1	-	-	-	-	-	-	-	1	-	-	-	-	-	[0]
15	1	2	-	2	1	1	-	-	1	3	1	-	1	1	2	[5]
16	-	1	-	-	-	-	-	-	-	1	-	-	-	-	-	[0]
17	-	-	1	-	-	-	-	-	-	1	-	-	-	-	-	[0]
18	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	[0]
19	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	[0]
20	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	[0]
21	-	1	-	2	-	-	-	-	3	-	-	-	-	-	-	[1]
22	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	[0]
23	-	-	-	1	-	-	-	-	2	-	-	-	-	-	-	[1]
24	-	1	-	2	1	1	-	-	2	1	-	-	-	-	-	[2]
25	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	[0]
26	1	-	-	-	1	-	-	-	-	-	-	-	-	-	-	[0]
27	-	1	1	-	-	1	-	-	1	-	-	-	-	1	-	[0]
28	-	-	-	-	-	1	-	-	-	1	-	-	-	-	-	[0]
29	3	3	1	2	1	1	-	-	-	1	-	-	-	1	-	[5]
30	1	1	1	1	2	1	-	-	2	-	-	1	-	2	-	[5]

BUILDING LEVEL

Definition of Role: Administration (Continued)

Ranking:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	NR
Duties																
31	-	-	-	2	-	2	3	2	-	2	-	-	-	-	1	[6]
32	-	-	-	-	-	1	-	-	-	-	-	-	-	1	-	[1]
33	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	[1]
34	1	2	1	1	-	2	1	1	-	-	-	-	-	-	-	[5]
35	1	-	-	-	-	1	-	-	2	-	-	1	-	2	1	[1]
36	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	[0]
37	3	-	1	2	1	-	-	-	-	1	1	-	-	1	-	[5]
38	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	[1]
39	-	1	-	-	-	-	-	-	-	-	1	-	-	-	-	[1]

BUILDING LEVEL

Definition of Role: Instruction

Ranking:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	NR
Duties																
1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	[0]
2	8	3	3	1	1	1	1	1	-	-	1	2	-	-	-	[5]
3	9	4	4	2	2	1	1	2	-	-	1	4	-	-	-	[7]
4	5	1	2	1	-	-	-	-	-	-	1	4	-	-	-	[5]
5	-	-	-	1	2	1	1	-	-	-	-	1	-	-	1	[1]
6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	[0]
7	-	-	1	-	-	-	1	-	-	-	-	-	-	-	-	[2]
8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	[0]
9	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	[1]
10	3	-	-	-	1	-	-	-	-	-	-	1	-	-	-	[1]
11	5	-	-	-	-	-	-	-	-	-	-	1	-	-	-	[1]
12	5	0	0	2	-	1	-	-	-	-	-	1	-	-	-	[2]
13	1	-	-	-	-	-	-	-	-	-	-	1	-	-	-	[1]
14	-	-	-	1	1	-	-	1	-	-	-	-	-	-	-	[0]
15	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	[0]
16	4	2	-	-	-	1	-	-	-	-	-	1	-	-	-	[2]
17	5	3	2	1	-	3	1	1	-	-	-	1	-	-	-	[12]

BUILDING LEVEL

Definition of Role: Selection

Ranking:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	NR
Duties																
1	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	[1]
2	-	-	-	2	-	-	-	-	-	-	-	-	-	-	-	[4]
3	2	-	2	1	-	-	-	-	-	-	-	-	-	-	-	[5]
4	-	-	1	1	-	-	1	-	1	-	-	-	-	-	-	[1]
5	-	-	1	1	-	-	-	-	-	-	-	-	-	-	-	[1]
6	1	-	1	1	-	-	1	-	-	-	-	-	-	1	-	[1]
7	5	1	1	2	1	2	2	-	1	-	1	-	-	-	1	[5]
8	4	-	-	-	1	1	1	-	-	-	1	-	-	-	-	[0]
9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	[0]
10	-	-	-	1	-	-	-	-	-	-	-	-	1	-	-	[3]

BUILDING LEVEL

Definition of Role: Organization

Ranking:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	NR
Duties																
1	-	-	-	-	-	-	-	1	-	-	-	-	2	-	-	[0]
2	-	-	1	-	2	1	-	-	-	-	-	-	2	-	-	[1]
3	-	-	1	1	1	1	-	-	-	2	-	-	3	-	-	[3]
4	-	-	1	-	2	-	-	-	-	1	-	-	-	-	-	[1]
5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	[0]
6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	[0]
7	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	[0]
8	-	-	1	-	-	-	-	-	-	1	1	-	-	-	-	[1]
9	-	-	1	1	1	-	-	-	-	1	1	1	-	-	-	[0]
10	-	-	-	1	-	-	-	-	-	1	-	-	-	-	-	[0]
11	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	[0]
12	2	2	3	3	3	1	-	1	-	1	3	2	3	2	-	[9]

BUILDING LEVEL

Definition of Role: Production

Ranking: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 NR

Duties

1	3	2	2	2	2	2	1	-	-	-	-	-	-	-	-	[5]
2	-	1	-	-	-	-	-	-	-	1	-	-	-	-	-	[1]
3	4	4	3	3	3	3	2	-	1	1	1	-	-	-	-	[12]
4	4	2	1	1	1	1	4	1	-	2	-	-	-	-	-	[6]
5	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	[1]
6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	[1]
7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	[1]

Definition of Role: Maintenance

Ranking: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 NR

Duties

1	-	-	-	2	-	1	-	-	1	-	-	-	1	-	-	[1]
2	-	-	-	2	-	-	-	-	-	-	-	-	2	-	-	[1]
3	-	-	-	2	1	1	-	1	1	1	-	-	1	-	-	[1]
4	-	1	1	2	1	-	-	2	-	1	-	-	2	-	-	[4]
5	-	2	-	2	-	1	-	2	-	-	-	-	2	-	-	[3]
6	-	-	1	1	-	-	-	1	-	1	-	-	-	-	-	[2]
7	-	1	-	-	1	-	1	-	-	-	-	-	1	-	-	[0]

APPENDIX F

ADDITIONS TO BUILDING LEVEL ROLE DEFINITIONS

APPENDIX F

ADDITIONS TO BUILDING LEVEL ROLE DEFINITIONS

Categories added to building level Role Definitions to cover areas not contained within the original Role Definitions.

BUILDING LEVEL

Definition of Role: Administration

1. Purchases materials.
 2. Attends professional, school board, and PTA meetings.
 3. Visits other school installations.
-

Definition of Role: Special Services

1. Orders films.
2. Coordinates field trips.
3. Public relations.

APPENDIX G

ADDITIONS TO BUILDING LEVEL ROLE DEFINITIONS TABULATIONS

APPENDIX G

ADDITIONS TO BUILDING LEVEL ROLE DEFINITIONS TABULATIONS

Category tabulations added to building level Role Definitions to cover areas not contained within the original Role Definition.

BUILDING LEVEL

Definition of Role: Administration

Ranking:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	NR ¹
Duties ²																
1	2	1	1	2	-	2	2	2	1	1	1	-	-	1	-	[2]
2	-	-	-	-	-	-	1	-	-	-	-	1	-	-	-	[0]
3	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	[0]

Definition of Role: Special Services

Ranking:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	NR ¹
Duties ²																
1	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-	[1]
2	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	[0]
3	-	-	-	-	-	-	-	1	1	-	2	-	-	-	-	[5]

¹NR = No Ranking

²Duties correspond to role duties in the original document, Appendix F.

APPENDIX H

MEAN AVERAGE OF ROLE DUTIES SCORED TEN OR MORE TIMES

BUILDING LEVEL

APPENDIX H

MEAN AVERAGE OF ROLE DUTIES SCORED TEN OR MORE TIMES
BUILDING LEVEL

Rank	Mean Average	Role	Duty No.	Duty Statement
1	3.4	Administration	3	Coordinates the use of facilities for maximum accessibility.
2	3.6	Utilization	9	Assists teachers and students in finding and selecting materials for both instructional and personal needs and interests.
2	3.6	Production	1	Acquaints faculty and students with the role and value of local production program.
3	3.9	Administration	2	Coordinates the use of instructional materials and equipment in the building.
3	3.9	Instruction	17	Provides instruction in evaluation and selection of materials and equipment, and production techniques.
4	4.0	Instruction	2	Orients students and teachers to procedures, materials, and services.
5	4.2	Administration	29	Develops cooperatively policies and procedures for circulation and maintenance.
5	4.2	Production	4	Incorporates a variety of production processes, such as photography, graphics, audio, and television, in serving instructional needs.

BUILDING LEVEL (Continued)

Rank	Mean Average	Role	Duty No.	Duty Statement
6	4.4	Production	3	Designs audiovisual materials for instruction, publicity, publications, and inservice programs.
7	4.5	Instruction	3	Provides instruction in library/ media skills to groups and individuals.
8	4.9	Selection	7	Evaluates and selects print and nonprint materials and equipment according to established selection policy.
9	5.4	Instruction	4	Gives instruction in specialized reference books and other materials before class research projects are begun.
9	5.4	Administration	37	Plans system of scheduling and deliver of materials and equipment.
10	5.8	Administration	8	Communicates effectively with students, faculty, and administration.
11	6.3	Administration	40	Purchases materials (category added to meet participants' needs).
12	6.6	Administration	11	Conducts training program for staff.
13	7.0	Maintenance	4	Supervises care and handling of materials and equipment.
13	7.0	Administration	30	Informs the administration and faculty of recent innovations and technical developments in communication techniques.

BUILDING LEVEL (Continued)

Rank	Mean Average	Role	Duty No.	Duty Statement
14	7.3	Organization	12	Develops systems of arrangement for all types of materials and equipment consistent with optimum accessibility.
15	7.7	Administration	31	Develops budgets and supervises expenditures.
16	8.3	Administration	15	Supervises personnel and evaluates their work.

APPENDIX I

DEFINITION OF ROLE FOR DISTRICT LIBRARY MEDIA SPECIALISTS

APPENDIX I

DEFINITION OF ROLE FOR DISTRICT LIBRARY MEDIA SPECIALIST

Definition of Role: Administration

1. Develops budget and supervises expenditures.
2. Determines need for, and maintains, inventory of materials, equipment, and supplies.
3. Coordinates the use of instructional materials and equipment in the district.
4. Purchases audiovisual equipment and materials.
5. Informs the administration and faculty of recent innovations and technical developments in communicative techniques.
6. Helps to develop and implement proposals for federal projects and programs.
7. Participates in the study and design of new facilities.
8. Participates in curriculum development and revision.
9. Works with building committees.
10. Supervises personnel and evaluates their work.
11. Communicates effectively with students, faculty, and administration.
12. Attends professional, school board, and PTA meetings.
13. Promotes cooperative purchasing of media.
14. Promotes standardization of equipment.
15. Advisor for high school bookstore.
16. Provides leadership in determining educational objectives of the program.
17. Audiovisual consultant.

Definition of Role: Administration (Continued)

18. Initiates change.
 19. Writes up special projects.
 20. Coordinates district resource centers.
 21. Keeps alert to trends in media development.
 22. Keeps alert to trends in curriculum development.
 23. Supervises film library.
 24. Librarian.
 25. Participates in district program planning as related to media.
 26. Responsible for library services in district.
 27. Responsible for centralized processing.
 28. Works in cooperation with intermediate school district.
 29. Works with personnel to help them solve personal problems.
 30. Directs district professional library.
 31. Maintains handbook of media procedures.
 32. Supervises cataloging department.
-

Definition of Role: Instruction

1. Teach extension classes and workshops.
2. Consult with teachers and administrators on specific teaching situations/or problems.

Definition of Role: Special Services

1. Management and evaluation of field trips.
 2. Supervision of the rental of films and inexpensive materials.
 3. Public relations and promotions.
-

Definition of Role: Selection

1. Evaluates and selects equipment and software.
 2. Arranges for and conducts preview and evaluation sessions of materials and equipment.
 3. Enlists faculty participation and recommendations in evaluating and selecting materials and equipment.
 4. Responsible for high school textbook--selection, ordering, maintenance.
 5. Writes specifications.
-

Definition of Role: Organization

1. Develops system of arrangement for all types of materials consistent with optimum accessibility (VTR and 16mm films).
 2. Produces teaching guides, catalogues, and manuals for audiovisual media.
 3. Provides reference services.
 4. Catalogs materials.
-

Definition of Role: Utilization

1. Assists teachers, administrators, and students in finding and selecting materials for both instructional and personal needs and interests.

Definition of Role: Production

1. Supervises production services.
 2. Directs/coordinates district television.
 3. Designs audiovisual materials for instruction, publicity, publications, and in-service programs.
 4. Incorporates a variety of production processes, such as photography, graphics, reproduction and duplication, audio and television, in serving instructional needs.
 5. Develops local productions in cooperation with intermediate school district.
 6. Prepares materials for dial-access.
-

Definition of Role: Maintenance

1. Oversees a program of preventive maintenance and repair of equipment.
2. Oversees a program of preventive maintenance of 8mm and 16mm film library holdings.
3. Facilitates an attractive, orderly, and healthful physical climate.

APPENDIX J

DEFINITION OF ROLE TABULATION FOR DISTRICT
LIBRARY MEDIA SPECIALISTS

APPENDIX J

DEFINITION OF ROLE TABULATION FOR DISTRICT
LIBRARY MEDIA SPECIALISTS

Definition of Role: Administration

The numerals at the left margin correspond to the role duties in the original document. The rankings across the top of the table represent a hierarchy of one through fifteen, one being high and fifteen being low. If the participant did not rank the role duties, their tabulations were noted in the right column identified as NR (No Ranking).

Ranking:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	NR ¹
Duties ²																
1	-	2	1	2	2	-	-	1	1	-	-	-	-	-	-	[7]
2	-	1	-	1	-	-	1	-	-	-	-	-	-	-	-	[5]
3	2	-	-	1	-	-	1	-	-	-	-	-	-	-	-	[4]
4	1	-	-	-	-	-	1	8	-	1	-	-	-	-	-	[1]
5	-	1	1	1	2	-	-	-	-	-	-	-	1	-	-	[4]
6	-	-	-	1	-	-	1	1	-	-	-	-	1	-	-	[5]
7	2	1	3	-	-	-	-	1	-	1	-	-	-	-	-	[8]
8	1	-	5	-	3	-	-	1	1	-	-	-	-	1	-	[7]
9	-	-	-	-	-	1	1	-	-	-	-	-	-	-	-	[2]
10	-	2	-	-	-	1	1	-	-	-	1	-	-	-	-	[11]
11	2	2	-	-	-	1	-	-	-	-	-	-	-	-	-	[2]

¹NR = No Ranking

²Duties correspond to role duties in the original document, Appendix I.

DISTRICT LEVEL

Definition of Role: Administration (Continued)

Ranking:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	NR
Duties																
12	-	-	-	-	-	1	-	1	-	1	-	-	-	2	2	[2]
13	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	[0]
14	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	[0]
15	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	[0]
16	1	1	3	-	1	1	-	1	-	-	-	-	-	1	-	[3]
17	2	2	2	-	1	-	-	-	-	-	-	-	-	-	-	[3]
18	-	-	1	1	-	-	-	1	-	-	-	-	-	-	-	[2]
19	-	1	-	-	-	-	1	-	-	-	-	-	1	-	1	[3]
20	2	-	1	-	-	1	-	-	-	-	-	-	-	-	-	[4]
21	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	[1]
22	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	[2]
23	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	[0]
24	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	[0]
25	1	-	-	-	1	-	-	-	-	-	-	-	-	-	1	[1]
26	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	[0]
27	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	[1]
28	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	[0]
29	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	[0]
30	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	[2]

DISTRICT LEVEL

Definition of Role: Administration (Continued)

Ranking:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	NR
----------	---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----

Duties

31	-	-	-	1	-	-	-	-	-	1	-	-	-	-	-	[0]
----	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	-----

32	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	[0]
----	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	-----

Definition of Role: Instruction

Ranking:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	NR
----------	---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----

Duties

1	-	-	-	1	-	1	-	-	-	1	-	-	1	1	-	[3]
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	-----

2	-	1	1	-	1	-	-	1	-	-	-	-	-	-	-	[1]
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	-----

Definition of Role: Special Services

Ranking:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	NR
----------	---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----

Duties

1	-	1	-	-	-	1	-	-	-	-	-	-	-	-	-	[0]
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	-----

2	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	[2]
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	-----

3	-	1	1	-	1	-	-	-	-	-	-	2	1	1	-	[2]
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	-----

APPENDIX K

MEAN AVERAGE OF ROLE DUTIES SCORED TEN OR MORE TIMES

DISTRICT LEVEL

APPENDIX K

MEAN AVERAGE OF ROLE DUTIES SCORED TEN OR MORE TIMES
DISTRICT LEVEL

Rank	Mean Average	Role	Duty No.	Duty Statement
1	4.8	Selection	1	Evaluates and selects equipment and software.
2	5.2	Administration	8	Participates in curriculum development and revision.
3	6.0	Production	4	Incorporates a variety of producing process, such as photography, graphics, reproduction and duplication, audio and television, in serving instructional needs.
4	7.5	Administration	4	Purchases audiovisual equipment and materials.