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**The Attitudes of Public Elementary School Teachers and School Library
Media Specialists in Three East Tennessee Counties Toward the Instructional
Consultant Role of the School Library Media Specialist**

A Dissertation

Presented for the

Doctor of Education

Degree

The University of Tennessee, Knoxville

Yuangling Lai

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DEDICATION

This dedication is dedicated to my parents,

Hong-Po Lai (賴鴻博)

and

Ai-Eng Lee (李愛英)

Thanks for all of your support and encouragement throughout my educational life.

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nephews and niece, Bordon, Willy, and Emily, who continually encouraged me throughout my educational career.

ABSTRACT

The purpose of this study was to determine whether or not teachers and school library media specialists differ significantly in their attitudes about the role of the school library media specialist as an instructional consultant. Specifically the study examined three different dimensions of attitudes: curriculum development, instructional development, and technology use. A questionnaire was developed for this study addressing the instructional consultant role of the school library media specialist.

The population for the study consisted of teachers and school library media specialists in the Anderson, Blount, and Knox Counties of Tennessee who work in K-5 public schools. The data were analyzed using multivariate analysis of variance (MANOVA) to determine if there were a significant differences in the attitudes of teachers and school library media specialists. A Pearson correlation and chi-square analysis were used to measure the strength of the relationship between attitudes and following groups of variables: (1) years of experience, (2) educational level, and (3) employment type and/or teaching specialties. An overall level of significance was set at .05.

Major conclusions, based on the findings, were the following: (1) There were no significant differences between teachers' and school library media

specialists' attitudes regarding the library media specialist's role in curriculum development, instructional development, and technology use. (2) There were no significant relationships in the instructional consultant role of the school library media specialists when comparing teachers' attitudes to years of work experience, educational level and teaching specialties. (3) There were no significant relationships in the instructional consultant role of the school library media specialists when comparing school library media specialists' attitudes to years of work experience, educational level and employment type.

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CHAPTER ONE

Introduction

As the position of school librarian has evolved into that of school library media specialist, the role of instructional consultant has gained prominence. Though studies have been done on the instructional consultant role, they have usually focused on curriculum and instructional development; few have considered the technology aspect of the role. This study examines the attitudes of elementary school teachers and school library media specialists as they relate to the role of instructional consultant in the areas of curriculum development, instructional development and use of technology.

Elementary school teachers profoundly influence students' learning and information-seeking skills. The role of the teacher is to improve student learning by matching resources to particular styles and abilities and by providing opportunities to develop independent learning and problem-solving skills. To do this, teachers need access to a broad range of print, graphic, and audiovisual resources, as well as communication technologies. In today's information age, an individual's success depends largely on the capability to access the widest possible range of information and ideas. The school library media center is a place where children can develop socially, intellectually, and aesthetically; it affects all aspects

of student life. The school library media specialist should be a key player in the educational environment and in the library and information profession.

The role of the school library media specialist has been discussed in texts on school library media programs as well as in the national standards. This role has undergone a notable expansion of traditional responsibilities and an extension into curriculum and instructional areas. This role has evolved over the last four decades from being a passive "keeper of materials" to becoming an actively involved participant in the curriculum and instructional program of the school. The changing instructional role of the school library media specialist has been well documented.

Beginning in 1900, and continuing through the 1940s, rapid growth occurred in American public school libraries. Craver (1986) investigated the role of media specialists from 1950 to 1984 and found that a very dynamic change had occurred. It was in the late 1950s that the schools began to place emphasis on learning rather than on teaching, and on curriculum methods that permitted a broader instructional role for the school librarian (p. 183). Possibly one of the most important developments occurred in the 1960s when schools began to emphasize diversity of learning materials--both printed and nonprinted--for all subjects and levels of ability. This brought to school librarians the chance for a greater instructional role. According to Norberg, the school librarian's role ranged

from "a keeper and dispenser of teaching aids to that of an analyst and designer of instructional systems who must be centrally involved in the planning of learning environments and in providing for related support functions and evaluative procedures" (Norberg et al, 1967, p. 1027). Since then, school librarians have increasingly been called school library media specialists.

More recent studies have suggested that teachers and school library media specialists should be partners in instructional development and the implementation of learning activities. In 1975, with the publication of Media Programs: District and School (ALA and AECT), it became evident that the media specialists should be directly involved in participating in the development of the school's curriculum and instructional programs. In a subsequent work, Ely (Gerlach and Ely, 1980, Chisholm and Ely, 1976, 1979) called for the involvement of the library media specialist within teaching-learning strategies and instructional media. In the 1980s, the rapid development of computer technology had a tremendous impact. The library media specialist was expected to perform an active role to help design teaching units that integrated the computer into the curriculum. Eisenberg (1987), in an article on "Changing Roles of the Media Specialist," noted that the traditional role of the media specialist had expanded and was playing a more active role in the provision of media service to her school. Loertscher (1988) indicated that library

media specialists had become one of the four participants in the instructional development process; along with teachers, students and administrators.

Today the role of the media specialist is becoming even more redefined due to new technologies, the information explosion and lifelong learning. A recent document, Information Power: Guidelines for School Library Media Programs has been approved by the American Association of School Librarians (AASL) and the Association of Educational Communication and Technology (AECT). These guidelines stress the leadership role of the library media specialist in the school curriculum development process as well as in the traditional role in the information services. The guidelines also promote the relationship between teachers and school library media specialists as follows (p. 36):

Because of the multiplicity of roles and functions that are associated with instruction, it is difficult for the classroom teacher to acquire all of the competencies necessary to meet individual students' learning needs. The increasing complexity in the instructional process requires a partnership between classroom teachers and library media specialists in instructional development.

Using a systematic process, library media specialists contribute to the development of instructional activities in the school by participating in the design, production, implementation, and evaluation of complete instructional units.

With respect to the school library media specialist as an instructional consultant, Information Power lists four responsibilities (p. 35):

- participating in curriculum design and assessment
- helping teachers develop instructional activities
- providing expertise in materials and technology and
- translating curricular needs into library media
program goals and objectives

Three processes are included in the instructional consultant role:

(1) *Curriculum Development*. School library media specialists are involved in curriculum planning for the entire school by providing appropriate information materials, by participating in curriculum development, and by integrating information access skills into the curriculum.

(2) *Instructional Development*. School library media specialists participate in the planning, implementation, and evaluation of instruction in the classroom. The success of a student depends on the mix of instructional strategies used. Implementation of this role requires cooperative work between the classroom teacher and the school library media specialist.

(3) *The Use of Technology*. The library media specialist must be aware of the state of the art and be able to take leadership responsibility for integrating emerging technologies into the school's instructional program.

Although the instructional consultant role of the school library media specialists has been identified in the literature, there are still discrepancies between theory and practice. Corr (1979) found that library media specialists were not

frequently involved in curricular decisions within the school and that teachers preferred library media specialists who had successful classroom teaching experience. Staples (1981) determined that school library media specialists gave a low rank to competencies associated with consultation and instructional development as compared with the more traditional roles of organization, management, acquisition and dissemination. Eisenberg (1987) stated that activities associated with curriculum support and instructional design had not been fully realized, exemplifying the gap between literature and practice. Williams (cited in Pickard, 1993) found that the interest in teacher/library media specialist cooperation was high, but that actual involvement was low. Pickard (1993) indicated that though the school library media specialists perceived the importance of the instructional role, more needed to be done to influence their practice of that role. Several reasons for this gap between interest in the role and practice of the role have been suggested, such as lack of knowledge, lack of training, and lack of administrative support. However, one factor that deserves more study is the attitudes of teachers and school library media specialists toward the role.

Statement of the Problem

Since school library media specialists can best perform their instructional consultant role when teachers accept them, attitudes toward that role will certainly

be a major factor. From Stem and Keislar (1977) we know that teachers are one of the groups that influence students' attitudes and behavior. Teachers' attitudes can also affect the school library media specialist's performance as instructional consultant. Teachers and school library media specialists may have worked for many years in the same school, but they may not have had a significant interaction with each other. Teachers and school library media specialists come from different educational backgrounds. In turn, their training and their separate experiences and functions in the school may give the two groups differing perceptions of the role of the school library media specialist. It is, therefore, highly possible, that the attitudes of these two groups toward an instructional consultant role for school library media specialists are different. A recent study by Turner and Zsiray (1990) did indicate that teachers' attitudes toward that role were not strongly positive. There were also questions about the willingness of school library media specialists to actively participate in a change in traditional roles. On the other hand, Pickard (1993) concluded that school library media specialists viewed their instructional role to be important but only as a supportive role. If these attitude problems persist, the school system will fail to meet optimum effectiveness in its educational objectives. To date, there is some research about the relationship between teachers' attitudes and those of school library media specialists toward the instructional consultant role of the school library media

specialist. Since these attitude studies have focused on the areas of curriculum development and instructional development, the current study has not only considered these areas, but has also further explored the area of technology use.

Purpose of the Study

The purpose of this study was to determine whether or not teachers and school library media specialists differ significantly in their attitudes about the role of the school library media specialists as an instructional consultant. Further, the study attempted to determine and describe the nature of these differences if they do exist. Specifically the study examined three different dimensions of attitudes: the teachers' and the school library media specialists' attitudes toward the role of school library media specialist in curriculum development; the teachers and the school library media specialists' attitudes toward the role of school library media specialist in instructional development; and the teachers and the school library media specialists' attitudes toward the role of school library media specialist in technology use.

Theoretical Framework

The topic under consideration was the role of the school library media specialist in the instructional development process. Information about this topic

was gathered by investigating the attitudes of public elementary school teachers and school library media specialists toward working cooperatively with each other. The theoretical framework for a study on attitudes can be derived in part from Robert Rosenthal and Lenore Jacobson's Pygmalion in the Classroom. According to Rosenthal and Jacobson, teachers' attitudes and expectations can act as educational self-fulfilling prophecies. Widely shared expectations can act as predictors to prophesy how a person will behave in a given situation, even if little background information is known about the person and how he differs from others. Our initial attitude can be a factor in determining the behavior of other people and the outcomes of events. Interpersonal self-fulfilling prophecy can result from one person's expectation for another person's behavior. Expectation can become an accurate predictor simply for its having been made.

Though widely accepted, Rosenthal and Jacobson's work has not been without its critics. Fuchs, Fuchs and Phillips (1994) have questioned the literature supporting self-fulfilling prophecies. However, their own research did indicate that teachers who had high standards and strong beliefs about student work habits actually effected greater student achievement. Though Pygmalion in the Classroom has given valuable perspective on teacher attitudes toward students, it did not directly address teacher attitudes toward school media specialists. The development of teacher attitudes toward students is based on direct involvement,

while their attitudes toward school media specialists is too often based on a lack of involvement.

The notion of self-fulfilling prophecies seemed applicable to this study as well. If teacher expectations of students influence their own behavior as well as those of the students, then it seemed likely that teachers' attitudes toward the school library and its staff could also predict the ways that they utilize the library and the ways that they related to library personnel.

A second element in the theoretical framework of this study was Triandis's (1971) research into the nature of attitudes. In Attitudes and Attitude Change, he defined attitude as a predisposition to respond. Triandis posited that an attitude is represented by consistencies in the responses of individuals to social situations (P. 6-7). He categorized attitude as one of the four elements which affect behavior: attitude, norms, habits, and expectancies. He also identified the three components of attitude: the cognitive component, the affective component, and the behavioral component. The cognitive component may be defined as the person's belief about or factual knowledge of the person or object. For example, a person's belief that may be the school media specialist's role consists of information specialist, teacher, and instructional consultant. He described the affective component as the person's emotional response to a person or evaluation of an object. For example, the belief that the school media specialist is a central and key player in the

educational environment. The behavioral component to Triandis's work consisted of the person's overt behavior toward the person or object. An example of this would be the inclusion of school media specialists as a full participants in faculty meetings.

Triandis's theoretical construct was based on certain assumptions:

1. Attitudes can be learned.
2. Attitudes can be formed by the influence of other significant persons.
3. Attitudes can be formed by involvement in direct experience.
4. Attitudes can be changed in the same way that they are learned--through experience and relationships.

Triandis (1971) stated that an attitude helps people to adjust, to defend their egos, to express their values, and to understand the world about them. The experiences of people determine their attitudes. As attitudes develop, cognitions become more differentiated, integrated, and organized. Affective and behavioral intentions become associated with these conditions (P. 25).

This study dealt directly with attitudes about the roles of school library personnel and the relationships of teachers to such personnel. It focused on these three components: cognitive, affective, and behavioral. Since all of the components are intertwined, a change in one component of an attitude might cause a change in the other two components and in the attitude itself (Triandis, 1971).

The relationship among these three components can affect the direction in which attitudes may be changed. This implies that both similarities and dissimilarities between the attitudes of school library media specialists and those of teachers may affect the nature of the role itself.

Research Hypotheses

For this study, the following statistical null hypotheses were tested to determine what, if any, differences existed between the attitudes of teachers and school library media specialists toward the instructional consultant role of school library media specialists:

1. There are no significant differences between teachers' and school library media specialists' attitudes regarding the library media specialist's role in (a) curriculum development, (b) instructional development, and (c) technology use.
2. There are no significant relationships between teachers' attitudes regarding the instructional consultant role of the school library media specialist and following groups of variables: (a) the number of years of work experience, (b) level of education, and (c) teaching specialties.
3. There are no significant relationships between school library media specialists' attitudes regarding the instructional consultant role of the school library media

specialist and following groups of variables: (a) the number of years of work experience, (b) level of education, and (c) type of employment.

Definition of Terms

1. Library media center (LMC). An area in a school setting where a wide range of print and non-print resources, as well as related equipment, is accessible to members of the school community (ALA, 1983).
2. School library media specialist. A person with appropriate certification who is in charge of the media center and who administers the media program in the school (ALA, 1983). The term will be used synonymously with school librarian and will be abbreviated as SLMS.
3. Elementary school. A school offering a curriculum for pupils between the ages of 5 and 12, inclusive.
4. Instructional consultant. A specialist in a particular academic area and level who advises schools on curriculum and teaching.
5. Curriculum development. The coordinated continuing process of designing or redesigning the guidelines for instruction. As used in this study, it includes selection and evaluation of materials, promotion of information access skills and providing advice on the use of instructional strategies.

6. Instructional development. That aspect of curriculum development directed towards the planning of strategies to achieve instructional objectives. As used in this study, it includes analyzing students' characteristics and needs, organizing instructional plans, developing activities and materials, evaluating instructional units, and evaluating students' achievements.
7. Attitudes. Socially learned beliefs or predispositions which are comprised of affective, cognitive, and behavioral components. These components interact in some form of behavior, either positively or negatively, toward an object, person, group, or activity.
8. Technology. The application of devices such as microcomputers, telecommunications, and audio-visual equipment to the analysis and solving of problems, especially as it is utilized to assist in the learning process.

Assumptions

1. The school library media specialist has an important instructional consultant role in modern elementary school.
2. The success of elementary schools depends on team effort rather than individual school personnel.
3. Elementary school teachers and school library media specialists will volunteer valid and reliable information on this questionnaire.

4. The respondents are able to read the questions with understanding and comprehend them fully.
5. The instrument designed by the researcher is a valid accurate measure of attitudes toward the school library media specialists as an instructional consultant role.
6. The responses received reflect the attitudes of the entire sample.

Limitations and Delimitations

1. The study is limited by the questionnaire itself and the completeness with which it address the issues and concerns.
2. The sample is limited to public elementary schools in three counties in eastern Tennessee.
3. The attitudinal data is collected from the school teachers' and school library media specialists' responses via the questionnaire.

Importance of the Study

As today's learning environment grows more complex, the instructional consultant role of the school library media specialist will become more important. There still exists, however, a lag of at least ten years between the theory and the practice of that role. Attitudes are a major factor in the implementation of this

role. These attitudes, especially those of teachers and school library media specialists, can have a great impact on their motivation and willingness to cooperate with each other. To date, however, very little research has been attempted to study these attitudes. There is a need for more empirical investigation, as opposed to mere suggestions or notions.

Knowledge of teachers' and school library media specialists' attitudes toward the instructional consultant role of school library media specialists will enable schools to forecast the success of cooperative efforts. Addressing their attitudes through various processes will provide support not only for teachers and school library media specialists but for the ultimate success of the integration of information skills throughout the curriculum. This study will add to the current research by providing a more quantitative analysis of these attitudes. This study should also provide additional information needed for planning preservice and inservice training of school library media specialists as well as teachers. Finally, if the variables that inhibit and facilitate the attitudes relating to the instructional consultant role of library media specialists can be identified, this may help educators understand the importance of the instructional consultant role in the education of teachers.

Organization of the Study

The presentation of the study was divided into five chapters. Chapter one contains the introduction, the problem, and the purpose of the study, as well as the definition of terms, the assumptions, the limitations and delimitations, and importance of the study. Chapter two presents a discussion of previous research and other literature related to the study. Chapter three is a description of the methodology and research design relative to the study. The findings of the study are presented and explained in Chapter four. Chapter five includes a summary, conclusions, and recommendations for the study.

CHAPTER TWO

REVIEW OF THE LITERATURE

Introduction

The purpose of this study was to determine whether teachers and school library media specialists differ significantly in their attitudes toward the role of the school library media specialist as an instructional consultant. An additional purpose was to examine three different dimensions of attitudes toward curriculum development, instructional development, and technology use. A survey of literature related to the topic was carried out through searches of Library and Information Science Abstracts, Dissertation Abstracts, and The Educational Resources Information Center databases. The searches considered documents published up to 1994. This review serves as a context for understanding this study.

Before going ahead with the research, it was necessary to evaluate the existing literature as it relates to this study. This review demonstrated how this study could augment the body of research to provide new insights into this question. The literature review addressed four main topics: the changing role of the school library media specialist, attitudes of teachers and school library media specialist toward this role, model for instructional design and curriculum development, and the use of instructional technologies. Literature was reviewed

relating to the first topic in order to explain how the current role of the school library media specialist has evolved over time, thus providing a historical perspective. The review explored standards and guidelines describing that role. The second focus in the review explored the importance of attitudes, concluding with studies of attitudes of teachers and school library media specialists toward the instructional consultant role of the school library media specialist. The third section presented models of the instructional design and curriculum development activities of the school library media specialist. Since the curriculum function of the instructional consultant role involves planning units and lessons with individual classroom teachers, that role is closely related to the instructional development area. Therefore, articles and studies dealing with the curriculum and/or the instructional role of the school library media specialist were highlighted in this section. The technological dimension of the school library media specialist's role was the focus of the fourth topic. The changing role for the school library media specialist has been described in a set of guidelines from the American Association of School Librarians in a volume entitled Information Power. That role is based on the use of technology, such as networking and computer use in schools and library services.

This literature review revealed that there is a rich supply of publications addressing the general area of the role of the school library media specialist.

Literature addressing the role of the school library media specialist is available from as early as 1925; however, articles which examined attitudes toward those roles appeared only after the 1960s. Most research into these attitudes has been done in the last ten years.

The Changing Role of the School Library Media Specialist

The changing role of the school library media specialist has been discussed in depth in the professional literature and in research studies. In 1900, the first graduate of an American library school was appointed as a school librarian in the New York City school system. This was the beginning of the school library movement (Gillespie and Spirt, 1973). In 1925, a joint committee of the National Education Association and the American Library Association presented the first standards for elementary schools (AASL and AECT, 1988). These standards mainly emphasized material selection. Consequently, organizations began to more fully develop guidelines for elementary school libraries. In 1945, a set of national K-12 school library standards were published by the American Library Association (ALA), entitled School Libraries for Today and Tomorrow (Rossoff, 1971). It differentiated between the roles of the school librarian and the public librarian working with children and also described the role of the school library in relation

to the objectives of the school (AASL and AECT, 1988). However, most development of standards still concentrated on the high school level.

After the Soviet Union launched Sputnik in 1957, Americans began to understand the necessity for excellence in all aspects of the educational endeavor (Craver, 1986). This brought about new financial support from the federal government. For example, the National Defense Education Act in 1958 and the Elementary and Secondary School Education Act of 1965 (ESEA) were created at that time. Through Title II of ESEA, millions of dollars were provided to augment library resources. By the late 1950s, schools began to focus on curriculum methods that permitted a broader instructional role for the school librarian (Craver, 1986). School libraries were increasingly perceived as being less passive and more responsible for initiating library instruction that was integrated with classwork (Craver, 1986 p. 183). Some schools finally began to offer their librarians the chance for a greater instructional role.

In 1960, Standards for School Library Programs was published by the American Association of School Librarians (AASL) incorporating the changes that had occurred between 1945 and 1960. The standards suggested a role change toward a greater focus on serving students and teachers; for example, the role of the school library media specialist was expanded to include audiovisual programs. They also continued to promote the role of the school librarian as a teacher. The

standards elaborated the activities of the librarians with students, teachers, and administrators as part of the instructional program of the school. More emphasis was placed on the role of the librarian in serving on all school committees for curriculum development and textbook selection. During this period, Grazier (1960, p. 38) stated that in an instructional role the librarians could provide "expert assistance in the use of materials based on an understanding of the methods, concepts and data in a given field." Ellsworth and Wagener (1963) recommended that librarians work with teachers to evaluate instructional programs. The librarian's instructional role began to evolve more rapidly than it did in 1950s. The school's new focus on "diversified" learning materials (print and non-print) provided school librarians with an opportunity for a greater instructional role.

In 1969, AASL and the Department of Audiovisual Instruction of the National Educational Association (DAVI) issued the Standards for School Media Programs. All media, print or nonprint, were recognized as being equally important. The new terms "media center," "media program," and "media specialist" were used in these standards. These new standards addressed the changing role of the media specialist in working with teachers and students, such as the design of learning activities using new technology and the development of listening and reading skills. These standards were reflected in the School Library Manpower Project's (1971), Occupational Definition for School Library Media

Personnel, which had been funded by the American Library Association and the Knapp Foundation. This document promoted the instructional role of the librarian in the following areas: (1) teaching students and teachers how to use library resources, (2) participating in curriculum committees and supporting the educational goal of the school and community, and (3) working with teachers to design instructional experiences. However, Ayers (1972) suggested that school librarians need far more preparation to equip themselves to bear the responsibilities of new media and curriculum development.

Because of the rapidity of change in educational and technological fields, the national standards require continuous revision. In 1974, AASL, in conjunction with the Association for Education Communications and Technology (AECT), developed Media Programs: District and School. These standards reflected the systems approach to media service and emphasized the importance of both district and school level programs. They addressed 37 activities of media specialists divided into four categories: design, consultation, information and administration. Although most of these activities had been included in the 1960 and 1969 standards, instructional design and development was added. For example, the consultation function stressed the identification of teaching and learning strategies; working with teachers and students in the selection, evaluation, and production of materials; planning and providing instruction; and assisting users in the techniques

of finding, using, and evaluating information. These standards were the first to stress curriculum design and development and emphasized the instructional role of media specialist. However, these standards received criticism from library educators and practitioners because they were said to be unrealistic and inhumane to the professional. McKeen (1975) felt that the 37 activities listed sacrificed personal service and were impossible to implement.

Four other publications have influenced scholarly perception of the role of the librarian in education. They include Hug's Instructional Design and the Media Program, Wehmeyer's The School Librarian as Educator, Peterson's The Learning Center, and Prostano's The School Library Media Center. All of these publications attempted to clarify the accepted role of the school library media specialist in education. They also suggested a series of course-related ideas for performing the role. Because of these works, during the 1970s the responsibilities of library media specialists continued to progress from traditional personnel supporting the work of teachers to being an integrated part of teaching and learning. Most studies have emphasized the concept of instructional design and the librarian's role in it. Anyone involved in this role must possess skills in design, development, and evaluation in order to participate fully in curriculum and instructional development.

The standards produced between the 1950s and the 1970s reflected the growing importance of technology or media services in the school library. As each standard was formulated, the role of library media specialist was expanded. In the 1980s, the rapid development of computer technology led library media specialists to try to define their instructional role with new technology. Troutner (1984) offered her perspective that the library media specialist was expected to take an active role in helping to design teaching units that integrated the computer into the curriculum. In this period, computers made the instructional role of library media specialist more challenging.

The most recent version of the national standards, Information Power (1988), published by AASL and AECT, outlined three major action roles for the library media specialist: teacher, information specialist, and instructional consultant. In the instructional consultant role, the school library media specialist is expected to work as curriculum and instructional developer. This instructional consultant role is also the cornerstone upon which the information specialist and teacher roles are based. When school library media specialists plan with teachers, they are performing the instructional consultant role.

Three researchers (Walker, 1988; Pritchett, 1991; and Pickard, 1993) agreed that the library media specialist works with teachers to help them maximize their use of the professional resources available and to help them incorporate the best

instructional and information resources into the learning process. They all expressed a similar view that these standards gave a definitive statement on the instructional role of the media professional and explained that these three roles overlap, mentioning, however, that though the role is specified in the professional standards, it has not been widely implemented in practice. Wolcott (1994) reasoned that limited implementation of these roles was due to the fact that library media specialists lacked an understanding of how teachers plan. Cleaver and Taylor (1989) have taken a very positive view of the current low levels of implementation by suggesting that the instructional consultant role is both an opportunity and a challenge.

The national standards have generated regional and local standards. For example, in 1986, The Six Year Technology Plan for Virginia emphasized the role of the school library media specialist in teaching, coordinating and consultation. In 1989, the South Dakota State Department of Education and Cultural Affairs published School Library Media Programs: A Resource & Planning Guide for South Dakota Schools. The South Dakota document presented the argument that the library media specialist should possess a wide range of competencies in selection and utilization of print and nonprint materials, educational technology and/or information science, as well as knowledge of learning theory and curriculum development. In 1991, the Illinois School Library Media Association

developed its own set of competencies for the school library media specialist, comprised of the three roles of: (1) information specialist, (2) teacher, and (3) collaborative partner instruction.

In summary, six sets of national standards for the school library media specialist have been published since 1925, the latest appearing in 1988. Each of these publications expanded the role of the school library media specialist. As a result of these various sets of standards, an evolving role for the school library media specialist is being worked out. The problem resulting from these changes has been that the role of the school library media specialist has become difficult to manage. As new roles have been added, no corresponding roles were deleted. The national standards, though sometimes controversial, have been important for the current research study because they provided a foundational list of roles about which attitudes could be assessed. Attitudes are critical factors which need to be considered in order to help the school library media specialist realize the roles articulated by the standards. These standards published by professional associations, have represented an evolving role for the school library media specialist. In order for the school library media specialist to realize this changing role, certain factors related to the attitudes or perceptions of classroom teachers, principals, and library media specialists toward the media specialist's role are considered in the following section.

Attitudes Toward the Instructional Consultant Role of the School Library

Media Specialist

Attitude Theory

Attitudes have numerous functions as they relate to practice. These include helping people to adjust, to defend their egos, to express their values, and to understand the world around them (Triandis, 1971, p. 25). By understanding these functions, one can more easily understand people's motivation and can better learn how to modify attitudes when there is a need to do so. Attitudes have generally been regarded as mental readiness or on implicit predisposition to respond in a favorable or unfavorable manner toward a person or object. Attitude, by definition, involves three components: (1) cognitive, (2) affective, and (3) behavioral (Triandis, 1971). Rajecki (1990), has explained each of these components more fully. The cognitive component consists of one's beliefs about factual knowledge of a person or object. These beliefs are usually expressed by relational terms such as "goes with," "results in," or "prevents" (Rajecki, 1990, p. 39). The affective component of attitudes consists of one's evaluation of or emotional response to the person or object. Such responses might be expressed by words such as "loving," "fearing," or "happiness" (Rajecki, 1990, p. 39). The behavioral component of attitudes is made up of one's overt actions directed

toward the person or object. People's intent to behave could be described with words such as "donate to," "reject," or "choose" (Rajecki, 1990, p. 39). Although each one of these three components may develop independently, they are organized in congruence with one another. The interaction among these three components determines the direction in which an individual's attitudes will change and the degree to which his attitudes correspond with his beliefs and intentions.

According to Triandis's theory, during childhood there is not always a balance among the three components and they may develop independently. However, researchers including Horowitz (1936) found earlier that as the child matures, attitudes themselves become more consistent. This was supported by more recent findings of Breckler (1984) that as children develop into adulthood, the three attitude components of attitudes, cognitive, affective, and behavioral, seem to become more consistent with one another. Furthermore, Rajecki (1990) stated that adults usually have a consistency not only within an attitude but also between attitudes. Even so, Tuckman (1979) has suggested that we measure attitudes in early grades since attitudes are an important component in classroom participation. Therefore, the impact of attitudes on practice is so great that there is considerable argument that attitudes be measured at all levels.

Attitudes in education may determine the success of a curriculum. According to Bloom (1976), the extent to which a learner will try to learn can be

predicted by the affect component involved. Simonson (1979) considered the impact of attitudes important to the teaching and learning process. Mosley (1986) found a significant improvement in reading attitudes when librarians made a reading guidance program an integral part of the school curriculum. Thus, reading attitudes were found to be positively related to students' reading achievement. In a later study, Bell and Totten (1992, p. 79) found the teachers who worked in academically successful schools cooperated more with school librarians than did teachers serving in academically unsuccessful schools. This seems to indicate that successful schools and cooperative attitudes go together.

A well-known, if sometimes criticized, study has investigated the implications of teacher attitudes on students, especially as they relate to gender, race and socioeconomic factors. Pygmalion in the Classroom (Rosenthal and Jacobson, 1968) created wide interest and controversy about teacher expectations as self-fulfilling prophecies. The authors' view was that teachers' attitudes and expectations can act as educational self-fulfilling prophecies. Broad-based expectations can predict how a person will behave in a given situation, even if background information is lacking about the subject of the expectation. Initial attitudes can influence the behavior of others and the resulting consequences. Therefore, one person's expectation of another person's behavior can generate an interpersonal self-fulfilling prophecy. Since teacher expectations toward students

can influence behavior, it follows that their attitudes toward the school library media specialist can also influence behavior. Possibly, those teacher attitudes can predict their relationships with library staff or their utilization of the library's resources.

Studies of Attitudes Concerning the School Library Media Specialist's Role

The literature provides some evidence that the role of the school library media specialist has changed. A number of studies have dealt with the perceptions of two groups--administrators and teachers--toward the instructional consultant role. These studies focus on various aspects: curriculum/instruction role, communication, reading programs, theory and practice, and educators' attitudes and perceptions.

Curriculum/Instructional Role. One of the earliest studies of the curriculum and instructional role of the school library media specialist was conducted by Cox (1968). She studied the attitudes of school librarians, teachers, administrators, and supervisors. Her conclusion was that librarians needed to have more experience in curriculum development. Wilson's (1972) study did not reveal any significant differences between principals' and library media specialists' views about what the priorities or role expectations should be. Wilson also found that the

library media specialist served in a curriculum development role and held a respectable position among the faculty in the schools she studied. However, she did discover that there was a lack of curricular development skills in the education of library media specialists.

In contrast to Wilson, many researchers found that school library media specialists viewed their instructional consultant role as marginal (Daniel, 1974; Ball, 1976; Stroud, 1976; Leung, 1983; Haycock, 1985; Edwards, 1989; Kulleseid, 1985). School personnel did not perceive the library staff to be an active agent in the curriculum. The profession was still not involved in coordinating instructional resources and activities. Media specialists were not considered to be an integral part of curriculum planning and instructional development and still seemed to occupy a passive and peripheral position in the school. They did not participate in building and district curriculum committees. Teachers and administrators did not perceive the library media program as important to academic success.

Several researchers (Johnson, 1977; Pfister, 1980; Haycock, 1982; Urbanik, 1984; Smith, 1988; Taylor, cited in Pickard, 1990) examined the perceptions and expectations of teachers and school library media specialists toward the instructional consultant role. Teachers felt that selection and utilization of material is a more important librarian role than instructional design. Librarians themselves viewed their curriculum and instructional roles to be less important than their

traditional roles. Traditional services, such as circulation service, were offered by the library media specialist; they didn't play an important role in curriculum planning and instructional technology. Communication between media specialists and teachers was uncommon; the teaching role of the librarian was not widely accepted.

In Pfister and Alexander's study (1976) of the attitudes of superintendents, principals, and librarians, a gap was revealed between actual and expected roles. The researchers concluded that librarians were not fully involved in management and instructional roles. They ranked themselves higher in the traditional functions of materials selection and organization than in management.

Some researchers have defined the obstacles to performance of the instructional consultant role. The most cited obstacle was lack of time for practice and planning (Corwine, 1973; Loertscher, 1988; Ervin, 1989; Stoddard, 1991; Pickard, 1994). Expectations and attitudes were also identified as obstacles (Corwine, 1973; Stoddard, 1991; Banighen, 1991; Pickard, 1994). Role expectations held by instructional staff may prevent the media specialist from functioning at the highest level. Teachers' attitudes and content specializations were the greatest obstacles in their mutual relationship. The differing expectation of teachers, administrators, and teacher librarians can hinder the involvement of the teacher-librarian in instructional development. Ely (1982) explained why

school library media specialists have opposite perceptions concerning their role. The reason include the contrasting views on job descriptions, differing relationships with colleagues, varying professional preparation programs, and differences in state certification requirements.

However, some research shows evidence that the instructional consultant role of the school library media specialist is being practiced. Beatty (1976) showed that media specialists spent 16% of their time on curriculum development; in fact this was ranked first in importance to them. Beatty also found that no media specialists ranked themselves lower than teachers in the self-perceived importance of their jobs. Hambelton (1979) studied the attitudes of classroom teachers in Ontario. They felt that the school library media specialist should teach individual classes as part of their role. However, the curriculum design function was not considered an appropriate activities.

According to Bias (1979), school library media specialists wish to be more involved in the planning, development, and implementation of instruction. He calculated that over 50% of the school library media specialists were involved in instruction but with only 25% of their teachers. Didier (1982) measured the extent to which media specialists were involved in the curricular role. His description of this role included curriculum committees, textbook selection committees, selection of material and consultation with teachers. Dider found that the school library

media specialist performed 70% of these four curricular activities combined. However, they were least involved in curriculum and textbook selection committees. Master's and Master's study (1986) revealed that elementary school librarians did not view themselves as curriculum leaders but considered themselves as a support to teachers, especially in reading programs. Winstead (cited in Pickard, 1990) found that college educators and school system directors felt that the school library media specialist's work with teachers and curriculum support was most important. However, the library media specialists felt that service to the student was more important than helping teachers, through curriculum planning probably would be more important in the future. Bell and Totten (1992) reconfirmed their earlier study that teachers who worked in academically successful elementary schools (according to the Texas Educational Assessment of Minimum Skills Test) were more likely to co-operate with the library media specialist in instructional problems than were teachers working in academically unsuccessful schools. Pickard (1994) investigated elementary and secondary library specialists in DeKalb County, Georgia and found that 70% of elementary library specialists perceive themselves as instructional leaders in their school and that 91% of respondents had participated in at least one resource-based teaching unit with a classroom teacher during the year. However, only 62% of the respondents were involved in resource-based units at the supporting level.

Some researchers identified factors which could benefit or limit efforts in instructional development. Roach (1989) measured the attitudes of teachers, principals, and library media specialists toward the role of the school library media specialist and listed nine factors contributing to those attitudes. She found that the performance level of the library media specialist had the highest influence on principals' and teachers' attitudes regarding the consultant, technological, and instruction roles. However, relevancy of library activities was the highest influence on the attitudes of school library media specialists. Turner and Zsiray (1990) included the following factors: personality, competence, experience, clerical assistance, budget/equipment, library hours, and the proportion of library media specialists to faculty members being served. They concluded that school library media specialists have never been involved significantly in instructional design consultation.

The studies reflecting the curriculum/instructional role of the school library media specialist provide various conclusions. In general they describe the current role of the school library media specialist as a passive, peripheral, marginal position, with little involvement in curriculum committees. The school library media specialist is still involved primarily in traditional roles such as circulation service. However, the studies also demonstrated that the school library media specialist perceive their current curriculum/instructional role as being important,

but that they see themselves as support staff and not as leaders. Their role involves service to students rather than service to teachers. The gap between actual roles and expected roles is due to a lack of time, resources, and support, as well as a need for more experience and training. One researcher found that the performance level of the school library media specialist has a high influence on the attitudes of others. Another researcher discovered a positive correlation between academically successful schools and cooperative attitudes among staff members. Most school library media specialists perceive that curriculum development should be a part of their job. Their wish is to be more involved.

Communication. Some researchers have stressed that communication with teachers was important for understanding the instructional role of the library media specialist. Sullivan's (1977) investigation of elementary media programs showed no significant difference between the perceptions of library media specialists and principals. Her research suggests that communication should be improved in the relationship between library media specialists and teachers in order to clarify the role of the library media program. This recommendation was also made in Loertscher's and Land's (1975) study--library media professionals need to make a greater effort to increase communication about their services to teachers, which include instructional development, evaluation, and professional development.

They also conclude that full-time media specialists provide more services than do part-time professionals. Based on their research, Griffin and Lamb (1987) and Turner (1988) added the recommendation that workshops and in-service meetings be used to improve communication. Tewell and Kroll (1988) suggested that a staff development model for school library media specialist can improve performance. Helping school librarians develop their communication skills and encouraging them to become involved in curriculum design are the concepts of this model. They also argued that school library media specialists should move from a reactive position to a more proactive one as a central player in instructional development. Therefore, in order to become more proactive, communication is critical. By having school library media specialists participate in workshops and in-service programs or by implementing a staff development model, administrators can improve communication, clarify the instructional consultant role, and increase teachers' awareness of library service available.

Reading Programs. Some of the literature encountered focused specifically on reading programs. Lombard (1969) asked teachers and media specialists when instructional technology should be used in teaching reading. He found a high relationship between teachers' and media specialists' perceptions of instructional technology in teaching reading. Bishop (1992) discovered from

interviews that teachers often depended on the knowledge and expertise of the school library media specialist to cooperatively plan and evaluate instruction in the literature-based reading program. She also suggested that the school library media specialist may effectively serve as an instructional consultant to other school library media specialists in the district who need information relating to the implementation of the literature-based reading program. Bishop further discovered that there was a positive relationship between teachers and the school library media specialist when the school library media center changed to flexible scheduling and began using curriculum-integrated media skills instruction. When this positive relationships exist, cooperation between teachers and school library media specialists concerning reading development programs will occur. This can be a good foundation for further expanding the role of the school library media specialist into curriculum and instructional development.

Theory and Practice. Previously cited studies have referred to a gap between theory and practice in the role of the school library media specialist. Pickard's (1990) study indicated that a lag exists between the theoretical versus the practical consultant role of the school library media specialist in the DeKalb County public schools in Georgia. Cullinan (1993) conducted a study of the role perceptions of school library media specialists compared with the **Information**

Power guidelines. She found a discrepancy between real and ideal role perceptions. Johnson's (1993) study examined the extent to which school library media specialists perceived and practiced Information Power's role of instructional consultant. The study revealed that media specialists did not see the instructional consultant role as highly important. They viewed themselves as suppliers and support agents rather than team teachers or curriculum developers. Respondents rated two tasks as being most important for the school library media specialist: individual reference assistance to student and teacher (100%), and providing access to a media center with an organized collection of resource materials (98%). The gap between theory and practice, therefore, is not only due to physical limitation, but it also a function of perceptions.

Educators' Attitudes and Perceptions. Attitudes and perceptions play an important part in role definition for the school library media specialist. Wiedrick (1973) examined open-area elementary schools in Oregon and identified components which influenced student use of library media centers. His study demonstrated that teachers and librarians have similar perceptions of the role and functions of the librarian. Both preferred in-service activities to help teachers use the library and requested more cooperation between teachers and librarians. Pemberton and Smith (1978) investigated the perceptions and expectations of

administrators, teachers, and media specialists concerning the role of the media specialist in the elementary school. They concluded that new roles created more ambiguity and questions than they had solved. The research described the attitudes of teachers and administrators as neutral or negative toward the overall role of the school library media specialist. The researchers found that despite the similarity in perception of administrators and librarians, these two groups do view the role of the school library media specialist differently from classroom teachers.

Mohajerin and Smith (1981) examined educators' perceptions of the role of the school library media specialist. Their concept of this role includes providing leadership for the school material selection policy, advancing the different interests of students in the instructional program, and working with teachers on selecting materials. They discovered a discrepancy between the perceptions of media educators and school library media specialists/classroom teachers. They found that media educators had more negative perceptions toward the personal professional role of the media specialist than did the school librarians. In another study of perceptions of role, Buchanan (1982) investigated the views of classroom teachers and school library media specialists toward the role of the school library media specialist. Buchanan found that teachers perceived the role differently because of differences in background and training between them. Furthermore, teachers didn't understand the basic responsibilities of the school library media

specialists. They also didn't accept the school library media specialist as a true colleague. They didn't believe that the role of school library media specialist should include instructional development.

Scott (1986) examined the role perceptions of library media specialists of four groups of educators: principals, classroom teachers, school library media specialists, and library media educators. In his study, he found the technological media role to be the factor which most reflected the emerging role of the library media specialist. Clerical functions were not perceived as being included in the role of the school library media specialist. Most educators in his sample tended to have a positive attitude toward the role perception of the school library media specialist. However, the sample expressed some negativism. They did not view library media specialists as cooperating with or supporting teachers in the instructional program. They didn't feel that the library media specialists demonstrated good interpersonal relations. Further, they didn't think that library media specialists meet national standards. This sample did see the probable emerging role of the school library media specialist as one of helping teachers more through curriculum planning.

Bishop (1989) examined the differences in the perceptions of the overall role of school library media specialist according to the degree level, school level, and years of educational work experience of the same four educator groups. The

results of Bishop's study revealed no significant differences among these four groups toward that role and no significant differences related to educators' school, degree level, or work experience. The study did reveal a positive relationship between classroom teachers' perceptions of the school library media specialist's role and teachers' use of the media program. This seem to indicate that improving the perceptions of teachers toward the school library media specialist could bring about a greater utilization of library resources, or, conversely, that increasing the utilization of the library could improve those perceptions.

The literature still shows some apparent contradictions among the findings of the studies of the perceptions of the roles of the school library media specialist. The more recent studies have tried to analyze these perceptions according to factors such as degree or work experience. Much research has been conducted concerning the attitudes of educators or administrators toward the roles of the school library media specialist, specifically the instructional consultant role. There are many factors which influence these attitudes, such as communication, experience, and training. Though progress has been made toward a wider role for the school library media specialist, a gap still exists between the practice of the school library media specialist and the ideals held up by the national standards. To fully participate as a colleague in the instructional process, the school library

media specialist must realize that several models exist for instructional design and curriculum development.

Models for Instructional Design and Curriculum Development

The literature reveals numerous models created to enhance cooperation toward the aim of integrated instruction. Library media specialists are being encouraged by their national association to participate more fully in school curriculum development. However, most studies have focused primarily on library skills. During the 1980s, several models developed which included an instructional design and curriculum development role for the school library media specialist. These models emphasized the library media specialists' role as an instructional designer and curriculum developer. They have focused on a proactive stance for the practitioner. Program development according to the models should be based on careful planning, implementation and evaluation. This section of the literature review will describe these models which provide a framework for instruction and curriculum development between classroom teachers and school library media specialists.

Delaney (1976) was one of the first educators in the library media field to deal with the issue of teachers and librarians cooperating to design learning experiences. He formatted a checklist which covered the range of activities from

consultation to the evaluation of cooperative teaching skills. Using these steps, teachers and librarians worked together on the unit, and using the library's resources, evaluated the appropriateness of different instructional materials, scheduled the introductory activity, demonstrated the variety of materials, and emphasized library skills related to the unit of study. His plan followed a set sequence in the process of designing activities and choosing resources based on learning objectives. However, the checklist did not go into much detail concerning teaching skills, the curriculum design process, or long-range planning for integrating library media programs into the curriculum.

Johnson (1981) developed a School Instructional Development (SID) model for a specific change in instructional programs. In this model, the school library media specialist was presented as a change agent through three steps: (1) defining the problem and generating the rough outline, goals and objectives, (2) designing the development of teaching/learning activities within an instructional framework, and (3) evaluating the project's strengths, weaknesses, and impact. Johnson's model relied on the acceptance of three assumptions: (1) the school library media specialists wish to expand the role of the library media center to encompass the entire instructional program, (2) the school library media specialists are adequately trained in instruction, administration, and peer consulting in order to effect change, and (3) the principals and teachers are knowledgeable of and supportive of the

library media specialist's proactive role. (p. 271). Since most instructional development models have focused on the teacher or the principal, Johnson felt that the school library media specialist as instructional developer should also be identified as a new facilitator of change. Johnson stated that the most important outcome to be expected from any development project is that the teacher involved will become more willing and able to work with the school library media specialist in instructional design.

Loertscher's model (1982) was based on a taxonomy-- an orderly classification of activities which the library media specialist can use to build a new role. This "new" role was a natural extension of the traditional roles. In Loertscher's model the person who knew materials in all the modern formats and who understood in depth the function of these materials in teaching concepts was a logical partner to the teacher who was the subject matter specialist (p. 417). Team-teaching between teachers and library media specialists was an important concept in Loertscher's model. He presented a taxonomy which included eleven levels of involvement from "no involvement in the instructional program" to "leadership in curriculum development." Levels 1 and 2 constituted the library media center which was completely bypassed or was available only to self-starters. Levels 3 to 7 concentrated on direct services to students and teachers. Levels 8 to 11 were the building blocks of resource-based teaching. These highest levels described an

increasing focus on cooperative planning and active participation by the school library media specialist in instructional development. Each level had its merits and each level could be abused either by the library media specialist or the teacher. Each level could also be described as “good” and necessary to achieve a comprehensive impact on instruction. If teachers and administrators could understand the concept of each level, the taxonomy would be successfully implemented. If the library media specialists wanted to demonstrate their new role, they had to take the best programming ideas and integrate them into the instructional program. Loertscher recognized in his model that implementation of this instructional process required the school librarian, the teacher, the student, and the school administrator to work together. The library media specialists’ highest level was taking part in designing units that involve library skills teaching.

Turner and Naumer (1983) addressed the concept of the media specialist as an instructional designer. They viewed the media specialist as an instructional design consultant who helps teachers in their teaching work. The authors recommended two ways for the media specialist to promote this instructional consultant role. The first was that the library media specialist should understand that instructional design at the K-12 level has far more logical constraints than found in the military, industry and higher education. The second was that the concept of instructional design is not something that is external to the average

media center program. Therefore, they presented a model which contained four levels involved in the instructional process:

- No involvement. The school library media specialist is not involved at any step of the design process.
- Passive participation. There is no interaction between school library media specialists and teachers. The school library media specialist selects and maintains materials, equipment and facilities for use by faculty and students in the design, implementation, and evaluation of instruction.
- Reaction. This involves informal contact between the school library media specialists and teachers such as reaction to teacher's requests.
- Action education. This is formal, fullscale instructional design consultation. The school library media specialist/faculty interaction might include membership on an instructional design team or implementation of in-service workshops (p. 30).

Except for the "no involvement" level, each level was considered a valid function in the instructional design consultation process. In the model action education was to be achieved through cooperative teaming with teachers through in-service training. Turner (1988) found that in-service programs developed with an instructional design approach have the best chance of success (p. 107). He suggested eight ways to provide effective in-service: (1) obtain principal's support,

(2) provide incentives, (3) avoid mandatory attendance, (4) derive content from assessed needs, (5) strive to impact participant's future performance, (6) correlate activities/materials with learning styles, (7) provide hands-on activity with feedback, and (8) evaluate the process (p. 109).

Another model developed by Turner (1985) identified three curriculum-related activities performed by the library media specialist: (1) promoting reading and viewing by children and young adults, (2) providing library instruction and reference services, and (3) helping teachers in the design, implementation, and evaluation of instruction (p. 6). Turner recognized the importance of the library media specialist's potential contribution in all three activities. He defined eight specific actions which are effective for instructional design: (1) deciding what to teach (needs assessment), (2) knowing students (learning analysis), (3) knowing what they expect from students (performance objectives), (4) constructing reliable and valid tests (test design), (5) selecting a variety of instructional materials (material selection), (6) using learning management techniques (activities development), (7) teaching (implementation), and (8) revising their approach based upon results (evaluation). As a consultant, the library media specialist should intervene at some point in this model. Interpersonal skills are critical at both the reaction level and the action education level in order to maintain an

effective advisory role. These skills will also help teachers grow toward their professional goals through positive cooperation with colleagues.

Roggenbuck's (1985) study provided a model in which he stressed the importance of librarians entering into the instructional planning process as early as the curriculum development stage. She suggested six ways for media specialists to become involved in curriculum development. These were: (1) model for teachers the role of the media specialist as a partner who wants to be totally involved in curriculum, (2) promote the potential role to teachers and administrators in curriculum involvement, (3) provide a new curricular-activities emphasis to reading guidance, (4) initiate a demonstration project with a cooperating teacher on a particular unit, (5) become dynamic in developing new programs, and (6) take advantage of the opportunities offered by the computer for curriculum involvement.

Callison (1987) addressed three levels of curricular involvement for the school library media specialist. He collapsed Loertscher's 11 levels into 3 levels. Loertscher's levels 1 through 5 become part of the first category, the reactive level. Here, the school library media specialist supplies the library materials which the teacher needs. Callison's proactive level includes Loertscher's levels 6 through 8. This level includes advanced gathering of materials, promoting multimedia instruction and setting up a schedule in a supporting role. The third level, the

interactive level, combines Loertscher's levels 9 through 11, the ideal of instructional design, evaluation, and curriculum development. At this interactive level, the school library media specialist has developed into a leader and begins to examine the educational system in terms of assessing its success and failures.

Eisenberg and Berkowitz (1988) presented a conceptual framework as well as practical methods toward a curriculum role for the school library media program. They offered a new definition of curriculum support services, categorized in five areas: (1) curriculum resources provision, (2) reading guidance and literature appreciation, (3) information service, (4) curriculum consultation service, and (5) curriculum development. In addition, they provided a six-stage strategy for curriculum support services and instruction in library and information skills as follows: (1) review existing situation, (2) determine goals and objectives, (3) set up support systems, (4) conduct feasibility analysis, (5) develop plan, and (6) evaluate plans and processes (P. 28). They suggested that this strategy is a cycle of information gathering, analysis, planning and evaluation. They felt that the school library media specialist should act as curriculum developer by expanding information resources, using technology, and employing problem-solving processes.

The Information Power guidelines of the AASL and AECT which were described earlier in this chapter, also provided a concept for considering

curriculum development as the process educators use to determine what will be taught. This process requires that the school library media specialist have an in-depth knowledge of resources, familiarity with the most recent research on curriculum design, and an understanding of schoolwide grade levels and content areas. Serving on curriculum committees ensures that teaching of information access skills--including higher-order thinking skills--is integrated with other curricula. Involvement of the school library media specialist in the curriculum development process allows new instructional strategies to be introduced, such as problem-solving software.

According to the guidelines in the Information Power, Instructional development is further defined as the systematic process that drives the planning, implementation, and evaluation of instruction in the classroom. The instructional strategies used can determine how successfully a student learns. The guidelines listed some tasks in which school library media specialists can assist classroom teachers, such as the following (p. 36):

- developing unit objectives that build viewing, listening, reading, and critical-thinking skills, and that respond to student needs, as determined by a formal assessment process
- analyzing learner characteristics that will influence design and use of media in an instructional unit

- evaluating present learning activities and advising appropriate changes
- organizing the instructional plan, indicating when, where, how, and by whom activities will be presented
- examining and identifying resources that may be helpful in teaching the unit

Cleaver and Taylor (1989) developed the TIE Procedural Model of interaction, a structure for librarians to initiate and work with the teachers in instructional development. They acknowledge that their model generally incorporates Loertscher's highest four levels. The acronym "TIE" is based on the model's three components of talking, involving, and evaluating, as follows: (1) Talking with the teacher about teaching plans and building the basis for cooperative. (2) Involving the librarian with the teacher in all of the preparation steps of the instructional unit by providing sources for that unit. (3) Evaluating the resources provided and the cooperative work accomplished. Each stage is developed sequentially and represents a systematic plan for working more effectively with teachers so that the school library media specialist becomes involved in the decision-making team as a full partner. The author's incorporate the verb "tie" into their model to illustrate the model's title, "TIE." They use this to demonstrate the three components-- resources, action, and method-- "tying" together a program into a closer working relationship between the school library media specialist and the classroom teacher.

The "Library Media Specialist as a Curriculum Partner" was addressed by the Wisconsin State Department of Public Instruction's Task Force on School Library Media Issues (1990). Their study listed a number of factors contributing to the demanding nature of this role: (1) Library media specialists must be prepared as experts in information resources and access, and in curriculum and instructional design. (2) Administrators and classroom teachers view library media specialists as equal partners in the instructional process. (3) The school districts must be convinced to provide sufficient professional and support staff to carry out the tasks related to this role. And (4) The scheduling of the library center must be flexible so that the staff and the facility are available for the partnership role. The task force went on to list 15 specific recommendations for implementing this role of curriculum partner.

The models described in this section all follow a general pattern: needs assessment, development of objectives, material selection and preparation of activities, teaching the unit, and evaluation of learning. Understanding and implementation of these models is helpful as they relate to the instructional consultant of the school library media specialist. However, recent rapid changes in technology, especially computer technology, in the schools, has immense importance for the role of the school library media specialist which none of the models adequately take into account. Apart from mentioning multimedia and the

computer, these models do not deeply explore the specifics of technology, as it relates to the role of the school library media specialist.

Use of Technology

The possibility of using technology to improve thinking and learning skills is evident, but the specific strategies to be used in realizing this goal are still in question. Today's school library media specialist has an expanded role in instructional development, and is therefore in an appropriate position to help develop these strategies. When libraries add new technology, it becomes important how library media specialists evaluate their use and how they integrate technology into the curriculum of the schools. Since technology is increasingly coming under the domain of the media center, the school library media specialist should be a key person in promoting its use with teachers and students. Access to information through online databases, CD-ROM technology and Internet has increased dramatically. Among the many tools that can be used in this effort, this study will discuss networking and computers.

Networking

Networking can be defined as the system of accessing information from a matrix of external agencies. Weeks (1982) conducted a study of the library media centers in New York State public schools involving the attitudes of school library media specialists toward library networking and technology. She discovered the influencing factors to be network participation, work experience, education level, school assignment, degree of professional organization involvement, continuing education, and number of technologies available in the library media center. Her results showed that network participation, type of school assignment, membership and attendance at professional meetings, and participation in non-credit continuing education courses have a statistically significant relationship to attitudes toward library networking attitudes. She found only a weak correlation between attitudes toward library networking and attitudes toward technology expressed by individuals. In general, school library media specialists have positive attitudes toward library networking as well as positive attitudes toward technology. At the time of Weeks' research, the four network services considered most important by school library media specialist were interlibrary loan, delivery systems, reference systems, and the development of union catalogs. Similar findings were also reached in Zimmerman's (1993) study, which replicated Week's study in the same state. The main difference in these two studies is that Weeks thought that the

attitudes toward networking and the attitudes toward technology should be studied separately, while Zimmerman maintained that they were so interconnected that the two concepts must be studied together (p. 91).

Chapman (1985) conducted a study of attitudes toward networking among public librarians and school library media specialists in Winston-Salem, North Carolina. She found that all generally agreed that there are benefits to be derived from multitype library networking. Public librarians expressed more willingness to be involved in inter-library cooperation than did school library media specialists. Lack of clerical help was identified as the overwhelming barrier to networking by the media specialists.

The effect of Title III of the Library Service and Construction Act (LSCA) on encouraging the participation of school libraries in cooperative library networks was studied by Lunardi (1986). This study surveyed twenty-four networks with school library participants in eighteen states. The effect of the variables of fiscal, legal, attitudinal, governance, planning, evaluation, and technological concerns were examined. Lunardi drew three conclusions from his study: (1) school librarians are evolving into network members, (2) network membership enhanced the services offered to students and teachers, and (3) LSCA Title III funding is vital to the networking process. Earlier research on networking deals with the more traditional, book-oriented meaning of the term "networking." However, the

more recent literature recognized the expansion of the term to include electronic media, such as the computer.

Computer

The use of the computer in the media center has allowed the school library media specialist to become a technological innovator in the school. Truett (1983) examined the accessibility of computer terminals in the school library media center. Her study attempted to answer the following questions: (1) How accessible are microcomputers to school media specialists? (2) How are those available presently being use by the media specialist? (3) How would the media specialists use them if they had the necessary software and hardware? (4) Do media specialists feel they are adequately equipped to handle the challenges of computer technology? Do they feel that they need more training? (5) What particular applications do they wish to see demonstrated as part of in-service workshops (p. 15)? Truett found that a self-professed inadequacy in using microcomputers and a lack of awareness of computer applications for the school library media center has caused school library media specialists to be without access to computers. Therefore, they fall behind and are not familiar with the latest instructional technology as an integral part of the media center's resources. Other factors also impact this dilemma, such as insufficient training opportunities, scarcity of quality

software, and budgetary constraints. The study suggested workshops as the solution for library media specialists to be able to meet the challenge of new media.

Cook and Truett (1984) reported that media specialists are familiar with the different types of computer-assisted instruction available. In their study, they expounded on the 11 ways to a changing role for school librarians listed in Costa and Costa's book, A Micro Handbook for Small Libraries and Media Centers. These roles include: (1) maintain and circulate hardware, (2) maintain and circulate software, (3) help select hardware and software, (4) provide computer reference material and instructional resources, (5) provide access to online databases, (6) arrange inter-library loans, (7) provide student and staff instruction, (8) sponsor computer clubs, (9) provide computer-related services to the handicapped, (10) provide information on community resources, and (11) use computers to manage the library. Cooker and Truett added two additional roles: (12) be a resource person on programming, and (13) be a computer literate leader. According to the researchers, it's important for school library media specialists to develop a microcomputer role which is closely compatible with their current role and with school resources.

It is becoming more common for the media specialist to be sought out for advice on technology questions, such as software selection. Woolls and

Loertscher (1986) emphasized that the media specialist should play a leadership role in the introduction of this technology into the schools for the following reasons:

- The microcomputer has instructional applications across many disciplines; library media specialists are accustomed to facilitating interdisciplinary activities from their unique vantage point in the school.
- The microcomputer is yet another tool for teaching; library media specialists are routinely viewed as providers of instructional tools and materials.
- Selection of microcomputer software is a critical aspect of the use of this technology in instruction. The library media specialist is the educational professional with the most training in selection of reference and research materials to expand the curriculum beyond the textbook.
- Providing teacher in-service training on the use of technology in instruction has been a typical expectation for library media specialists (vii-viii).

They recommended that library media specialists develop an effective planning process, establishing program objectives, and identify software and hardware for microcomputer use.

Research conducted by Boone, Marak, and Wilkins (1989) explained the necessity of school library media specialists to be technological innovators in the school. The purpose of this study was to assess the extent of the use of computer

and video technology in library media centers in rural, suburban, and urban elementary schools in Texas. They found that (1) When computers are grouped in one place, they have many restrictions placed on their use, (2) Their usage rate in the media center is only around 33 percent, (3) Though most schools have access to software and equipment, they were not used to the fullest potential. Two suggestions were offered: (1) New technological formats must be budgeted and staffing patterns should be regularly evaluated; (2) Planning for the future should include administrative purposes as well as instructional purposes to provide better services in the school media centers.

There are a variety of barriers that hinder the successful administrative and instructional integration of computer-related technologies. This integration requires decisions about such areas as how students use computers, which software to choose and how to link the equipment throughout the school are difficult. Because the school library media center should be the focal point of computer technology, the media specialist has an opportunity to become known as a consultant in this area. A study by Wright (1993) suggested that in working with teachers, the library media specialist can develop action plans that facilitate the restructuring of the school program (p. 47). He also presented ten strategies to overcome these barriers to computer-related technologies. If the school library media specialists are to play a critical role in computer-related technologies, they

should share their experience through informal contacts, through presentations at state and regional media meetings, and through publication in the library literature (p. 70). Wright explained that by effectively using computer-related technologies, school library media specialists can strengthen their roles as information specialists, teachers, and instructional consultant.

Though the prospect of using technology such as networking and computer is appealing, there are limitations on its implementation. Lack of funding, lack of trained staff, and lack of awareness of application are all obstacles to this goal. The literature encountered examines these barriers and analyzes the attitudes of the school library media specialist toward technology. Conclusions from the literature suggest that technology offers the school library media specialist an opportunity for a change of role--from a passive manager of resources to a proactive instructional consultant role.

Summary

Research identified in this chapter reveals that curriculum and instructional development has long been recognized as a goal for the role of the school library media specialist. Even though the school library media specialist has desired to be more involved, the research generally shows that gaps still exists between the practice of that role and the national standards. This study has attempted to further

investigate this factor, since no researcher has conclusively demonstrated how to close this gap. Models can give us a plan to bridge that gap but their implementation depends on the attitudes of others in the school system. Furthermore, due to the rapid change in the technology scene, ongoing research is needed to reflect the changes in attitude generated by its use. Therefore, attitudes are a critical factor which need to be further studied.

CHAPTER THREE

METHODOLOGY

Introduction

The purpose of this study was to determine whether teachers and school library media specialists differ significantly in their attitudes toward the role of the school library media specialist as an instructional consultant. Chapter one introduced the study and chapter two provided a review of the literature related to four topics: the changing role of the school library media specialist, the attitudes of teachers and school library media specialist toward this role, models for instructional design and curriculum development, and the use of instructional technologies.

In this chapter the procedures employed for the study including the population used and the sample selection, the development of instrumentation, the data collection and the data analysis have been described. The null hypotheses that were tested in this study were that there are no attitudinal differences between teachers and school library media specialists regarding the instructional consultant role of the school library media specialist, that there are no relationships toward this role when comparing teachers' attitudes to years of work experience, educational level and teaching specialties, and that there are no relationships

toward this role when comparing the school library media specialists' attitudes with years of work experience, educational level, and employment type. These hypotheses are explored more fully in the data analysis section of this chapter.

Population and Sample

Sixty-six kindergarten through fifth grade public schools in Anderson, Blount, and Knox counties of East Tennessee were chosen for this study. The population included 58 school library media specialists and 132 classroom teachers. Schools in these counties were selected for this study because of their geographic proximity in East Tennessee. According to the Directory of Tennessee Public Schools, 68 schools in these counties have a K-5 grade system. Fourteen schools were in Anderson County, eight were in Blount County, and forty-six were in Knox County. One school was changing its school year to a 12-month calendar and could not participate. Another school would not permit their faculty to respond. Otherwise, all schools in these systems which had full-time or part-time school library media specialists were included. Participants for this study were selected from each school. Of the 66 schools, 8 (12%) shared a school library media specialist. A questionnaire was sent directly to all school library media specialists, whether part-time or full-time. The teaching faculty, however, represented too large a population. Therefore, a criterion-based sampling

procedure was devised involving selection by the school principal. The principal from each of the participating schools selected participants. The selection guidelines for teachers were as follows: (1) One teacher was to be selected from K through grade 2 and another from grades 3 through 5. (2) One of these teachers was to be highly experienced while the other would be one who had less experience (less than 5 years experience but not a first year teacher). By sampling all schools in this three-county region, the researcher believed that the sample would be representative of all teachers and school library media specialists in the area.

From the 66 schools, therefore, a total of 132 teachers and 58 school library media specialists received the questionnaire. A total of 98 teachers and 49 school library media specialists responded. Table 1 shows the number and percentages of returns. According to Gay (1981), a 70% return is recommend to insure acceptability in the results of a questionnaire. Therefore, the response rate was considered to be a fair representation of the population.

Table 1

Summary of Numbers and Percentages of Questionnaires Returned

Participants	Questionnaires Sent	Total Returns	Response Rate
Teacher	132	98	74%
SLMS	58	49	84%

Instrumentation

Since there was no existing instrument dealing with the instructional consultant role of the school library media specialist, it was necessary to develop a questionnaire for this study. This questionnaire examined three major roles of the school library media specialist: curriculum development, instructional development, and technology use. Demographic questions were placed at the end of the questionnaire. The major variables included in the questionnaire were based on Information Power: Guidelines for School Library Media Programs. This resource was selected because it contained standards developed by AASL and AECT for the role of the school library media specialist. Additional sources were used which spoke more specifically to roles or role aspects for the school library media specialist. These sources dealt with curriculum development, instructional development, and the use of technology, respectively. Based on these sources, a total of 70 items were identified for the item pool. Items in the pool were then categorized and grouped into three sections, representing curriculum development, instructional development, and technology use. Those items which did not relate to these areas were eliminated. Care was taken to insure that the wording of each item selected from the pool for the final questionnaire was clear and it related to some dimension of the role of the school library media specialist. The revised questionnaire consisted of 35 items with an additional section for demographic

information. The demographic information included the number of years of experience, the level of education, whether the individual had a full or part-time position, and identification of teaching specialties. The attitudinal variables were dependent ones. The demographic variables represented independent variables. The 40 item final questionnaire was one in which the respondent was to check one of five Likert-type values, with statements varying from strong agreement to strong disagreement. The five responses were converted to the numerical values of 1, 2, 3, 4, and 5 for statistical analysis.

A pilot study was conducted to verify the clarity of the questions and to identify unexpected problems. The pilot test was given in October, 1994, to students enrolled in an off-campus graduate course in Hawkins County, with 16 elementary school teachers answering the questionnaire in class. Through the suggestions of those taking the pilot, the wording of the items on the questionnaire was modified and revised for clarity and content validity. Respondents identified four items (questions 10, 15, 30 and 34) which were ambiguous and needed to be clarified. Since the content of the survey instrument was based on the guidelines and accepted research literature, the instrument represented well-accepted standards. Therefore, it was determined that the instrument had content validity.

The most widely used methods for calculating internal consistency are the split-half or subdivided test, the Kuder-Richardson method of rational equivalence,

and Cronbach's Coefficient Alpha. Of these the most common is the split-half correlation. In split-half correlations the test being sampled is divided into two subtests, usually with all odd-numbered items in one subtest and all even-numbered items in another subtest. The score of the two subtests are then computed for each individual, then these two scores are correlated. When items are not scored dichotomously, the best method to use is Cronbach's Coefficient Alpha (α), a general form of the K-R 20 formula (Borg, 1983). For that reason, the Cronbach Alpha Test of Reliability was used in this study. Questions 1-11 (curriculum development) were tested and an estimated reliability of .91 resulted. Questions 12-24 (instructional development) were tested and resulted in a .93 estimated reliability. An estimated reliability of .94 resulted from testing questions 25-35 (technology use). Total reliability for the instrument revealed a .91 to .94 range. Since a reliability range of .47 to .98 is representative of attitude scale measurement (Helmstadter, 1964), the reliability of this questionnaire was established.

Data Collection

Human Subject Form A was submitted to the Committee on Research Participation at the University of Tennessee, Knoxville, requesting permission to conduct research involving human subjects (Appendix A). Permission to conduct

this study was also requested from each county school (Appendix B). After approval, the collection of data was begun, using the school library media specialists and classroom teachers as subjects. Participants were assured of anonymity and confidentiality; however, for follow up purposes, the questionnaires were coded with numbers to identify each participant.

Each school library media specialist was sent a mailing which consisted of a cover letter (Appendix C) explaining the study and requesting participation, an informed consent statement (Appendix A), a questionnaire entitled Instructional Consultant Role of School Library Media Specialist (Appendix D), a support letter (Appendix C), and a stamped self-addressed envelope. Besides this mailing, a total of 132 survey packets were mailed to 66 school principals. The survey packets distributed to each principal contained a cover letter which included selection guidelines (Appendix E), a support letter from the Tennessee Elementary Principals' Association (Appendix E), an approval letter from each county, as well as teachers' packets which included a cover letter (Appendix E), an informed consent statement, a questionnaire, and a stamped self-addressed envelope.

A period of two weeks was allowed for the return of the survey. If the respondent had not yet answered by the end of that time, a follow-up letter (Appendix E) and additional copies of the survey instrument were mailed to the principal. Those that still did not respond were called by telephone. For the

school library media specialist, a follow-up was done by telephone in order to remind the participants to return their questionnaires.

Data Analysis

A total of 147 questionnaires were returned and then reviewed for completeness. Responses from the questionnaire were numerically coded to provide data for analysis. The data collected was analyzed using the Statistical Package for the Social Sciences (SPSS-X) computer program obtained from the Computer Center of the University of Tennessee, Knoxville.

Three null hypotheses were posed in this study. Because the data for hypothesis 1 were used to examine differences between two groups (teachers and school library media specialists), while data for hypothesis 2 and 3 were used to examine relationships within one group, different statistical treatments were used. The hypotheses are listed below, followed by the statistical treatments used to test them.

1. There are no significant differences between teachers' and school library media specialists' attitudes regarding the library media specialist's role in (a) curriculum development, (b) instructional development, and (c) technology use.

Multivariate analysis of variance (MANOVA) was used to determine whether there were significant differences between teachers and school library

media specialists. The MANOVA tests whether or not there is a difference or differences among a set of measures rather than a single mean response per group. The dependent variables were the summary scores for each section of the questionnaire: curriculum development, instructional development, and use of technology. The data were examined for differences in level of attitude (according to the legend on the questionnaire) toward the instructional consultant role of the school library media specialist in these three areas by teachers versus school library media specialists.

2. There are no significant relationships between teachers' attitudes regarding the instructional consultant role of the school library media specialist and the following groups of variables: (a) number of years of work experience, (b) level of education, and (c) teaching specialties.

The total score of attitudes of teachers is an interval variable while number of years of work experience and level of education are ordinal variables. Pearson Correlation Coefficients were used to look for the relationship between attitudes and years of experience as well as between attitudes and educational level. The teaching specialties of the subjects are categorical data. The Chi-square test of significance was used to analyze the relationships between teachers' attitudes and their teaching specialties.

3. There are no significant relationships between the school library media specialists' attitudes regarding the instructional consultant role of the school library media specialist and the following groups of variables: (a) number of years of work experience, (b) level of education, and (c) type of employment.

The total score of attitudes of school library media specialists is an interval variable while number of years of work experience and level of education are ordinal variables. Pearson Correlation Coefficients were used to test the relationship between attitudes and years of experience as well as between attitudes and educational level. Type of employment is a categorical data. The Chi-square test was used for examination of the relationships between the school library media specialists' attitudes and their work positions.

Summary

This chapter has described the procedures which were employed in collecting data for this study including population and sample, instrumentation, data collection and analysis. A total of 98 teachers and 47 school library media specialists were selected to take part in this study. The analysis of the data and the discussion are presented in Chapter Four. Chapter Five then presents major findings, conclusions, and recommendations for further research.

CHAPTER FOUR

PRESENTATION OF THE DATA

Introduction

The purpose of this study was to determine how teachers' and school library media specialists' attitudes affect the instructional consultant role of the school library media specialist in 66 East Tennessee elementary schools. The three null hypotheses for this study were that there are no attitudinal differences between teachers and school library media specialists regarding the instructional consultant role of the school library media specialist; that there are no relationships toward this role when comparing teachers' attitudes to years of work experience, educational level and teaching specialties; and that there are no relationships toward this role when comparing the school library media specialists' attitudes with years of work experience, educational level, and employment type. Chapter two reviewed the related literature focusing on four topics: the changing role of the school library media specialist, the attitudes of teachers and school library media specialist toward this role, models for instructional design and curriculum development, and the use of instructional technologies. Chapter three described the development of the questionnaire, the selection of the sample, and the method of distribution. This chapter presents the results of the investigation concerning

the instructional consultant role of the school library media specialist as reported by teachers and school library media specialists. The statistical analysis and interpretation of data related to the three hypotheses stated in the study are presented. The presentation begins with a description of the demographic characteristics of the sample. A discussion of the tests of the hypotheses follows.

Characteristics

Years of Work Experience and Level of Education

In considering the work experience of the sample, the school library media specialists were more experienced and also held higher academic degrees than did the teachers. Of the respondents none had less than one year of work experience. About 31 per cent of the teachers and 14 per cent of school library media specialists had 1 to 5 years of teaching experience. Approximately 26 per cent of the teachers and 39 per cent of school library media specialist had more than 20 years of work experience. Table 2 presents a percentage distribution of teachers and school library media specialists by years of work experience.

Table 2**Years of Work Experience of Participants**

Years	Teacher		SLMS	
	Frequency	Percent	Frequency	Percent
1 to 5	30	30.6	7	14.3
6 to 10	19	19.4	9	18.4
11 to 19	24	24.5	14	28.6
more than 20	25	25.5	19	38.8
Total	98	100.0	49	100.0

In Table 3 respondents were asked to indicate the terminal degree earned. In the teacher group, 38 per cent had a Master's degree, while 69 per cent of the school library media specialists held the Master's degree.

Table 3**Degrees Earned by Participants**

Degree	Teacher		SLMS	
	Frequency	Percent	Frequency	Percent
Bachelor	56	57.1	11	22.4
Master	37	37.8	34	69.4
Education Specialist	5	5.1	1	2.1
Other	0	0.0	2	4.2
Missing case	0	0.0	1	2.1
Total	98	100.0	49	100.0

Type of Employment for School Library Media Specialists

Of the school library media specialists completing this survey item, 85.7 per cent were employed full-time. Only 14.3 per cent reported part-time employment. The frequency and percentages are found in Table 4.

Table 4

Type of Employment for School Library Media Specialists

Employment Type	Frequency	Percent
Full time	42	85.7
Part time	7	14.3
Total	49	100.0

Teaching Specialties for Teacher

Although all teachers responding taught at the elementary school level, several reported other teaching specialties as well. From a list of eight teaching specialties, teachers checked all those for which they were qualified. All teachers had the elementary education specialty. A small percentage of teachers had other specialties such as science or mathematics education. Table 5 contains the data for this variable. This lack of specialization corresponds with these teachers' relatively low levels of experience and education.

Table 5
Teaching Specialties for Teachers

Teaching Specialty	Frequency	Percent
Elementary education	98	100.0
Science education	9	9.2
Social studies education	8	8.2
Mathematics education	8	8.2
Health, physical, and recreational education	6	6.1
Special education	6	6.1
English education	5	5.1
Other	11	11.2

Comparison of Responses Concerning the Curriculum Development Role

The first section of the questionnaire dealt with curriculum development. This section included curriculum materials selection and curriculum planning. Table 6 shows that school library media specialists and teachers most strongly agreed that sharing new topic-relevant resources with teachers is a role of the school library media specialist (statement 3). They both gave a high rank to this statement. This indicated that the school library media specialist is in a good position to act as consultant for resources and materials. Since the school library media specialist is often the most able person in the school to deal with this responsibility, many of the teachers are dependent on him/her for expertise in this

Table 6
Comparison of Responses to Statement 3

SLMS should share new topic-relevant resources with teachers				
Attitude level	Teacher		SLMS	
	Frequency	Percentage	Frequency	Percentage
Strongly agree	67	68.4	35	71.4
Agree	21	21.4	9	18.4
Undecided	1	1.0	0	0.0
Disagree	1	1.0	0	0.0
Strongly disagree	8	8.2	5	10.2

area. The data showed a positive relationship between the attitudes of teachers and school library media specialists regarding this sharing of resources.

Both groups least strongly agreed with statement 2, that school library media specialist should design and produce materials for teaching units (see Table 7). This may indicate that respondents still view the school library media specialist as a support person who supplies materials for units already designed, not as a creator of new teaching units. The school library media specialists “strongly disagreed” with this statement more frequently than did the teachers. Both groups believed the school library media specialist has only a marginal role in designing and producing materials for units.

Table 7

Comparison of Responses to Statement 2

SLMS should design and produce materials for teaching units				
Attitude level	Teacher		SLMS	
	Frequency	Percentage	Frequency	Percentage
Strongly agree	15	15.3	3	6.1
Agree	30	30.6	14	28.6
Undecided	18	18.4	13	26.5
Disagree	30	30.6	11	22.4
Strongly disagree	5	5.1	7	14.3

Comparison of Responses Concerning the Instructional Development Role

The second section of the questionnaire included the activities of teaching and cooperating with teachers. There was general consensus between the groups. A very high percentage (77.6%) of both groups gave strong agreement to statement 18, that the school library media specialist should work with teachers in helping students to develop the habit of reading (see Table 8). These responses indicated that teachers and school library media specialists alike generally believed that the traditional role of the school library media specialist in encouraging reading, giving reading guidance, and integrating curriculum-related reading materials into the student's total reading program is still appropriate. Teachers and school library media specialists have recognized the potential importance of

Table 8**Comparison of Responses to Statement 18**

SLMS should work with teachers in helping students to develop the habit of reading				
Attitude level	Teacher		SLMS	
	Frequency	Percentage	Frequency	Percentage
Strongly agree	76	77.6	38	77.6
Agree	12	12.2	6	12.2
Undecided	2	2.0	0	0.0
Disagree	1	1.0	0	0.0
Strongly disagree	7	7.1	5	10.2

literature in enabling children to become lifelong readers. The two groups are in basic agreement that the school library media specialist can play important roles in the implementation of such a literature-based reading program.

As illustrated in Table 9, teachers and school library media specialists least strongly agreed with statement 13, that school library media specialist should participate with teachers in assessing students' achievement in a resource-based unit. This is to be expected. We saw earlier that teachers did not strongly agree in letting go of their curriculum design role. Therefore, they would also be reluctant to give up the corresponding assessment role.

Table 9

Comparison of Responses to Statement 13

SLMS should participate with teachers in assessing students' achievement in a resource-based unit				
Attitude level	Teacher		SLMS	
	Frequency	Percentage	Frequency	Percentage
Strongly agree	11	11.2	3	6.1
Agree	28	28.6	21	42.9
Undecided	32	32.7	13	26.5
Disagree	18	18.4	10	20.4
Strongly disagree	9	9.2	2	4.1

Fewer of the school library media specialists “strongly agreed” with this statement than did the teachers. However, in the “agree” category, they ranked this role much higher than did the teachers. The data seemed to indicate that though a large percentage (43 %) of school library media specialists “agree” with this role, few of them had a strong feeling about it. Overall, the school library media specialists had a more positive attitude toward this assessment role than did the teachers.

Comparison of Responses Concerning the Technology Use

The third part of the questionnaire addressed the computer and networking. In this section, school library media specialists gave their strongest agreement to statement 35, helping teachers and students to use the online catalogue, while teachers most strongly agreed with statement 31, helping teachers and students to use audiovisual equipment (see Tables 10 & 11). Since the online catalogue is the technologically enhanced version of the old card catalogue, this traditional role remains securely in the sphere of the school library media specialist. The online catalogue allows students or teachers to search for information in a variety of ways. It serves as a major instructional tool. The school library media specialists seemed to have a higher expectation of their role in technology than did the teachers.

Table 10

Comparison of Responses to Statement 35

SLMS should help teachers/students to use the online catalogue				
Attitude level	Teacher		SLMS	
	Frequency	Percentage	Frequency	Percentage
Strongly agree	42	42.9	27	55.1
Agree	34	34.7	14	28.6
Undecided	10	10.2	2	4.1
Disagree	7	7.1	1	2.0
Strongly disagree	5	5.1	5	10.2

Table 11

Comparison of Responses to Statement 31

SLMS should help teachers/students to use audiovisual equipment				
Attitude level	Teacher		SLMS	
	Frequency	Percentage	Frequency	Percentage
Strongly agree	54	55.1	26	53.1
Agree	35	35.7	17	34.7
Undecided	1	1.0	0	0.0
Disagree	4	4.1	2	4.1
Strongly disagree	4	4.1	3	6.1

Audio-visual equipment is a curriculum-instructional tool used frequently by teachers, but which has traditionally been the responsibility of the school library media specialist. Though the tables show a positive attitudinal agreement between the two groups, the school library media specialists felt more positive about the online catalogue (with which they are more familiar), while the teachers felt more positive about audiovisual equipment (which they more frequently use in their instructing).

However, some newer technology is not so readily seen as the responsibility of the school library media specialist. The school library media specialists least strongly agreed with statement 32, that they should help teachers and students to use word processing packages (see Table 12). Likewise, the

Table 12

Comparison of Responses to Statement 32

SLMS should help teachers/students to use word processing packages				
Attitude level	Teacher		SLMS	
	Frequency	Percentage	Frequency	Percentage
Strongly agree	31	31.6	9	18.4
Agree	44	44.9	21	42.9
Undecided	15	15.3	10	20.4
Disagree	6	6.1	5	10.2
Strongly disagree	2	2.0	4	8.2

teachers least strongly agreed with statement 28, that the school library media specialist should be responsible for access to computers and software (see Table 13). Since these newer computer-related technologies are not anyone's traditional role, it is not yet clear who should be responsible. Still, though neither teachers nor school library media specialists "strongly agreed," both give their highest rank to the "agree" category.

Table 13

Comparison of Responses to Statement 28

SLMS should be responsible at least partially for access to computers and software				
Attitude level	Teacher		SLMS	
	Frequency	Percentage	Frequency	Percentage
Strongly agree	22	22.4	12	24.5
Agree	50	51.0	23	46.9
Undecided	13	13.3	4	8.2
Disagree	10	10.2	4	8.2
Strongly disagree	3	3.1	5	10.2

These two tables suggest that though the two groups showed an overall positive agreement with this role, the most notable aspect was that school library media specialists strongly disagreed more than the teachers that this was a part of their role. Neither of the two groups was overly confident in their ability to be responsible for computer technology. Attitudes toward the use of this newer technology for instruction has not had enough time to become fixed. A lack of expertise and leadership was still evident in this role.

Summary Comparison of Attitude Score in Three Areas

Table 14 indicates a consensus between both groups regarding the stated roles of the school library media specialist. It was generated by combining the

Table 14**Summary Comparison of Percentage Distribution for Teachers and School Library Media Specialists**

Attitude Level	CD		ID		TU	
	Teacher	SLMS	Teacher	SLMS	Teacher	SLMS
Strongly agree	48.70	48.42	37.75	41.92	36.09	35.44
Agree	29.78	29.11	34.22	35.64	35.13	38.60
Undecided	8.25	7.41	13.49	8.79	15.28	11.13
Disagree	8.15	6.12	9.80	6.11	7.13	6.13
Strongly disagree	5.10	8.37	4.48	7.08	3.25	7.99

CD: Curriculum Development ID: Instructional Development TU: Technology Use

responses of the multiple statements into a single score. There were 11 curriculum development statements, 13 instructional development statements, and 11 technology use statements. In the areas of curriculum development and instructional development, both groups give the most frequent ranking to “strongly agree” (statements 3 and 18). However, in the area of technology use, school library media specialists were more likely to respond “agree” while the teachers responded more at the level of “strongly agree.” Across the board, the least frequent rankings given by teachers were in the “strongly disagree” category, while the least frequent rankings given by the school library media specialists were in the “disagree” category. When combining the “strongly agree” and “agree”

categories, the results showed an overall positive attitude (in excess of 70 per cent) for both groups in all three areas of the instructional consultant role of the school library media specialist.

Response by Teachers and School Library Media Specialists to the Instructional Consultant Role Statement

In this study, school library media specialists and teachers expressed similar opinions concerning the instructional consultant role of the school library media specialist. Throughout the questionnaire, a “strongly agree” response indicated that they had accepted the role, while a “strongly disagree” response indicated a lack of acceptance. Table 15 shows the total attitude response percentages regarding the combined statements on the instructional consultant role of the school library media specialist. An average of about 42 per cent of the school library media specialists strongly agreed with the descriptions of this role. The percentages of “strongly agree” responses ranged from a low of 6.1 per cent (statements 2 and 13) to a high of 77.6 per cent (statement 18). The percentage of “strongly disagree” responses ranged from a low of 0 per cent (statement 16) to a high of 14.3 per cent (statement 2). The school library media specialists most strongly agreed that they should work with teachers in developing the reading

Table 15

Total Attitude Percentage Distribution by Teachers and School Library Media Specialists

Attitude Level	Teacher	SLMS
Strongly agree	40.82	41.93
Agree	33.04	34.45
Undecided	12.44	9.11
Disagree	8.36	6.12
Strongly disagree	4.28	7.81

habit among students (statement 18). However, they most strongly disagreed that they should design and produce materials for teaching units (statement 2).

Table 15 indicates that an average of 40 per cent of teachers indicated strong agreement with the instructional consultant role of the school library media specialist. Statements 13 and 16 received a low of 11.2 per cent "strong agreement" while statement 18 received a high of 77.6 per cent "strong agreement". Statement 22 and 25 received a low of 1 per cent "strong disagreement" while statements 13 and 24 received a high of 9.2 per cent "strong disagreement." The teachers most strongly agreed that school library media specialists should help them in developing the reading habit in students (statement 18). However, they most strongly disagreed that school library media specialists should assist them in assessing student achievement (statement 13) or in designing and conducting in-service programs for teachers (statement 24).

Role Statement Items Receiving Strongly Agree Response by 50% or More of Participants

Table 16 displays the items which received a “strongly agree” response from 50% or more of the two groups. The greatest percentage of responses (77.6 %) was statement 18, which stated that school library media specialists should work with teachers in helping students to develop the reading habit. Both groups responded identically to statements 4 (57.1%), 17 (59.2%), and 18 (77.6%). Of the scores on Table 16, the weakest response for teachers was on statement 31, that the school library media specialist should help them with audiovisual equipment. However, the school library media specialists gave their weakest response to statement 5, that the school library media specialist should use materials and media to promote critical thinking skills. Five of the statements selected for Table 16 were from the curriculum development section of the questionnaire (3, 4, 5, 6, and 10), while only two each were from the other two sections: curriculum development (17 and 18) and technology use (23 and 31). This suggests a more positive overall attitude toward the curriculum development role than toward the other two.

Table 16**Role Statement Items Receiving Strongly Agree Response by 50% or More of Participants**

Statement Number		Teacher		SLMS	
		Frequency	Percent	Frequency	Percent
Curriculum development	3	67	68.4	35	71.4
	4	56	57.1	28	57.1
	5	58	59.2	25	51.0
	6	67	68.4	30	61.2
	10	59	60.2	30	61.2
Instructional development	17	58	59.2	29	59.2
	18	76	77.6	38	77.6
Technology use	23	70	71.4	36	73.5
	31	54	55.1	26	53.1

Role Statement Items Receiving Strongly Disagree Response by 10% or More of Participants

Table 17 shows the items which received a strongly disagree response from 10% or more of the two groups. The teacher group did not fall into this category on any item. The school library media specialist group gave the greatest percentage of “strongly disagree” responses (14.3%) for statement 2. This was an item which suggested that the school library media specialist should design and produce materials for teaching units. The next greatest percentage (12.2%) was for statement 1, which presented the idea that the school library media specialist should evaluate and select instructional materials. There was no coincidence of

Table 17

Role Statement Items Receiving Strongly Disagree Response by 10% or More of Participants

Statement Number	Teacher		SLMS	
	Frequency	Percent	Frequency	Percent
1	0	0	6	12.2
2	0	0	7	14.3
3	0	0	5	10.2
10	0	0	5	10.2
18	0	0	5	10.2
23	0	0	5	10.2
28	0	0	5	10.2
30	0	0	5	10.2
35	0	0	5	10.2

agreement in attitudes between teachers and school library media specialists in the narrow range of categories depicted in Table 17. What the table does suggest is that school library media specialists are more likely to have negative attitudes about some of the role expectations proposed for them. This is to be expected, since this study concerns roles of the school library media specialists, roles which affect them personally. To the teachers, this discussion of roles only indirectly affects them, therefore they do not have as large an attitudinal investment in the results.

Tests of Hypotheses

The first hypothesis tested in this study was that there are no significant differences between teachers' and school library media specialists' attitudes regarding the library media specialist's role in (a) curriculum development, (b) instructional development, and (c) technology use.

In order to test the hypothesis, responses of teachers to all questions were compared with those of school library media specialists. The results of the MANOVA used to test this hypothesis is presented in Figure 1. An .05 level of significance was used. An F value of .038 and a p value of .14 were obtained from the analysis. Based on these results, no significant differences were found between the two groups. The scores in the curriculum development area of the questionnaire indicated that teachers had an average mean test score of 21.031 while the mean test score for school library media specialists was 21.761. The average mean test scores for teachers and school library media specialists in the instructional development area were 27.362 and 26.326 respectively. In the use of technology, the average mean test score was 22.351 for teachers while the mean score for school library media specialists was 23.152. Data for this hypothesis are presented in Figure 1. Since no significance difference was found between teachers and school library media specialists in their attitudes about the

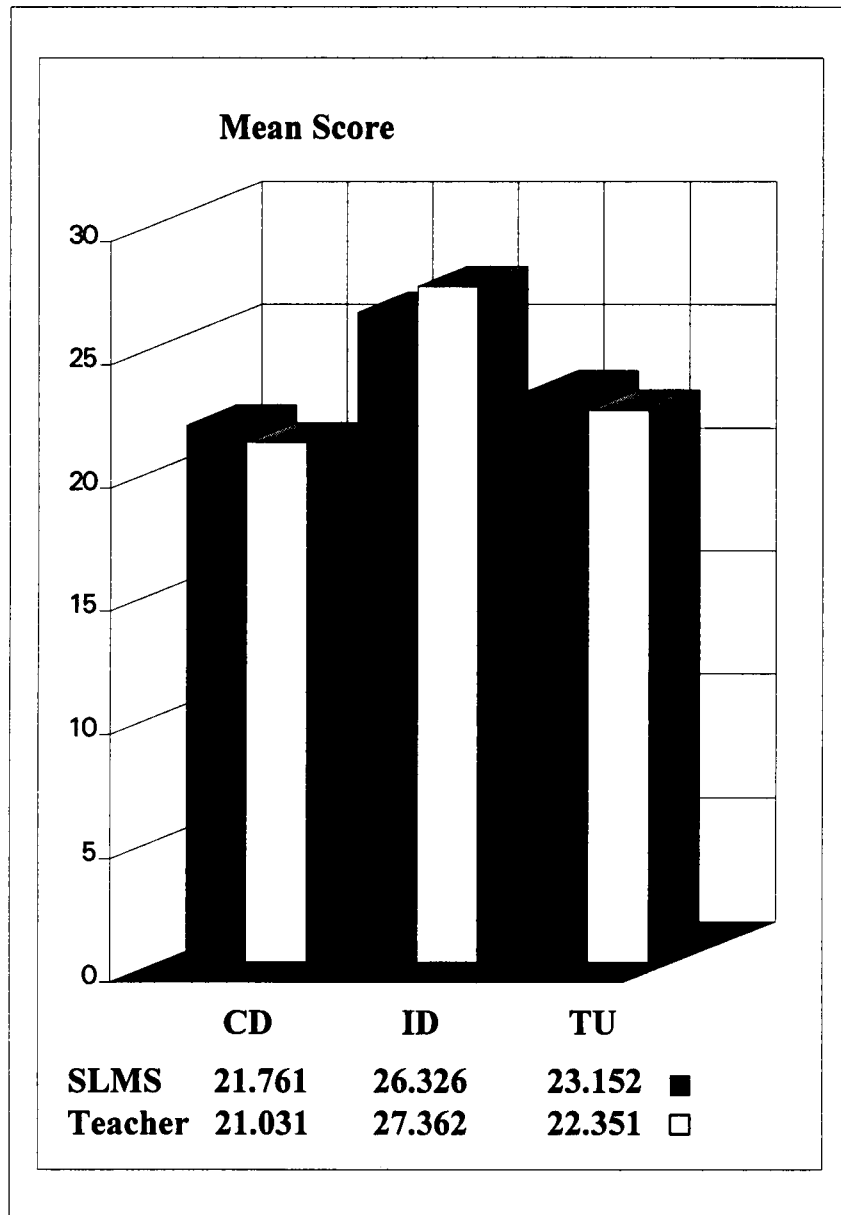


Figure 1: Teachers vs School Library Media Specialists Mean Score by Curriculum Development, Instructional Development, and Technology Use

instructional consultant role in these three areas, the null hypothesis was not rejected. These results indicated that teachers and school library media specialists did not differ in any significant way. The responses of the two groups were so similar, in fact, that there was no discernible difference at all between them.

The second hypothesis was that there are no significant relationships between teachers' attitudes regarding the instructional consultant role of the school library media specialist and the following groups of variables: (a) number of years of work experience, (b) level of education, and (c) teaching specialties.

A Pearson correlation was applied to examine the relationship between the mean score of years of work experience and the mean attitude score. It was likewise used to examine the relationship between the level of education and the mean attitude score. The correlation coefficient between responses on years of work experience and teachers' attitudes was $-.19$ ($p > .05$). The correlation coefficients between the attitude responses and the level of education was $.16$ ($p > .05$) (see Table 18 for correlation coefficient and exact p-value). At the $.05$ level, there was no significant relationship between the years of work experience and teachers' attitudes. There was also no significant relationship between the level of education and teachers' attitudes.

Table 18

Correlation Between the Independent Variables and the Attitude Scores for Teachers and School Library Media Specialists

Variables	Attitude Scores	
	Teacher	SLMS
Years of Experience	-.1976 (.051)	-.1502 (.303)
Level of Education	.1630 (.109)	-.0204 (.890)

A Pearson Chi-square analysis was conducted to determine the relationship between teaching specialties and teachers' attitudes (Norusis, 1992). The test score of attitude was divided into three categories--low, medium, and high--based on their mean scores. At the $p < .05$ level, no significant relationship exists between the educational level and teachers' attitudes (Table 19).

Table 19

Frequency Distribution of Teacher Specialties by Total Attitude Categories

Specialties	Attitudes Scores		
	Low	Medium	High
One	21	22	24
More than One	8	10	13

Chi-square = .4316, Degree of freedom = 2, P-value = .8059

The third hypothesis was that there are no significant relationships between the school library media specialists' attitudes regarding the instructional consultant role of the school library media specialist and the following groups of variables: (a) number of years of work experience, (b) level of education, and (c) type of employment.

To test this hypothesis of linear relationship, a Pearson correlation was used. For this test, the independent variables were years of work experience and level of education while the dependent variable was school library media specialists' attitudes regarding their role. A mean of these variables and the Pearson r was computed. The values of the corresponding correlation coefficients are $-.15$ and $-.02$. At a significance level of $.05$, the null hypotheses were not rejected (see Table 18 for correlation coefficient and exact p -values).

To test the relationship between type of employment and the school library media specialist's attitude, a Chi-square measure of association was used. According to attitude score, the mean score was divided into three categories--low, medium, and high--based on their mean scores. Table 20 displays the data of these results. At the $p < .05$ level no significant relationship was found between these two variables. Therefore, for all three variables of hypothesis 3, no relationship exists between attitude scores and the three variables. These results support hypothesis 3.

Table 20

Frequency Distribution of Type of Employment of School Library Media Specialists by Total Attitude Categories

Employment Type	Attitude Scores		
	Low	Medium	High
Full Time	14	13	15
Part Time	2	2	3

Chi-square = .1361, Degree of freedom = 2, P-value = .9342

Summary

This chapter presented the data derived from the responses of a sample of 98 teachers and 49 school library media specialists to a questionnaire on the instructional consultant role of the school library media specialist. The data presented in this chapter has shown a high agreement between the two groups. Based on the results of the statistical analysis, no single demographic variable could be identified which contributed to any significant differences in the responses of the sample. Three null hypotheses were tested: (1) There are no attitudinal differences between teachers and school library media specialists regarding the instructional consultant role of the school library media specialist. (2) There are no relationships toward this role when comparing teachers' attitudes to years of work experience, educational level and teaching specialties. (3) There

are no relationships toward this role when comparing the school library media specialists' attitudes with years of work experience, educational level, and employment type. In every case there was no significant statistical difference between the responses of school library media specialists and teachers. Therefore, none of the null hypotheses could be rejected. Chapter Five will present conclusions drawn from these results and potential recommendations for practice and research.

CHAPTER FIVE

SUMMARY AND CONCLUSIONS

Introduction

The purpose of this study was to determine whether differences in attitude toward the instructional consultant role of the school library media specialist existed between teachers and school library media specialists. Furthermore, an investigation was made into relationships between attitudes and educational level, years of work experience, and employment type or teaching specialties.

The questionnaire which attempted to assess attitudes toward the role of the school library media specialist was specifically designed for this research. A pilot study was conducted to evaluate the clarity, reliability, and validity of the instrument. The research questionnaire consisted of 35 statements about the role of instructional consultant. These statements were categorized into three areas: curriculum development, instructional development, and technology use. Additional demographic information was included in the final section, such as years experience, educational level, employed full- or part-time, and teaching specialties.

The population for the study consisted of 98 teachers and 49 school library media specialists. They were limited to K-5 grades public schools in Anderson,

Blount, and Knox Counties, Tennessee. Each school selected two teachers and one school library media specialist to participate in the study. A total of 74 per cent of teachers and 84 per cent of school library media specialists returned completed questionnaires.

The data from the returned questionnaires were analyzed using a statistical procedure referred to as MANOVA (multivariate analysis of variance), using the .05 level to determine whether there were significant differences between the attitudes of teachers and school library media specialists regarding the instructional consultant role of the school library media specialist (hypothesis 1). A Pearson correlation and a chi-square measure of association were calculated to test any relationships between demographic data from teachers and school library media specialists and to compare the attitudes of these two groups toward this role (hypotheses 2 and 3).

The first hypothesis addressed in the study was: There are no significant differences between teachers' and school library media specialists' attitudes regarding the library media specialist's role in (a) curriculum development, (b) instructional development, and (c) technology use. Based on the mean attitude scores for each of the three areas, no significant differences were found to exist between the two groups.

The second hypothesis was: There are no significant relationships between teachers' attitudes regarding the instructional consultant role of the school library media specialist and three demographic variables: (a) years of work experience, (b) level of education, and (c) teaching specialties. No statistically significant relationships were found between attitude scores and these three variables. More than 30 per cent of the teachers had less than five years of experience in education. Over 37 per cent had a master's degree and all had an elementary education specialty.

The third hypothesis addressed was: There are no significant relationships between the school library media specialists' attitudes regarding the instructional consultant role of the school library media specialist and three demographic variables: (a) years of work experience, (b) level of education, and (c) type of employment. Over 38 per cent of the school library media specialists had more than 20 years of experience in their field, over 69 per cent had a master's degree, and over 85 per cent worked full time. No significant relationships were found between their attitude scores and these three variables. Conclusions from this research, as well as a discussion of these conclusions, are presented on the following pages. Since none of the null hypotheses were rejected, it is especially important to examine the reason for the responses. The essential factor to

recognize is the high level of agreement between the responses of the school library media specialist group and the teacher group.

Conclusions

Based on the findings of this study, the following conclusions were drawn:

1. Teachers and school library media specialists are similar in their attitudes toward the school library media specialist's instructional consultant role.
2. Both teachers and school library media specialists believe that school library media specialists should work with teachers in helping students to develop the habit of reading.
3. The kinds of help from school library media specialists which teachers are most likely to reject are in the areas of assessing student achievement and designing and conducting in-service programs for teachers.
4. School library media specialists are emerging as technological leaders in the schools; both they and the teachers believe that they should help teachers and students use the online catalogue and audiovisual equipment.

Discussion

The lack of significant differences between teachers and school library media specialists in their attitudes toward the instructional consultant role of the

school library media specialist contrasted with the findings of Corwine (1973), Pfister (1980), Mohajerin and Smith (1981), and Scott (1986). These researchers concluded that teachers and school library media specialists differed significantly in their perception of the school library media specialist's role. One reason for these differences might be simply the attitude change resulting from the passing of time. Mohajerin and Pfister conducted their research over 15 years ago and Scott nearly ten years ago. Much has changed in schools during the intervening period. School media centers are larger and more numerous and teachers are more accustomed to dealing with school library media specialists. The training of both groups has also evolved and changed. Since the time of these earlier studies, new models have been introduced and newer editions of the national standards have been published. Today there is likely more professional awareness of the instructional consultant role of the school library media specialist. This is supported by the similarity of the findings of this study to those of more recent research.

The literature review suggested that a gap existed between theory and practice in the role of the school library media specialist. Evidence of that gap was not found in this study. However, it should be noted that some comments gathered on the questionnaires indicated limitation of time and budget that hindered the practice of the role.

This study reflected little or no difference in attitudes toward the instructional consultant role of the school library media specialist according to educational level or years of work experience. These results were similar to those of Bishop (1989) and Ervin (1989) who found no difference in perception attributed to degree level and years of educational work experience. However, in one area at least, there seems to have been little change over time. The finding of this study that years of work experience did not affect the attitude toward the role of the school library media specialist verified the previous finding of Mohajerin and Smith (1981).

It was expected that a higher educational level would produce a positive difference in role perception since that factor should promote a greater understanding of the role. However, that expectation was not supported in the current study. This finding differs from that of Mohajerin and Smith (1981), a difference which also may indicate changes over time. A higher level of understanding between school library media specialists and teachers may exist today than it did over a decade ago, regardless of educational level. The difference in the findings may also be attributable to the fact that all teachers and school library media specialists are more knowledgeable than they were at the time of this earlier study.

The current research also revealed no relationship between teachers' attitudes and their teaching specialties. An inference that might be drawn from this is that teachers, regardless of specialization, are taking on the more general role of educators. Teacher attitudes are not simply a factor of a single viewpoint from a particular specialty. The same might be said of school library media specialists, for whom the status of full-time or part-time employment did not appear to be a factor in how they viewed their overall role.

The statement to which school library media specialists most often strongly objected was that they should design and produce materials for teaching units, even though participating in curriculum design is one of the tasks of curriculum involvement specified by the national professional guidelines. Two participants offered comments that might help explain this view. One, a school library media specialist, felt that preparing teaching units is a teacher's role and that the media specialist did not have enough time to do it. The other, a teacher, preferred that library media specialists lend their ideas and materials to teachers rather than actually plan lessons. It is clear that the instructional consultant role of the school library media specialist has not been fully realized in the eyes of the teachers. This finding differs from that of Pickard (1994), in which 91% of school library media specialists had participated in at least one resource-based teaching unit with a teacher during the year. It should be noted that Pickard's sample was drawn from

a school system (DeKalb County, Georgia) which is atypical in its socio-economic level, its academic credentials, and its access to educational resources.

The statement to which the largest number of teachers strongly disagreed was that school library media specialists should assist them in assessing student achievement. Two of the teacher respondents wrote explanatory comments on this topic. One stated that since teachers don't think that library media specialists should help plan or help teach, neither should they help evaluate the students' achievement. The other commented that teachers believed school library media specialists should spend their time in direct contact with students rather than in planning or creating programs for teachers. They did not see school library media specialists as instructional personnel. This finding supports that of Pickard (1994), that 62% of the respondents had never participated in the grading process of the students. However, two authoritative studies of the role of the school library media specialist, Wiedrick (1973) and Wool and Loertscher(1986), posited that designing and conducting in-service programs for teachers should be a role of the school library media specialist. By helping teachers with in-service design, the school library media specialist is able to represent the role of the resources center in the instructional program of the school, and to offer input that may make the service more effective. This concurs with the belief of both groups that the school library media specialist should share new topic-relevant resources with teachers.

Teachers know more about those roles of the school library media specialist that deal with library management and working directly with students than about those roles involving instructional design.

Concerning reading development programs, both groups strongly agreed that school library media specialists should help teachers in developing the reading habits of students. Since the school library media specialists have an extensive knowledge of children's trade books and nonprint media, they fulfill some of the teaching roles of a reading teachers in the areas of comprehension and critical thinking. This result concurs with the findings of Lombard (1969) and Bishop (1992). These positive attitudes will certainly have a impact on the teaching/learning process as they are translated into student reading achievement.

School library media specialists have positive attitudes toward technology. This finding is similar to a much earlier study by Weeks (1982). Technology is being used by schools in an effort to automate. Such efforts have included the integrated library system with its online catalogue, circulation, and acquisition systems. In the current study, most school library media specialists agreed that they should help teachers or students to use the online catalogue. This was one of the 13 roles described in Cooker and Truett's study (1984). Some school library media specialists felt that lack of budget, lack of administrative support, and lack of training on computers restrict their use of technology. However, teachers

strongly agreed that the school library media specialist should help teachers and students to use audiovisual and other information technology. The reason might be, as Buchanan (1982) stated, that teachers and school library media specialists come from different backgrounds with different training. Teachers felt that the service most frequently provided by school library media specialists is guidance in the use of non-print materials. They also felt that the school library media specialists should not have the responsibility of introducing the use of the microcomputer. It is still uncertain whether the school library media specialists are affected by the teachers' requests for help or whether the teachers' requests are affecting the media specialists' attitudes. It is still unclear to what extent attitudes toward the school library media specialist can influence behavior and predict inter-staff relationships or utilization of library resources.

In summary, both school library media specialists and teachers were in agreement concerning in the areas of curriculum development and instructional development. The current findings contrasted with those of Buchanan (1982), Haycock (1985), Kulleseid (1985), and Turner and Zsiray (1990). These researchers found that teachers did not believe that the role of the school library media specialist should include instructional and curriculum development. They reasoned that the instructional consultant role of the school library media specialist stressed in Information Power has often not been accepted by teachers or library

media specialists. In the area of technology use, however, the two groups were in less agreement than in the other two areas, but this difference was only a minor one.

Implications

This study demonstrates that an instructional consultant function is widely accepted by both groups. Though the sample was limited to 66 schools in East Tennessee, the study's confirmation that there are no significant attitude differences between the beliefs of teachers and school library media specialists regarding the instructional consultant role of the latter has important implications.

The high level of agreement between the school library media specialists and the teachers about the role of the former indicates that both groups are and can work together positively and productively. The position of both groups toward the role indicates that practice and theory, at least insofar as the theory is explained in the national standards, are much closer than that indicated in previous studies. Both teachers and school library media specialists are ready to act, and indeed are already acting in ways that reflect the ideals of the standards. Within the questionnaire, the responses indicated that the primary impediment to the instructional consultant role of the school library media specialist is one of resources. Time is insufficient; neither teachers nor school library media

specialists have sufficient planning time to work together profitably. Budgetary restrictions are also a factor.

The fact that an instructional consultant function for the school library media specialist is positively accepted by teachers and school library media specialists alike implies a greater and redefined role in the academic environment for the school library media specialist. The implication for teachers is the prospect of enhancement of their own role because of the assistance and input of school library media specialists. Bell and Totten (1992) showed that successful elementary schools were more likely to cooperate with the school library media specialist in instructional problems than were teachers working in academically unsuccessful schools. The implication is that successful schools and cooperative attitudes go together. Such cooperative attitudes can be enhanced in many ways. One way is participation in the publications and conferences of the various professional organizations. To help teachers and school library media specialists better understand the role of the latter, colleges of education and schools of library science could offer more library media courses that emphasize that role. In addition, personal contacts, team-teaching opportunities, and in-service training are grass-roots ways which can encourage teachers and school library media specialists to be more cooperative.

Perhaps the most important implication of this study, however, has to do with the relationships of educational practice and technology changes. The responses from both teachers and school library media specialists to the questionnaire clearly indicated the technological importance of the school library media specialist: The library is a natural school center for computer software and its distribution. In addition, the school library media specialist is the obvious individual to be charged with such services as online catalogue and instructional technology. As school library media specialists participate in the planning of learning activities, they increasingly play a leadership role rather than a support role. Since technology is proving to be a catalyst in this expanding role, the positioning of the school library media specialist at the center of the technological matrix will move the profession of school library media specialist away from a reactive role and toward a more proactive one.

Recommendations for Future Research

The findings of this study suggest the following recommendations for further research. Such research may enhance the effectiveness of the instructional consultant role for the school library media specialist and narrow the gap between theory and practice.

This study should be replicated using a larger sample from a wider geographical area to test the further generalizability of the results. Since statistical analysis showed no significant attitude differences between the groups, further research is recommended in order to determine whether these data can be confirmed with populations and samples in different areas geographically.

The similarity in the attitudes of teachers and school library media specialists indicated by responses to the questionnaire invites further inquiry. The questionnaire distributed for this study needs to be refined and changed to assess more efficiently the differences that do exist between the school library media specialists and the teachers regarding the role of the former. Other variables which might be incorporated into the study include the following:

- Level and type of school-- Attitudes may vary at different levels or between public and private schools.
- Budget restraints-- Differences may result from the degree of clerical help assigned or the equipment available.
- Technology use-- Attitudes may be a factor of the level of computer literacy of the staff or their experience in applying technology to instructional purposes.
- Teaching experience of the school library media specialist-- The previous teaching exposure of the school library media specialist may increase teachers' confidence and understanding of the instructional consultant role.

- Support by administrators-- The expectations and involvement of the principal could be an important factor in the role acceptance of the school library media specialist.
- Personal factors-- Communications skills, interpersonal skills, and stress can affect the attitudes of teachers and school library media specialists alike.

Based on the responses, research needs to be done to determine ways of allocating time resources in order to realize the planning which can turn attitudes and theory into practice. This research could begin by trying to discover why teachers and school library media specialists don't have sufficient time. It could go on to explore different models for promoting cooperative planning.

Additional research is also needed to evaluate effective strategies and tactics for school library media specialists and teachers to develop resource-based teaching units-- from the planning stage, through the teaching stage, to the evaluation stage. This research could include an investigation of which instructional design or curricular functions are actually being implemented by school library media specialists, and how closely this practice is reflective of attitudes. The research could also seek to determine the relationship of this activity to student achievement.

More realistic and effective models could also be developed, to include instructional design, curriculum development, and technology roles. The ability to

understand and implement these models can improve the professional performance of school library media specialists and help them to become accepted as instructional consultants.

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APPENDIX A



Research Administration
Compliances
Grants & Contracts
Research Advancement
404 Andy Holt Tower
Knoxville, Tennessee 37996-0140
(615) 974-3466
FAX (615) 974-2805

10/12/94

CRP #: 4536 A

Title: Attitudes toward the instructional consultant role of the school library media specialist--A survey of public elementary school teachers and ...

Lai, Yuangling
Holistic Teach/Learn
1611 Laurel Ave. #703
Knoxville, TN 37916

Turner, Thomas N.
Holistic Teach/Learn
308E Claxton Ed. Bldg.
Campus

The project listed above has been certified exempt from review by the Committee on Research Participation and is approved.

This certification is for a period ending one year from the date of this letter. Please make timely submission of renewal or prompt notification of project termination (see item #2).

Responsibilities of the investigator during the conduct of this project include the following:

1. Prior approval from the Coordinator of Compliances must be obtained before any changes in the project are instituted.
2. Submission of a Form D at 12-month intervals attesting to the current status of the project (project is still in effect, changes in the project, project is terminated).

We wish you success in your research endeavors.

Sincerely,

Lee L. Riedinger
Sunda Lawson

Lee L. Riedinger
Associate Vice Chancellor for Research

cc: Lester N. Knight
139 Claxton Addn.

Attachment: Form A

NOTE: Approval is granted for participation in Blount and Anderson County School Systems. Upon receipt of permission letter for Knox County Schools, approval will be granted at that time.



THE UNIVERSITY OF TENNESSEE
KNOXVILLE



November 17, 1994

Research Administration
Compliance
Grants & Contracts
Research Advancement
404 Andy Holt Tower
Knoxville, Tennessee 37996-2140
(615) 974-3400
FAX (615) 974-2505

CRP # : 4536 A

Title : Attitudes toward the instructional consultant role of the school library media specialist--A survey of public elementary school teachers and school library media specialists in eastern Tennessee

Yuangling Lai
Holistic Teach/Learn
1611 Laurel Ave. #703
Knoxville, TN 37916

Thomas N. Turner
Holistic Teach/Learn
308E Claxton Ed. Bldg.
Campus

This will acknowledge receipt of the permission letter from Samuel E. Bratton, Knox County Schools to conduct research under the above-captioned project.

Your protocol is now in full compliance. If we can be of further assistance, please contact our office.

Sincerely,

Brenda Lawson
Office of Research Administration
Compliance



The Attitudes of Public Elementary School Teachers and School Library Media Specialists in Three East Tennessee Counties Toward the Instructional Consultant Role of the School Library Media Specialist

STATEMENT OF INFORMED CONSENT

The purpose of this study is to determine whether or not teachers and school library media specialists differ significantly in their attitudes about the role of the school library media specialists as an instructional consultant. Since your name will not appear on the returned questionnaire, your responses will be held in the strictest confidence.

Participation in this study is completely voluntary; you may discontinue participation at any time without penalty. This questionnaire will take 10-15 minutes to complete. By returning the completed questionnaire you will formally consent to participate in this study.

If you have any questions or problems regarding this research, please contact:

Yuangling Lai
c/o Dr. Thomas Turner
308 Claxton Education Building
University of Tennessee
Knoxville, TN 37996-3400
615-974-3435

APPENDIX B

KNOX COUNTY SCHOOLS
ANDREW JOHNSON BUILDING

Allen Morgan, Superintendent

November 8, 1994



Ms. Yuangling Lai
1611 Laurel Avenue, No. 703
Knoxville, TN 37916

Dear Ms. Yuangling Lai:

You are granted permission to contact appropriate building-level administrators concerning the conduct of your proposed research study entitled, "Attitudes Toward the Instructional Consultant Role of the School Library Media Specialist--A Survey of Public Elementary School Teachers and School Library Media Specialists in Eastern Tennessee." In the Knox County Schools final approval of any research study is contingent upon acceptance by the principal(s) at the site(s) where the study will be conducted. We have 46 elementary schools with a K-5 configuration. Do you want our "Permission to Conduct Research" memo sent to the principals of all of them? (See the enclosed blank copy.)

In all research studies names of individuals, groups, or schools may not appear in the text of the study unless specific permission has been granted through this office. The principal researcher is required to furnish this office with one copy of the completed research document.

Good luck with your study. Do not hesitate to contact me if you need further assistance or clarification.

Yours truly,

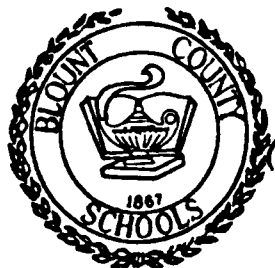
A handwritten signature in cursive script that reads "Samuel E. Bratton, Jr." followed by a small flourish.

Samuel E. Bratton, Jr., Coordinator
Research and Evaluation
Telephone: (615) 594-1740

xc: Dr. Sandra E. Quillin, Coordinator of Instructional Materials and Library Services
Ms. LaNoka O. Rhodes, Coordinator of Elementary Schools

Project No. 510

STEVE MOSER
SUPERINTENDENT
(615) 984-1212



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MARYVILLE, TENNESSEE 37803

September 29, 1994

Dr. Thomas N. Turner
308 Claxton Education Building
UT Knoxville
Knoxville, TN. 37996-3400

Dear Sir:

This is to give permission for Yuangling Lai to send
questionnaires to Teachers and Principals in the Blount County
School District as per our phone conversation.

Sincerely,

Steve Moser,
Superintendent
Blount County Schools

SM/sa

—dedicated to the service of children

ANDERSON COUNTY SCHOOLS

Instructional Department
101 South Main Street
Suite 503
Clinton, Tennessee 37716
(615) 457-5400

John H. Price
Director of Secondary Education

Carl F. Hicks
Director of Instruction, K-8

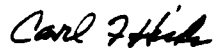
Dr. Thurman Turner
University of Tennessee
308 Claxton Education building
Knoxville, TN 37996-3400

Dear Dr. Turner:

The Anderson County elementary and middle schools would be pleased to participate in in the program that Yuangling Lai is conducting.

Please advise us of how we may be of service to you.

Sincerely,



Carl F. Hicks
Director of Instruction, K-8

APPENDIX C

Yuangling Lai
1611 Laurel Ave., #703
Knoxville, TN 37916

Dear School Library Media Specialist:

I would like to invite you to participate in a research study that I believe will be valuable to you and your school system. This study relates to attitudes of teachers and school library media specialists toward the instructional consultant role of the school library media specialist. This study is being conducted as the basis for my doctoral dissertation in the College of Education at the University of Tennessee.

Please complete the enclosed questionnaire. It should take about 10-15 minutes of your time. Your participation is vital to my study; please respond by **November 30**. A self-addressed stamped envelope is enclosed for that purpose.

Thank you for contributing to this study. If you need clarification or added information, please call me at 524-7122 or call Dr. Turner at 974-3435.

Sincerely,

Yuangling Lai

Enclosures: Questionnaire
 Informed consent form
 Self-addressed stamped envelope
 Support letter

**OAK RIDGE SCHOOLS
TEACHER CENTER**
304 New York Avenue
P. O. Box 6588
Oak Ridge, Tennessee 37831-6588

Phone (615) 482-6362

Fax (615) 482-6391

(Letter No. 009)

October 4, 1994

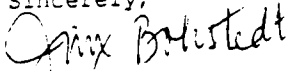
Dr. Thomas Turner
College of Education
308E Claxton Education
Volunteer Blvd.
Knoxville, TN 37996-3400

Dear Dr. Turner:

I would wholeheartedly support the idea of looking closely at the role of the elementary school media specialist regarding working with classroom teachers. I think that in this day of appreciating the power of teaching with a "whole language" philosophy, of linking real books to literacy activities and with beliefs that interdisciplinary learning is powerful, I think that the way that media specialists and teachers work is important.

Of course, as a corollary to this kind of work is the attitude which media specialists bring to going beyond their four walls of library and into the worlds of the classroom teacher. I believe that a study such as you are overseeing will be of great interest for all who work with librarians and with teachers. I hope that Yuangling Lai will receive permission to conduct her survey work. I would be interested in her results.

Sincerely,



Jinx Bohstedt, Director

JB/pj

APPENDIX D

Lai Attitudes Score on Instructional Consultant Role of School Library Media Specialists

This questionnaire is designed to gather information from teachers and school library media specialists (SLMS) about the instructional consultant role of the school library media specialists. It is divided into 4 sections: (1) curriculum development, (2) instructional development, (3) use of technology, and (4) demographic data.

A library media specialist in an elementary school has many responsibilities. Please respond to each of the statements below, indicating your beliefs about which roles the school library media specialist should perform. **Circle** the appropriate number to the right of each statement that indicates your viewpoint.

- 1. Strongly agree**
- 2. Agree**
- 3. Undecided**
- 4. Disagree**
- 5. Strongly disagree**

I. Curriculum Development

1. SLMS (school library media specialist) should participate in the evaluation and selection of instructional materials (textbooks, maps, curriculum units, etc.). 1 2 3 4 5
2. SLMS should design and produce materials for teaching units. 1 2 3 4 5
3. SLMS should share new topic-relevant resources with teachers. 1 2 3 4 5
4. SLMS should locate materials and use media techniques to promote good listening habits. 1 2 3 4 5
5. SLMS should locate materials and use media techniques to promote critical thinking skills. 1 2 3 4 5
6. SLMS should locate materials and use media techniques to promote reading skills. 1 2 3 4 5
7. SLMS should locate materials and use media techniques to promote problem solving abilities. 1 2 3 4 5
8. SLMS should help integrate curriculum materials into the reading programs for various curriculum areas. 1 2 3 4 5
9. SLMS should participate in school curriculum committees. 1 2 3 4 5

10. SLMS should provide selection of materials to supplement teacher selected textbook units. 1 2 3 4 5
11. SLMS should provide varied information formats, including print, non-print and technological forms to assist individual teachers in curriculum planning. 1 2 3 4 5

II. Instructional Development

12. SLMS should help teachers plan activities that offer students an integrated approach to learning. 1 2 3 4 5
13. SLMS should participate with teachers in assessing students' achievement in a resource-based unit. 1 2 3 4 5
14. SLMS should cooperate with teachers to **create** topical studies and units of instruction. 1 2 3 4 5
15. SLMS should cooperate with teachers to **present** topical studies and units of instruction. 1 2 3 4 5
16. SLMS should cooperate with teachers to **evaluate** topical studies and units of instruction. 1 2 3 4 5
17. SLMS should work with teachers in helping students to become better listeners. 1 2 3 4 5
18. SLMS should work with teachers in helping students to develop the habit of reading. 1 2 3 4 5
19. SLMS should help teach students to analyze information. 1 2 3 4 5
20. SLMS should help teach students to synthesize information. 1 2 3 4 5
21. SLMS should help teach students to evaluate information. 1 2 3 4 5
22. SLMS should focus on the development of students' high-order thinking skills. 1 2 3 4 5
23. SLMS should instruct teachers/students in the use of media resources. 1 2 3 4 5
24. SLMS should design and conduct in-service education programs for teachers. 1 2 3 4 5

III. Use of Technology

25. SLMS should gather computer software desired by the teacher. 1 2 3 4 5
26. SLMS should assist teachers in acquiring the technology they need to improve classroom instruction. 1 2 3 4 5
27. SLMS should supply guidelines for the introduction and use of the microcomputer in the school. 1 2 3 4 5
28. SLMS should be responsible at least partially for access to computers and software. 1 2 3 4 5

- | | |
|--|-----------|
| 29. SLMS should operate various types of microcomputers and software packages. | 1 2 3 4 5 |
| 30. SLMS should use network technology, such as the Internet. | 1 2 3 4 5 |
| 31. SLMS should help teachers/students to use audiovisual equipment. | 1 2 3 4 5 |
| 32. SLMS should help teachers/students to use word processing packages. | 1 2 3 4 5 |
| 33. SLMS should help teachers/students to use electronic networking, i.e. use of Internet. | 1 2 3 4 5 |
| 34. SLMS should help teachers/students to use CD-ROM products. | 1 2 3 4 5 |
| 35. SLMS should help teachers/students to use the online catalog. | 1 2 3 4 5 |

IV. Demographic Data

This section is designed to gather information about your background, education, and work experience. Please **circle** the appropriate response.

36. Present position:

- (1) Teacher
- (2) School library media specialist

37. Number of years as a classroom teacher/school library media specialist:

- (1) None
- (2) 1-5
- (3) 6-10
- (4) 11-19
- (5) 20+

38. Last degree earned:

- (1) Bachelor's degree
- (2) Master's degree
- (3) Education specialist degree
- (4) Other _____

If you are school library media specialist, please go to question 39. If you are a teacher, please answer question 40

39. If you are employed as a school library media specialist, you work:

- (1) full time
- (2) part time.

40. Your teaching specialties (check all that apply):

- (1) Elementary education
- (2) English education

- (3) Social studies education
- (4) Science education
- (5) Mathematics education
- (6) Health, physical and recreational education
- (7) Special education
- (8) Other please specify: _____

Thank you for completing this questionnaire. Please make suggestions and comments on this survey form. I would appreciate your feedback. This page is a blank sheet specifically for your comments. **Please return the survey in the enclosed envelope and mail.**

APPENDIX E

Yuangling Lai
1611 Laurel Ave., #703
Knoxville, TN 37916

Dear Principal:

I would like to invite your school to participate in a research study that I believe will be valuable to your teachers. This study relates to attitudes of teachers and school library media specialists toward the instructional consultant role of the school library media specialist. I have contacted the superintendent in your school system and have received approval. The entire study will be conducted within the school system's guidelines for research. This study is being conducted as the basis of my doctoral dissertation in the College of Education at the University of Tennessee.

Please select two of your teachers to participate in this study. I would appreciate it if you could follow the following guidelines in your selection.

1. Please choose one teacher from K through grade 2 and one from grades 3 through 5.
2. Please choose one highly experienced teacher and one with less experience (Less than five years if possible, but I would prefer she/he not be a first year teacher).

As indicated in the letter to the teachers, I need these questionnaire returned by **November 30**. Thank you for your consideration of this request. If you need clarification or added information please call me at 524-7122 or call Dr. Turner at 974-3435.

Sincerely,

Yuangling Lai

Enclosure: Teacher Packets (Questionnaire, Informed consent form, and
Self-addressed stamped envelope)
Support letter

Yuangling Lai
1611 Laurel Ave., #703
Knoxville, TN 37916

Dear Teacher:

I would like to invite you to participate in a research study that I believe will be valuable to you and your school system. This study relates to attitudes of teachers and school library media specialists toward the instructional consultant role of the school library media specialist. This study is being conducted as the basis for my doctoral dissertation in the College of Education at the University of Tennessee.

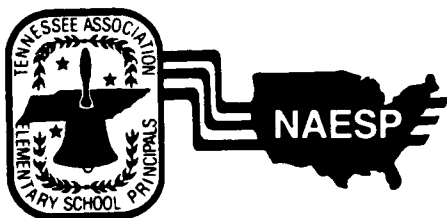
Please complete the enclosed questionnaire. It should take about 10-15 minutes of your time. Your participation is vital to my study; please respond by **November 30**. A self-addressed stamped envelope is enclosed for that purpose.

Thank you for contributing to this study. If you need clarification or added information, please call me at 524-7122 or call Dr. Turner at 974-3435.

Sincerely,

Yuangling Lai

Enclosures: Questionnaire
 Informed consent form
 Self-addressed stamped envelope



TENNESSEE ASSOCIATION OF
ELEMENTARY SCHOOL PRINCIPALS

Unified With The National
Association of Elementary
School Principals

Dr. Thomas N. Turner
308 Claxton Education Building
The University of Tennessee
Knoxville, TN 37996-3400

Dear Dr. Turner,

I wish to lend my support to the idea of examining the curricular role of the school library media specialist. The impact of constant changes in technology has already had great impact on our schools and will continue to do so. A generation ago, libraries and library services in elementary schools were very limited; many schools, if they had a librarian, had one only a day or two each week; and teachers worked independently in their own classes. Today, getting the job done requires a school wide effort, and the school library media specialist is a critical part of the team. I hope that Yuangling Lai's study can help define those roles.

Sincerely,

Scott Haynes
Principal, East Knox County Elementary School
President, Tennessee Elementary Principals' Association

Yuangling lai
1611 Laurel Ave. #703
Knoxville, TN 37916

Dear Principal:

Last month I mailed to you two questionnaire packets requesting that they be completed and returned by two of your teachers, respectively. The questionnaire is about teachers and school library media specialists toward the instructional consultant role of the school library media specialist. I am grateful for your assistance in helping me with my doctoral research. For your information, one of the questionnaires--the one for grades 3-5 (grades K-2) has now been returned. I would appreciate the return of the questionnaire for **grades K-2 (grades 3-5).**

I have enclosed an extra questionnaire in the event that the other one has been misplaced. As indicated in the letter to the teachers, I need these questionnaire returned by **December 16.** Again, thank you for your cooperation.

Sincerely,

Yuangling Lai

Enclosure: Teacher packet (questionnaire, Informed consent form, and Self-addressed stamped envelope)

VITA

Yuangling Lai was born in Taichung, Taiwan, Republic of China in 1952. She graduated from the Providence College in June, 1974 with a Bachelor in Business. She earned a Master of Library and Information Science from University of Tennessee, Knoxville in 1989. She reentered the University of Tennessee, Knoxville for doctoral studies in 1992 and completed the Ed. D. in Curriculum and Instruction in May, 1995.

She is currently employed as an instructor at Taichung Teachers College, Taiwan.