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THE SCHOOL LIBRARY MEDIA SPECIALIST AS
RESOURCE PERSON: A DESCRIPTIVE STUDY

A Dissertation Presented

by

PATRICIA A. MCGIFFIN

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

September 1990

School of Education

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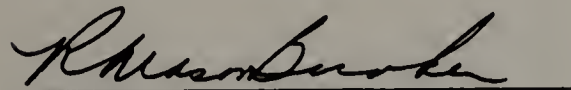
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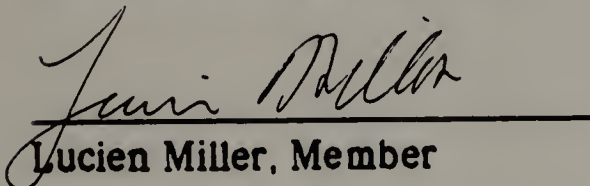
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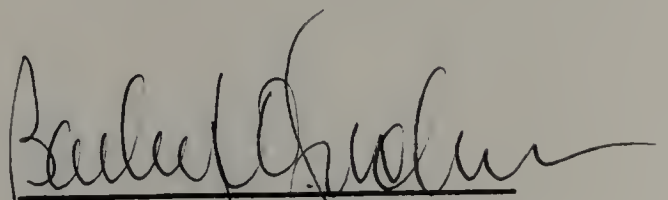
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ABSTRACT

THE SCHOOL LIBRARY MEDIA SPECIALIST AS RESOURCE PERSON: A DESCRIPTIVE STUDY

SEPTEMBER 1990

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The purpose of this dissertation is to describe how school library media specialists can realize a new role of resource persons for teachers and each other. The re-definition of their role from reactive to proactive enables them to plan and team teach with classroom teachers and to integrate library media and research skills programs into the classroom curriculum, using the cooperative learning model. In addition, a library media specialists' peer support group has been developed for professional growth. The positive ramifications of this for teaching and learning is described.

Literature on the role of advisor, library media standards, effective teaching, procedural models, and cooperative learning are reviewed to identify characteristics and methods necessary for school library media specialists to become proactive resource persons and catalysts for change within their schools. Many of these same objectives, characteristics, skills

and programs are identified by the American Library Association's (1988) guidelines, Information Power.

This qualitative research study involves six library media specialists over a period of three years. Data are collected through observations, questionnaires, field notes, interviews, transcriptions of meetings and document analysis. Conclusions drawn from these data indicate that it is possible for library media specialists to realize their potential as resource persons who co-plan and implement instruction in collaboration with classroom teachers. Other conclusions indicate that a peer support group is extremely valuable for self-directed professional growth and development. The study concludes with recommendations for further research in the areas of beliefs and behaviors of practitioners, support groups and teaching models.

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CHAPTER I

INTRODUCTION

Background and Statement of the Problem

A review of library literature over the past two decades reveals an evolutionary trend concerning the role of school library media specialists. Leaders in the field, such as Grazier (1979), Blair (1981), Baker (1984) and Turner (1985) advocate that media specialists become educational consultants who can work closely with teachers to improve curriculum and teaching techniques, as well as school climate. Recommendations state that media specialists need to devote their efforts to planning with classroom teachers, interacting with children in a wide variety of situations, initiating enrichment programs, and energizing curriculum with new teaching strategies and resources.

In spite of these recommendations, recent research indicates that media specialists have not wholeheartedly adopted team teaching or collaborative curriculum development efforts (Stroud, 1982; Coleman, 1984; Callison, 1986). These studies report that relatively few practitioners are actively involved in higher levels of instructional design and team-teaching (Turner, 1987). They see little connection between the reality of their daily routines and the pursuit of instructional innovation. Investigations conducted by Burnell (1978), Turner and Martin (1979), and Master (1986) conclude that school librarians not only do not see themselves as curriculum leaders but that administrators generally have not supported them in assuming this new role.

According to the studies by Patrick (1982) and Barkman (1987), there are library media specialists who have in place exceptionally fine programs of team teaching and curriculum integration. There are other media specialists who are attempting to achieve an expanded role but do not have working conditions which make it possible to achieve their ideals (such as, necessary administrative support, flexible schedules, school climate conducive to change or sufficient clerical staff). Charter (1987) has found that in too many instances media centers are understaffed, and schedules have been set by administrative mandates to accommodate lock-step classes of weekly "library skills" sessions, irrespective of classroom curriculum. Because obstacles of staffing and scheduling often make it difficult for media specialists to change their on-the-job behaviors, some perceive a gap between what they believe they should be doing and what they are actually able to do (Liesener, 1982; Loertscher, 1982). As Toor (1987) has observed, inflexible schedules give media specialists no time to plan with teachers in order to set up meaningful lessons integrated with classroom instruction.

Media specialist must be able to interact skillfully with others in an atmosphere of shared responsibility (Chisholm and Ely, 1979; Turner, 1985). The ability to participate as members of instructional teams should be enhanced not only by the use of a plan or procedural model for co-operation but also by developing the advisory skills of a resource persons. Powell and LeLieuvre, (1979) and Turner (1985) emphasize that as facilitators of learning, media specialists need to be expert communicators. They need to explore new models of teaching and learning, such as those Taylor (1976) and Joyce (1976) describe. Inservice training must now be

directed toward helping school library media specialists (s/l/m/s) understand what the process of curriculum design involves, how to promote a new role or program within their schools, and how to improve instructional strategies by becoming resource persons (also referred to in staff development literature as advisors, mentors and peer coaches). Their self-perceptions (as well as the role perceptions of those educators with whom they work) should be clarified in light of what is now known about effective teaching and learning.

Over the past two decades examples of inservice training and professional development projects have identified certain principles about what constitutes successful inservice programs. It is important that these be incorporated into any plan for media specialists:

- * Staff development should focus on a technical core of activities and issues, promoting personal and professional growth (Williams, 1982).
- * Change occurs more readily as a consequence of interacting with colleagues around common problems than when it is mandated by others (Bentzen, 1975).
- * Allowing people to be the primary decision makers in control of their own growth makes them more responsive to experimentation, to change and to taking chances (Tikunoff et al, 1981).
- * The complexities of daily routines often prevent educators from seeing the array of options which are open to them through a systematic examination and analysis of problems and solutions (Lieberman and Miller, 1984).
- * Transfer of skills and strategies requires more follow up with collaborative work than is usually allowed in the typical inservice program (Joyce Showers, 1980)

Effective inservice programs which provide for professional growth through the transfer of skills and information, (with opportunities to explore and share new ideas) are needed. Such inservice programs must help the media specialist:

- * Understand the team approach is a decision-making process of planning, implementation and evaluation
- * Demonstrate a meaningful contribution to student learning through media program integration
- * Assume a leadership role in instructional design
- * Improve attitudes about the potential value of one's skills and programs
- * Become a catalyst for change within the school

Barkman (1987), Johnson and Johnson (1987), Glatthorn (1987), and Paquette (1987) describe programs in which teachers benefit from formal and informal peer support systems . However, a recent review of library media literature, education indexes and an ERIC search reveal that few inservice support group programs have been documented as a means of growth for school library media specialists.

Like classroom teachers, these practitioners are often working in isolation from each other with little or no chance for cooperative efforts (Kerr, 1977; Baker, 1984). Meeting once or twice a year at media conferences is often their only professional interaction. For these people participation in a library media peer support group is especially important. They might benefit from collaborative efforts that would help them find ways to improve their working situations and change attitudes of those in

their schools or districts to allow for their professional growth. As participants in peer support groups, they can benefit from collaboration. Given such opportunities, it is possible to explore strategies for integrating teaching, designing curriculum, and developing the advisory skills of resource persons. In this collegial effort they enhance their ability to function as skillful teachers who involve both students and staff in active learning.

Statement of Purpose

It is the intent of this study to document a process through which media specialists may realize the new role of curriculum consultant for instructional development, facilitator of learning for students, and resource person for teachers. To this end, an inservice professional development support group program was designed to meet the needs of a group of media specialists who wished to acquire new approaches, strategies and skills for integrating their programs into the school curriculum.

Three research questions guided the purpose of this investigation. An expanded "Interview Guide" based on these three questions can be found in Appendix A. The questions are all interrelated; they do not address discrete functions. Interviews, therefore, were conversational in tone and naturally flowed from one question into exploration of another area. Specifically, this study concentrates on the documentation of these basic research questions:

- 1) How can media specialists realize their role as resource person for students, teachers and each other?

- 2) How can media specialists integrate their programs and skills into the curriculum?
- 3) How can a library media peer support group work together for professional growth?

Scope of the Study

This study documents the outcomes of implementing an inservice program for media specialists. It records experiences of a group of six practitioners who volunteered to participate in a support group to gain skills as resource persons, team teachers and instructional consultants. Through a collaborative effort, they tested procedures for curriculum integration.

All expressed a desire to become more competent in curriculum design through sharing expertise; as Combs (1978) states, "People learn best when they have a need to know" (p. 203). They wished to fulfill an instructional leadership role by strengthening their library media programs through improved advisory skills, by making unique contributions of appropriate resources and strategies to facilitate learning and instruction, and by introducing innovation and enrichment in their schools. Wehmeyer (1987) recommends the following strategy, "Such change facilitators do not issue directives; rather, they ask, inform, model, suggest and support" (p. 200). They become leaders, not because of their position, but on the basis of their expertise and their ability to communicate effectively.

For them to be successful in this role, s/l/m specialists must be recognized as skillful and essential members of the teaching staff. An

accurate perception by students, fellow teachers, administrators and the community at large is crucial to the success of an expanded role as a professional educator with instructional and advisory skills. Therefore, ways to improve teaching techniques and communication skills were constantly sought and actively pursued in the course of this program for professional growth.

Initially, a group of school librarians chose to work together as a means of achieving Massachusetts state unified library/media certification. From this effort they formed a peer support group of six professionals who wished to meet regularly, share strategies for curriculum development, work to become resource persons and improve their instructional skills. The principal investigator was a participant observer as well as the facilitator in the support group. Using pseudonyms for all people and places concerned provided confidentiality in data collection and reports.

Comparative data was also gathered from six other media specialists who were not part of the core support group but who formed an extended network of active, interested practitioners. Their contributions were not influenced by the immediate involvement that close working peer relationships engender so their feedback concerning data and assumptions helped the researcher analyze and validate the research findings.

Timeframe

The timeframe for this research project extended over a period of three years, 1986-1989, and evolved into three stages(see p. 8). Needs,

priorities and functions were determined by group process, and the support group's focus became more specific as their work progressed. Professional literature, videotapes, computer programs and other information were shared and discussed by participants. Areas of concern gradually moved from general professional problems of certification, to procedural models for collaborative efforts, and then to special ways to integrate one's program through new models of teaching.

Stage I: Professional Development and Certification. A program was conducted from September through December, 1986, and was instigated by five school librarians who desired to work together in order to fulfill the new requirements for Massachusetts Unified Media Specialist certification. To help in this effort, Dr. Masha Rudman (a professor at the University of Massachusetts) provided valuable assistance by sponsoring a practicum course in media. The five librarians met regularly to set priorities, share progress, document work, and evaluate their experiences. Three of them achieved certification as a result of this four-month program and from previously completing several library media courses.

Stage II: Pilot Study. This stage included three of the media specialists from the original group. During the period from January to June, 1987, the participants continued meeting monthly as a support group. In addition, they worked on a one-to-one basis as peer coaches to observe and give feedback to each other. They set their own goals and schedules, discussed issues, shared ideas, and then arranged to observe each other as they practiced new teaching strategies.

Stage III: Refinement and Extension. The third segment lasted two entire school years--September, 1987, to June, 1989. Three additional

media specialists joined the support group over the course of this time, and two others began attending meetings in the spring of 1988. Six additional media specialists from other areas in the state also were kept in communication, as an extension of the core support group.

Methodology

To understand the professional growth of these media specialists, it was necessary to observe and document activities in their own settings through interviews, support group meetings and observations. Based on qualitative methodology, the researcher utilized descriptions as well as knowledge of the particulars of the phenomena being observed. The following set of assumptions about qualitative research derived from Patton (1980) and Rogers (1985) guided the work:

- * Any social entity is enormously complex and subtle.
- * Genuine understanding of learning requires sustained and longitudinal study.
- * All related and relevant phenomena must be studied holistically.
- * Qualitative designs are naturalistic in that the researcher does not attempt to manipulate the research setting nor predetermine the outcomes.
- * A data base is derived from the multiple sources of observations, interviews and document analysis.
- * The most effective way to study people and institutions is through direct, on-site contact.

- * An understanding of attitudes, values and underlying assumptions gives observed behavior meaning in context.
- * The basic function of qualitative research is description of subtleties in human behavior.
- * The strategy is inductive, beginning with specific observations and building toward general patterns.

According to Yin (1984), to undertake an examination of individual educational situations, the question "What is going on here?" serves to focus research into looking for similarities and differences around specific categories or themes. This researcher gathered data in the form of descriptive case studies. As a field strategy, states Denzin (1978), case study research "simultaneously combines document analysis, interviewing of respondents and informants, indirect participation, observation and introspection" (p. 183).

This study examines the feasibility of media specialists undertaking a serious professional commitment to team teaching and curriculum development. An investigation of how they perceive their changing roles provided information which:

- * Described the variations of strategies these media specialists developed to integrate their programs and skills into the classroom curriculum
- * Recorded the perceptions of experienced media specialists about their roles as resource persons within their schools
- * Analyzed the value of a collegial library media support group for problem solving and collaborative professional growth

Data Collection and Analysis

Data were collected by transcribing tape recorded support group meetings, conducting five hour-long interviews with each of the participants and recording observations through field notes. Data were gathered during three years of this study. Interviews, observations and support group meetings were tape recorded, transcribed and analyzed to assess progress and success in terms of each member's perceptions regarding curriculum planning, advisory skills, and the functioning of the support group. Observational notes and tape recorded sessions were done with the participants' consent and review (see "Consent Form," Appendix B).

Since a goal of this study was to describe the processes for forming and maintaining a school-based peer support group for the media specialists' professional growth through collaboration, the following format was employed for data collection.

- * Formal and informal interviews conducted with each of the six support group participants throughout the course of this study
- * Media center and classroom observations with conferencing and feedback through a clinical supervision model
- * Questionnaires administered at the beginning, middle and end of each segment of the study (as a means of evaluating how well objectives and needs were being met)
- * Field notes documenting each person's activities involving program design, improvement of communication and teaching skills

- * Tape recordings of group and individual meetings transcribed for review by participants
- * Instructional materials and procedural models examined, which members utilized to plan learning experiences or transmit information (referred to as artifact collection and document analysis)

Information from the individual cases served as the evidentiary base for the study, to be used in the data presentation and cross-case analysis section of this report. After the interview transcriptions and notes were reviewed to discern themes and recurring patterns, the participants' personal background information was then presented in short, individual vignettes of each media specialist's particular situation.

Organizing ideas and themes which emerged allowed the investigator to proceed with a strategy described by Yin (1984) as cross-case analysis. Within this type of comparative structure, data presentation, analysis and conclusions were based on the guiding questions, which were then answered from the case study data base. Each section was devoted to a separate cross-case issue, and the information from the individual cases was dispersed throughout each section. Media specialists outside of the core support group's locale provided review of the findings in light of their experience and knowledge. Data were sorted and examined under each of the three major categories addressed in this study: Resource person role; Library media program integration into the curriculum; Support group for professional growth (see "Matrix for Sorting into Categories," Appendix C).

Delimitations of the Study

This study does not attempt to create a panacea for media specialists' staff development projects. It concentrates on one support group's inservice program providing the basis for further application and other inquiry. Because formal and informal observations and conferences contribute to the documentation of this research, the researcher offset biased reporting by audio-taping conversations, observations and presentations. These then were reviewed by the group members to provide an internal validity check.

It was not the researcher's intention to make value judgements or personal comparisons about any or all of the media specialists in this study. Participants who volunteered for the project represent a K-12 public school population. They are all experienced s/l/m/ specialists, willing to participate within the context of a support group, sharing observations and feedback with each other. It was not the goal of this study to describe a process for the induction of new people into the profession. Rather, it was one that dealt with practitioners who were interested in curriculum design and team teaching.

The media specialists who participated in this support group program are all currently employed in public school library media centers in western Massachusetts. These are located in basically middle-class towns which are supportive of education. Representing a cross-section of working styles and educational philosophies, the subjects of the study all possess classroom teaching certification in addition to having graduate

degrees in library science and media services. Participants were included on the basis of the following criteria:

- * An openness in attitude to grow professionally
- * Exceptionally high motivation
- * A willingness to work together over an extended period of time
- * Accessibility in terms of their schools' locations
- * Experience as library media specialists who are also certified as classroom teachers
- * A facility to articulate perceptions about their roles, responsibilities and programs

Many of the schools in western Massachusetts have staff development links with the University, thus, teachers and librarians are familiar with current research about teaching and learning. The researcher was able to work with a group of individuals who understood action research techniques and effective teaching strategies. In addition, they were fully aware of their potential as change agents within their schools and were able to provide substantial input as to the effectiveness of the implementation of the project. However, this study was not intended to be an evaluation of the researcher as an inservice program facilitator nor as a participant observer within the group. The models and innovations in this inservice program were based on well-documented research in staff development and library media literature. The study cites various conditions necessary to allow for successful professional growth and program planning.

Significance of the Study

The study of people interacting in their own settings is significant because it reveals subtle insights about attitudes and behaviors, thinking processes and skill transference. It documents the design and implementation of a program by which school library media specialists collaborate with each other and with teachers in facilitating learning and curriculum innovation. The study describes a process for helping s/l/m specialists to move toward their goals. By participating as members of the instructional team, they have become more skillful teachers and resource persons. Developing a plan of action for intervention and cooperation, they have put in place a procedural model for the integration of media programs into the classroom curriculum.

This also examines the efficacy of an inservice professional development program based on a support group model. In this way, it is a training and sharing process by which media specialists become resource persons in an advisory capacity for their own and others' growth through collaborative efforts. The study provides documentation that:

- * Analyzes the potential of a collegial library media support team as a feasible inservice program for problem-solving and growth
- * Describes the variations of strategies and procedural models media specialists use to integrate their programs and skills into the school curriculum
- * Records the development of the role of resource person by experienced media specialists

An indepth study of how a group of practitioners responds to this program provides insights for other facilitators and planners of professional development and inservice opportunities for media specialists. The conclusions of this research will serve as a means of supporting media specialists in their efforts to grow and change, to find ways to achieve the new role of instructional designer, team teacher and curriculum consultant. The study generates questions for future research, provides new directions for other investigation, and opens new areas of inservice programs through peer support.

Summary of Chapters

Chapter I: Problem Statement and Background.

This chapter has presented a statement of the problem, basic methodology used in the design of the study, delimitations and significance of the investigation.

Chapter II: Review of the Literature.

A survey of the literature which advocates the role of the media specialist as curriculum consultant, resource person and member of the teaching team provides a rationale for the proposed study. It reviews research on effective instructional designs, staff development, and procedural models for integrating library skills or programs into the curriculum. It outlines the theoretical base for the use of peer support groups and observation techniques to facilitate media specialists' professional growth through collaborative efforts.

Chapter III: Methodology and Design of the Project.

This provides a description of a specific professional development project to facilitate integration of media programs, skills and resources into classroom curriculum. The researcher documents a field-based support system designed to promote the advisory and teaching skills of media specialists who become resource persons to each other, as well as to teachers and students. Chapter III presents the methodological framework of the research, generated by the questions which guide the purpose of the study. It then describes the plan for implementing this inservice program to develop a process for helping s/l/m specialists move toward their goals.

Chapter IV: Analysis of the Study.

Chapter IV analyzes the data obtained from the design, implementation and evaluation of this research. Results of the interviews, support group meetings, questionnaires and observations are examined in the context of the theoretical propositions concerning role of the resource person, integration of media programs and a support group for professional growth.

Chapter V: Conclusions and Recommendations.

Conclusions of this particular study and implications for future research are provided in this chapter. Hypotheses to be explored in further studies are presented for consideration.

CHAPTER II

REVIEW OF THE LITERATURE

To clarify the evolution of a new role for school library media specialists, it is necessary to review the literature pertaining to:

1. The expanded role of the library media specialist
2. Processes which integrate library programs and skills into the curriculum
3. The library media specialist as resource person for students, teachers and each other
4. Professional development as it relates to the library media specialist

This background provides a basis for translating theoretical propositions into practical applications. Each topic will be presented as it relates to the expanded instructional role advocated for media specialists.

Role of the School Library Media Specialist

In 1986 the U. S. Department of Education published a list of 270 exemplary public and private schools in 49 states. A study of 209 of these schools was done by Loertscher, Ho and Bowie (1987) to discover what, if anything, was outstanding about their library media centers in order to develop workable guidelines for others. They reported that the single most important variable in an excellent program with "cutting edge service" is a well-trained, competent staff of at least one library media professional and a para-professional assistant. This finding reflects the national guidelines,

Information Power (1988), advising that quality education often requires more than one professional and several technical assistants because s/l/m specialists should be "...members of the school's instructional staff and participate fully in the planning, delivery and evaluation of the school curriculum and of student learning activities" (p. 66).

Findings from the study of exemplary schools' library media programs support these guidelines. The people who are considered to be successful by their classroom colleagues and school administrators perceive themselves to be part of the teaching team, of being integrated into the total educational environment, rather than supplementing it (Baker, 1984). They see themselves as facilitators of learning, improving the total school climate. They are skillful educators who involve students and teachers in active inquiry, in searching for answers to questions, and in sharing information and the methods of research.

There have been many reaffirmations of the belief that working closely with teachers and students is the most appropriate use of media specialists' time and abilities (Taylor, 1976; Chisholm and Ely, 1979; Wehmeyer, 1984; Turner, 1985; Callison, 1986; and others). The literature is replete with admonitions for librarians to become instructional developers, curriculum consultants and team teachers. According to Adams (1981), they should be devoting at least fifty percent of their time to teacher-related activities of planning, teaching and evaluating programs (pp. 54-66).

The traditional, separate job labels of "school librarian" (referring to one who develops and tends the book collection) and "audio-visual specialist" (a person who understands educational machines) have now

largely disappeared in favor of the combined designation, "school library media specialist." Haycock (1981) prefers the term "teacher-librarian" to clearly denote a teaching role with an information skills specialization. For the sake of brevity, in this study the school librarian or school library media specialist will generally be referred to as the s/l/m specialist.

With a new title has come an increase in expectations and responsibilities. While a change in name assumes a change in function, as Fast (1975) cautions, imposing a name change does not create an instructional or multi-media orientation without an accompanying attitude and information change. For example, Stanwich's (1982) research presents evidence that strongly supports increased involvement of the s/l/m specialist in the total curriculum planning process, but it indicates most practitioners do not yet see themselves in this role. Callison (1986) laments this fact:

As the role of the media program is shifted from one of limited enhancement to a necessary element integrated into the curriculum, the media specialist becomes not only a team teacher, but a curriculum developer. This progression is not new to the school library literature, but seldom is it practiced in the field. (p. 21)

Two members of Secretary of Education William Bennett's "Study Group on Elementary Education," Vandergrift and Hannigan (1986) drafted a statement which has become a position paper of the American Association of School Librarians. It provides recommendations for ways to greatly improve the process of schooling. Concerning a new instructional role, it emphasizes that s/l/m specialists must become active partners on instructional development teams, working with classroom teachers in a variety of ways--through an understanding of various learning styles and by in-

tegrating new teaching strategies with library resources (pp. 171-173). To acquire the necessary teaching and leadership competencies, there must also be ongoing professional growth opportunities. Pre-service and in-service training efforts have not typically been focused in this direction. As a result, Vandergrift and Hannigan conclude, there are still too few excellent library media programs, and in many schools there are simply no programs or media professionals in place at all.

Background

In order to understand how this role perception has developed in the profession, one must review the subject as it has been presented in library literature over the past two decades. The conceptual evolution of librarian to s/l/m specialist (from the caretaker of books to instructional developer) necessitates a substantial shift in attitude concerning what is an appropriate function of the practitioner.

A major turning point can be identified in the late 1960's when the American Association of School Librarians and the National Education Association formally recognized a need for change by publishing the Standards for School Media Programs (1969). This important work was reflected in the School Library Manpower Project's (1971), Occupational Definitions for School Library Media Personnel, which had been developed by the American Library Association and the Knapp Foundation as an evaluation tool. These documents emphasized that the professional's first concern should be to work closely with classroom teachers, administrators and curriculum committees to implement learning objectives as resource consultants in the following ways:

- * Planning school district curriculum
- * Working with teachers to design instructional experiences
- * Serving on teaching teams
- * Acting as instructional resource consultants and materials specialists to teachers and students (pp. 1-17)

Even though some librarians responded to the challenge with enthusiasm, achieving this new role outlined in the 1969 Standards was generally dismissed as being costly and unrealistic (Turner, 1985). Its long lists of tasks to describe a profession tended to intimidate more than help in interpretation. A coherent synthesis was difficult. The Standards goals were often lost in the specifics of a multitude of individual management routines. Functions were not carefully defined so that people were frustrated as they attempted to interpret the lofty rhetoric, leaving them with little sense of what should be the next steps in moving toward the expanded role (Cleaver and Taylor, 1983). What was sorely needed was a procedural model, delineating the stages of development with precise terminology and practical applications.

Heinich was one of the first to begin mapping steps to implement a new program. In his Technology and the Management of Instruction (1970), he reasoned that advances in information science and modern technologies should work toward achieving predetermined instructional objectives. The s/l/m/ specialist must enter the curriculum development process prior to instruction, rather than as a result of student or teacher requests for library materials. This proposal examined the means by which traditional libraries of books and audiovisual services could start merging

into what is now known as a unified library media center. His theory was elaborated on by Silber, Norberg, Squires and Torkelson (1972), shifting away from a preoccupation with audio-visual hardware and moving toward applying appropriate multi-media resources for learning outcomes determined by objectives.

These reflected a "systems" approach to instruction which was proactive rather than reactive. It emphasized designing learning experiences with planned input of the s/l/m specialist's expertise and knowledge of resources, before the curriculum unit was to be taught in the classroom. Heinich (1970) emphasized that because of a central vantage point in a school, this person is in an ideal position to accept responsibility for leadership in curriculum design, helping to achieve predetermined instructional objectives not only by identifying materials and providing resources but also by recommending teaching strategies. It is important to note in his recommendations that the media center's program and goals were to be incorporated into school curriculum during the planning stages, not as an afterthought.

This was a somewhat novel idea at the time. In the view of most educators libraries were to collect and house materials, awaiting the requests of clients. As Fast (1975) wryly observed, the school library's "serene and studious atmosphere epitomized a passive role in the educational scene...to support the curriculum in a subservient handmaiden fashion" (p.636). Furthermore, school librarians were generally not perceived to be teachers, either by themselves or their colleagues. Cleaver and Taylor (1983) commented on this pervasive sentiment:

Traditionally our involvement in the instructional program has come after the planning has been completed by our classroom colleagues. Ours has been a reactive role, that is, we have helped carry out the instructional decisions made by others. Often we (or our media center) play little or no role in the instructional program of the school simply because no role was perceived or specified at the planning stage of curriculum development (p. 7).

Curriculum Development

During the ferment of the mid-1970's media specialists seemed to begin a move toward the new and promising role of instructional designer or curriculum consultant. Curriculum development, which produces major changes in content, scope, and organization (based on continued experiment, evaluation and refinement) takes time. Rehlinger (1988) emphasizes that planned change consists of stages that are carried out in a continuous cycle, rather than a linear process. As such, curriculum development should be characterized by data gathering and diagnosis before the planning and implementation of any actions. Recognizing that local curriculum design is considered to be costly in terms of staff time, Grazier (1976) found many schools would rather support curriculum improvement, whereby teachers and s/l/m specialists simply "modify the content of learning experiences in their existing curriculum guides and textbooks" (p. 201).

Involvement in instructional design continued to be promoted in library literature, as is evidenced by Grazier's (1979) comprehensive article and bibliography on the topic. In this important statement of mission, Grazier outlined key factors which are crucial if the instructional development process is to integrate s/l/m programs into classroom curricula:

- 1) An early entry point into the curriculum planning process
- 2) An accurate perception of this role by teachers, administrators and librarians
- 3) Skillful teaching competencies brought to the task

As evidence that the profession was progressing toward a new vision of educational program development, updated national guidelines, Media Programs: District and School, for the first time specified a unified school library media center concept. Produced jointly by the American Association of School Librarians and the Department of Audiovisual Instruction of the National Education Association (1975), it outlined the requirements of a s/l/m specialist's curricular role.

In Media Programs, a changing emphasis is evident through the specification of four major elements of a successful school media program: Design, Consultation, Information and Administration. Under the section of "Design Function," media specialists are urged to be involved in the development of curriculum by:

- * Designing inservice education for staff
- * Developing materials for instructional use by students, based on specified objectives
- * Determining the effectiveness or validity of resources and programs
- * Initiating and then participating with teachers in curriculum development and implementation

The Media Programs section on "Consultation Function" describes how s/l/m specialists are to contribute to teaching and learning by:

- * Serving as instructional resources advisors and suggesting multi-media strategies
- * Developing user understanding of the strengths and limitations of various information forms
- * Recommending media applications to accomplish specific instructional objectives (pp. 6-9)

Thirteen years after the publication of the standards in Media Programs, the American Library Association and Association for Educational Communications and Technology produced Information Power: Guidelines for School Library Media Programs (1988). Its bold statements were roundly welcomed by various states which had been developing their own standards, espousing a much expanded role for s/l/m specialists. This includes such areas as curriculum development, instructional consultation, skillful teaching as part of a team, and leadership to improve teaching strategies (p. 39). For example, the Massachusetts Association for Educational Media (1988) produced Standards for School Library Media Centers in the Commonwealth of Massachusetts, which recommends that the professional serve on curriculum committees as a research and resource specialist with these objectives:

The school library media specialist must be an active member of the instructional development team, working with classroom teachers to make effective connections among learning styles, teaching strategies and resources. This process includes curriculum meetings where new topics, new methods, and new approaches are contemplated, and day-to-day instructional activity when teachers are seeking to provide for a wide range of individual learning styles and abilities (p. 6).

Instructional and promotional activities include, but are not limited to the following areas outlined in the 1988 Massachusetts Standards:

- * Promoting the role of the media center with staff, students and the community
- * Providing orientation and enrichment programs to introduce students and teachers to resources and services
- * Creating a network which draws on resources and people beyond the school, for enrichment and integration of programs
- * Making a continual effort to integrate library media skills into the curriculum
- * Presenting a sequential program of research, media and thinking skills for grades K-12,
- * Developing an atmosphere to encourage a love of reading and enthusiasm for inquiry, for both information and recreation (pp. 3-4)

In another region, the Wisconsin Department of Public Instruction (1987) has prepared a comprehensive statement of standards for facilities and services, School Library Media Programs: A Resource and Planning Guide. It emphasizes that the ideal situation involves the library media program and staff as active contributors in the teaching/learning process. Participation on curriculum development and instructional design committees is important for several reasons: The s/l/m specialist can bring to the curricular planning process a unique perspective, specialized skills, and a sound knowledge of the resources available and help ensure that the library media collection and program will grow and change with the curriculum (p. 3).

The Wisconsin Guide makes it clear that the most crucial factor in determining the effectiveness of any library media program is the utilization of a skillful, professional staff. The training, abilities and attitudes of these s/l/m specialists must include:

- * Knowledge of learning theory, curriculum development, research, and educational administration, and skills in techniques of instruction to be able to base decisions on sound educational principles and practices
- * Human relations, communication, consulting, and leadership skills to be able to interact effectively with students, faculty, administrators and community members
- * Program development, management, and organizational skills to be able to establish efficient and effective procedures (p. 4)

Research on the Application of the New Role

How do s/l/m specialists actually perceive themselves in relation to this expanded role of curriculum designer and partner with teachers for the implementation and evaluation of instruction? How are they responding to the call for change?

Like the national Standards (1969), Media Programs: District and School (1975) received resounding criticism from many library educators and practitioners. School librarians McKeen, Foster and Gordon (1975), all proclaimed the Media Programs recommendations to be impossible to implement, unrealistic and inhumane. They felt it sacrificed personal service to district-wide "technological wonders," irrespective of student or teacher needs. McKeen, the Marblehead (Massachusetts) Junior High School librarian, reacted by stating that there would need to be nine to twelve persons to staff each media center in order to fulfill all 37 of the functions

listed under "design, consultation, information and administration" (p. 19). In schools around the state most of her professional colleagues were working in isolation, at times carrying the added responsibility of managing several libraries. They often counted themselves fortunate if they were assisted by a clerk, volunteer parents, or student helpers. The notion that local school committees would hire one professional librarian for every 250 students was completely out of the question.

While most practitioners would agree that instructional development combined with team teaching are theoretically appropriate goals, there are still few issues that evoke such emotional discussions as the proposition that a major part of the s/l/m specialist's efforts should be to help teachers teach more effectively (Turner, 1987). A vocal, dissenting group feels it is unrealistic to expect the carrying out of these instructional responsibilities in addition to the time-consuming job of organizing and managing a resource center. According to Loertscher's (1982) findings, they question whether it is even within their schools' best interests to team teachers with librarians whose training, skills and functions are traditionally geared toward providing materials and answering requests. These practitioners have either chosen or have been directed to teach library skills in isolation from curriculum units, and their programs are seen as merely enrichment for the basics, rather than necessary instructional components of schooling. Sadly, it is often in such situations that the library media center is considered only a "frill" which, therefore, school committees can rationalize eliminating when district budgets have to be trimmed.

Some also perceive that teachers are not receptive to having "outsiders" involved in their teaching practices or curricular planning (Stroud, 1982). They feel classroom teachers are threatened by sensing a loss of autonomy and "curricular territory." Lortie (1975) contends that many teachers feel that to accept or request assistance from another person means to admit a lack of classroom competence. In addition, there are many teachers who continue to rely heavily on textbooks rather than to design learning based on a variety of resources. Some s/l/m specialists would tend to agree with Olson's (1983) dire proclamation:

We have all heard the notion that the school library media center supports the curriculum of the school. We have heard this said so often, with such vehemence, self-righteousness, and unassailable authority that we have never questioned it. Yet think about it slowly. This axiom is utter rot! The classroom teacher has only one strategy for hope of survival. That is the textbook. (p. 44)

New Role Definition

While in the literature there is a reaffirmation of the belief that working closely with teachers to design educational programs and implement curriculum is the best use of a s/l/m specialist's professional abilities and resources, a lack of precise terminology for role definitions sometimes results in confusion on surveys. Cleaver and Taylor (1983) report that on questionnaires the terms "instructional development" or "curriculum consultation" are subject to a wide variety of interpretation as to what exactly these entail.

As an example, in a study which defined and listed fifty-one competency statements relating to involvement in the process of design and implementation (as opposed to merely supplying print and non-print

materials), Cepek (1978) found that s/l/m specialists rank curriculum development as thirty-second from the top. However, educators in graduate school library media training programs saw it as being tenth in rank on the same questionnaire. Practitioners evidently do not perceive themselves involved in instructional design to the same extent their professors think they should be.

In another survey, Beatty (1976) asked librarians to prioritize eleven tasks important to their positions. Respondents felt that providing materials and curriculum resources should be their most vital instructional involvement in educational planning. This reflects a primary concern with materials--the selection, organization, circulation and use of various types of print or non-print media.

Loertscher and Land (1975) and Stroud (1982) reported that fewer than a third of the professionals they questioned took an active role in developing curriculum or instruction. However, a study that investigated general involvement in a more broadly defined role revealed a significant number of librarians felt they were assisting teachers in the instructional effort by simply answering requests as they arose (Turner and Martin, 1979). Callison (1986) concludes the situation has not changed significantly since that time.

Research studies by Pfister and Alexander (1976), Stanwich (1982) and Leung (1983) report that, in general, s/l/m specialists have not assumed a partnership with teachers in improving their schools' curriculum or instructional strategies. Part of the problem continues to be one of precise role or function definition. Pfister and Towle (1983) discovered that most of the media specialists in their investigation lacked accurate, well-

defined job descriptions, especially in the area of instructional design. The fact that there were few long-range planning discussions with classroom teachers or administrators meant collaborative educational efforts were infrequent. These people, therefore, tended to be reactive rather than proactive in presenting their media programs or suggesting strategies.

Principals in these schools often had very limited understanding or expectation as to the s/l/m specialist's potential for curriculum consultation and program integration through team teaching. Kerr (1977) concludes that at best, some administrators are indifferent to the involvement of s/l/m specialists in instructional development activities. This is due to the fact that many practitioners have little or no actual classroom experience and feel inadequate as teachers (Stroud, 1982). If the principal does not see the use of the media center for anything beyond teaching library skills or a place to send students to do their homework, it is not likely the teachers will feel differently. For example, in a National Association of Secondary School Principals' newsletter, "Tips for Principals," Saddlemire (1988) articulated a common perception of many of his colleagues about the role of the school library:

Typically, students and teachers use the library to complete assignments, study, check out equipment and fulfill a school requirement for mandatory library orientation.

Attempting to be helpful, Saddlemire went on to recommend ways to open up communication between the library staff and the rest of the school. These were programs such as class competitions to check out the most books, silent reading time, after-school homework assistance, film day, student peer tutoring, and so on. Regrettably, none of his ideas suggest an

instructional role involving the s/l/m specialist and teachers in curriculum design or team teaching efforts. He said, in conclusion, that principals should thank and compliment reluctant librarians on all activities in which students and teachers are encouraged to use the library facilities. This is far from the professional image and the expanded role leaders in the library media field are advocating in the literature.

In contrast, Baker (1984) feels an administrator should expect the s/l/m specialist to assume a leadership role and influence the quality of instruction:

Such an administrator understands that the expert library media specialist is, after the principal, probably the primary conduit by which new instructional ideas and teaching methods find their way into the school (p. 32).

This person must become a catalyst, an "agent for change" in a helping relationship that will set the course for children's and adult's habits of lifelong learning. Haycock (1981) points out, the media specialist should be an outstanding or master teacher with specialized advanced education in the selection, organization, management and use of learning resources, and the media center should be inseparable from the instructional program. Davies (1979) succinctly articulated this vision of instructional involvement, educational leadership, and professional empowerment for the s/l/m specialist in her widely acclaimed book, The School Library: Instructional Force for Excellence:

The administrator who values the library as an integral part of the educational program will expect the librarian to be an agent for change and to take an active part in all phases of curriculum study and revision. (p.41)

Writing from the perspective of a media specialist who has become a school principal, Pennock (1988) feels that managing a media center is an excellent preparation for building level administration, and becoming a principal is a natural outgrowth of being a proactive school librarian (p. 118). She believes the s/l/m/ specialist assumes a role that simulates a school's administrative climate in microcosm because this person has experience in managing multiple budgets, develops a wide-angle view of the instructional program, refines the interpersonal skills necessary to relate to a diverse staff, possesses a sound perspective on teaching strategies, and draws on the resources of the community to support education.

It can be seen in these various attitudes of principals and s/l/m specialists that there needs to be considerable effort focused in dialogue with administrators and classroom colleagues to encourage a more accurate understanding of the s/l/m specialist's potential leadership as teacher, curriculum consultant, and resource person. The responsibility for educating others about one's instructional development capabilities should be made a high priority. Administrators, teachers, and especially s/l/m specialists themselves, must have confidence in the expanded role.

Summary of Characteristics

In theory and in practice, creating an image of the s/l/m specialist as a master teacher who uses resources in innovative ways is crucial if the new library media program is to differ from the traditional functions of the past. In an effort to isolate characteristics of the media specialist who

works effectively with students, teachers and administrators, a review of the literature has identified certain elements concerning this person's skills, as well as the working environment which encourages success. A s/l/m specialist not only evaluates, selects, organizes and manages resources to ensure the widest possible range of information, but his or her program goals enrich the school climate throughout the entire curricular and intellectual process. The s/l/m specialist who takes on this new role:

- * Has a vision of empowerment and confidence in the expanded role being created (Wehmeyer, 1987; Craver, 1986)
- * Possesses a personality conducive to working with others in a helping role and is empathetic when functioning as an agent for change (Savage, 1975; Powell and LeLievre, 1979; and Stroud, 1982)
- * Is a skillful teacher (Davies, 1979; Haycock, 1981; Walker 1983; Baker, 1984; Turner, 1987)
- * Engages in professional growth programs to continually improve competencies in teaching and curriculum design (Kerr, 1977; and Aaron, 1981)
- * Has administrators who are understanding and encouraging (Grazier, 1976; Burnell, 1978)
- * Has the support of adequate budget, clerical assistance, and flexible scheduling (Turner and Martin, 1979; Charter, 1987)

In summary, it can be seen that instructional, administrative and resource person skills are necessary for the successful accomplishment of all the functions. They are interdependent and are often working simultaneously to create an atmosphere of purposeful program design and implementation.

Processes Which Integrate Library Programs and Skills into the Curriculum

Through sociological case studies, Kulleseid (1985) documents the work of s/l/m specialists as individuals and as members of educational groups, interacting formally and informally in the total school environment. The people whom she observed and interviewed indicated that they desired to move into positions of collaborative planning and instruction. To become proactive decision makers, rather than reactive support staff, they were trying to find ways to be involved with instructional design and were striving to become recognized and accepted in the role of policy makers in education. They were working to realize the collaborative teaching role advocated in virtually every recent publication on the subject.

Kulleseid concludes that integrating library media skills into the curriculum is absolutely essential, providing practical application of a wide variety of processes and resources. As part of their total education, students have to see a need for mastering and using information skills; these cannot be viewed as unrelated exercises. Too often the librarian has tried to teach library skills in isolation. Traditionally, students have been sent to the media center at a scheduled time each week to exchange books and receive a "library skills" lesson (seen as release time for classroom teachers). This kind of non-related instruction and inflexible scheduling is frequently dreaded by media specialists and students. Ming (1983) observes that while librarians resort to "cutesy gimmicks" to capture students' interest, they usually don't retain the information when it is presented in this fashion.

Incorporation of library skills or research techniques through integrated curriculum development and coordination (which includes responsibility for instruction) should be a collaborative effort by both teachers and s/l/m specialists (Chisholm and Ely, 1979; Haycock, 1981; Cleaver and Taylor, 1983; and Turner and Naumer, 1983). In a team-teaching role, s/l/m specialists can share their expertise in information use, electronic or non-print media, production methods, individualized instruction, literature appreciation, and networking with community or cultural resources. They must also be a part of the long-range planning and evaluation of instruction, defining goals, objectives and activities (Griffin and Lamb, 1987). An additional benefit is that teachers will, hopefully, become more facile with a variety of resources and strategies as they work together with media specialists.

Research on Effective Teaching

To be able to move into a collaborative teaching role, the media specialist must be perceived as a skillful teacher. This necessitates creating professionals equal to the task and preparing them to assume new powers and responsibilities in redesigning schools for the future. They should be seen as excellent instructors who use common sense, an understanding of how people learn and a knowledge of how to motivate children to take responsibility for their own learning. The new role requires that s/l/m specialists demonstrate a working knowledge of recent research on what constitutes effective teaching.

What exactly are the instructional skills shown by extensive research to be characteristic of the effective teacher? Writing from a librarian's

perspective, Baker (1984) innumerates instructional competencies that s/l/m specialists must possess. These "teaching rules" are stated in terms of the student or learner being able to understand the reason or purpose for the undertaking, practice what is learned in concrete situations, receive appropriate guidance, be personally accountable for the learning, apply what has been learned to new situations, and receive satisfaction or encouragement (p. 49).

Expanding on the description of a skillful teacher, Saphier and Gower (1987) emphasize that good teachers are constant learners themselves. In other words, skillful teachers are made, not born. They recommend a careful self-examination in relation to a number of "parameters of teaching" which serve to continually broaden one's repertoire of options in areas such as personal relationship building, clarity, discipline, expectations, momentum, learning experiences, organization, and other skills. As their book's introduction states, "The knowledge base about teaching to which we are referring is the available repertoire of moves and patterns of action...available for anyone to learn, to refine, and to do skillfully" (p. 6).

If effective schools require superior teaching, then there is a need for practitioners who can negotiate and mediate among many tasks and demands as they pursue goals of excellence. Based on the studies of effective schools conducted by the Institute for Research on Teaching, Porter and Brophy (1988) have formed a picture of good teachers as semi-autonomous professionals who are:

- * Knowledgeable about their subject and strategies for teaching it
- * Able to communicate their goals and expectations

- * Making expert use of instructional materials
- * Keenly aware of their students' abilities and needs
- * Addressing higher and lower cognitive objectives
- * Monitoring student understanding and providing appropriate feedback
- * Integrating their instruction with other subjects
- * Accepting responsibility for student outcomes
- * Thoughtful and reflective about their practice

Robert Blum (1984), Director of the Northwest Regional Educational Laboratory, has prepared a similar synthesis of over three hundred research studies to reveal an integrated picture of effective instruction. It indicates a remarkable consistency in the findings of a variety of methodologies and isolates the following key elements of successful schooling:

- 1) Instruction is guided by a preplanned curriculum, and there are high expectations for student learning.
- 2) Students are carefully oriented to lessons, and instruction is clear and focused.
- 3) Learning progress is monitored closely, and when students don't understand they are retaught.
- 4) Class time is used for learning, and there are smooth, efficient classroom routines.
- 5) Instructional groups formed in the classroom fit instructional needs, and standards for classroom behavior are explicit.

- 6) Personal interactions between teachers and students are positive, and incentives and rewards for students are used to build strong self-motivation and self-concept.
- 7) Educators continually strive to improve instructional effectiveness, and there are pleasant conditions for learning.

In light of these research findings, a serious consideration remains: Is it realistic to expect the traditional school librarian to assume a new role of instructional designer, curriculum consultant, technology expert, team teacher and resource person, in addition to successfully managing a busy media center? This is central to assessing the present or proposing the future involvement of s/l/m specialists in instructional development. It needs to be addressed when planning for ways in which experienced professionals can broaden their teaching repertoire and refine their interpersonal advisory skills as they work toward defining and achieving an expanded instructional role for themselves.

Cooperative Learning

The process of learning which uses a student team approach or cooperative learning groups is powerful teaching model for s/l/m specialists who want to increase their involvement in instructional design and implementation. Such student team learning (another term for cooperative learning) can introduce information/library skills in the context of classroom curriculum. It can also be used to help develop the critical thinking skills involved in inquiry learning by encouraging students to formulate questions with teammates and then to use research strategies to answer those questions. At the same time, cooperative learning teaches

social skills of positive interdependence, shared responsibility and individual accountability.

As reported in a recent Boston Globe article by Kohn (1988), a rapidly growing number of educators advocate the Cooperative Learning Model of teaching as a way to promote development of skills in a pro-social, integrated environment. Because of the many advantages cooperative learning has demonstrated for student motivation and understanding, s/l/m specialists and teachers should begin to seek ways research information skills can be taught in this way. It is a well-documented learning process with the potential for integrating classroom curriculum and information/library utilization. In this effort, students must see the library media program as an integral part of the school's total curriculum.

The s/l/m specialist who is an effective teacher seeks ways to promote students' responsibility and accountability for their own learning. Cooperative learning in teams provides the same need-fulfilling structure that has been used so successfully in extra-curricular activities, such as with sports and clubs. Glasser (1986) points out the implications for self-controlled motivation, "Teachers can't make students learn, but they can certainly set things up so that students want to learn" (p.661). Instead of "maintaining control" of the class, the instructor becomes a facilitator or manager of students' interactions. This is a new role for those accustomed to being in charge through dominating the classroom environment and motivating children with rewards or punishments (such as, dispensing grades, privileges or disciplinary actions).

Glasser also suggests that students can be motivated to learn when they have a sense of importance, a sense of feeling accepted and significant

in the academic environment. This "control theory" is based on the fact that humans are internally motivated and directed by basic biological and emotional needs. He contends the need for a sense of power or control (by both teachers and students) is at the core of all school problems or successes. His definition of a good school is a place where students believe they will be able to satisfy their needs to the extent that it makes sense for them to keep working (p. 15). Foremost is their need for self-respect and peer acceptance in a learning environment.

In support of Glasser's theory, the research of Slavin (1986) on cooperative learning has shown that when students work together toward a common goal, their effort becomes an activity valued by peers. Teamwork creates a social and motivational environment that expects and assists maximum effort and encourages inner self-control. Success of the group must depend on the individual learning of all the members. There must also be a group goal which is important to them.

Reflecting on Baker's (1984) criteria for a s/l/m specialist's instructional competencies stated earlier, cooperative learning can provide a vehicle to help students understand the reasons for learning a particular skill or concept, to practice what is learned in concrete situations, to apply it to new situations, to receive guidance or encouragement, to be personally involved, and to receive individual satisfaction through group achievement. Parents also see cooperative learning as a bonus, suggest Johnson and Johnson in an interview with Brandt (1987), because their "children are getting the training in leadership, group decision making, and conflict management they'll need to be successful in later life" (p. 16). Slavin (1988),

and Newmann and Thompson (1987) give sufficient evidence that cooperative learning can, with careful planning, accomplish these goals.

Cooperative learning refers to a set of instructional methods in which students work together in small mixed ability learning groups toward a common goal. Dishon (1984) emphasizes that the process is much more complex than simply having students work in groups. It is a systematic model for helping teachers implement work with groups so that students will consistently be able to learn their subject matter, complete tasks, include all group members in their work, solve problems with minimal teacher assistance, resolve differences among themselves, and enjoy the process of working together (p. 3). However, Slavin (1988) cautions that cooperative learning can easily fail when individual accountability is not incorporated along with group goals:

I am becoming increasingly concerned about a widespread belief that all forms of cooperative learning are instructionally effective. This is emphatically not the case....There is no reason to expect that if teachers simply allow students to work together or reward them based on a single group product or task, they will learn more than will students taught traditionally (pp. 31-33).

Many different models of cooperative learning have been developed for specific purposes or various curriculum areas, but they all share the underlying principles of distributed leadership, heterogeneous grouping, positive interdependence, social skills acquisition, and group autonomy. Several of these models are called Jigsaw, Coop-Coop, Team Accelerated Instruction in Mathematics (TAI), Cooperative Reading and Composition (CIRC), Student Teams Achievement Divisions (STAD), Teams-Games-Tournaments (TGT), Groups of Four, and Group Investigation. By placing

either children or adults in control of their own learning and providing the support mechanisms for them to succeed, they can feel the kind of personal satisfaction and empowerment Glasser (1986) has recommended as "control theory." Cooperative learning fulfills the basic human need to belong and to feel important. It helps students to be actively in charge of choices they make in an attempt to satisfy their needs, states Glasser in an interview by Gough (1987). Slavin's (1987) research indicates that this strategy motivates them to help one another learn by translating problems and concepts into "kid language" through discussion, organizing their thoughts in order to explain ideas to teammates, providing individual assistance to each other, working toward a group goal, and achieving this goal through the individual learning of all group members (p. 9).

Practical experience shows cooperative learning pays off in increased student achievement and better attitudes in the classroom. A well-known Massachusetts teacher, Roy Smith (1987), credits the approach for changing his entire outlook on teaching. Based on his training under Johnson and Johnson (1986), Smith suggests teachers should implement cooperative team learning methods by helping students become aware of the need for each skill by discussing the three possible patterns of interaction: cooperation, competition, and independent work. Teachers can also help students gain a clear understanding of each skill (such as, listening to others' ideas, brainstorming solutions and giving positive feedback) and give them situations in which they can practice social skills and help them to solve problems on their own. By giving students feedback on their performance of the interactive communication skills and helping them analyze how groups function well together, Smith has found cooperative

learning has given him ways to help high school students master content or skills efficiently while fulfilling their personal needs. He admonishes teachers and students to persevere in practicing skills--it takes time to learn and refine cooperation (pp. 663- 666).

Team Teaching

If students and teachers are to pursue knowledge as individuals or groups, then they must be provided with the resources and the skills to do so. School library media specialists not only evaluate, select, organize and manage resources to ensure the widest possible range of information, but their program goals serve to enrich the entire school's curricular and intellectual processes. Through collaboration with classroom teachers compartmentalized learning becomes integrated with a new set of curriculum priorities. To realize these goals of inquiry, cooperative learning and an integrated curriculum, it is increasingly important for the media specialist to be able to assume a partnership with teachers in determining this new direction and in formulating instructional objectives.

When the s/l/m/ specialist and teachers plan and work together as a team of colleagues who choose to implement cooperative learning, it exemplifies the spirit of the interactive model. Rather than teaching isolated aspects of subject matter, Armento and Goetz (1977) heartily recommend an integrated curriculum and team-teaching approach for many reasons, because "reality does not occur according to academic disciplines" (p. 158). According to them, team teaching is a form of adult cooperation which can provide more creative instruction in collaboration, a helping relationship for professional and emotional support, more options

for significant child/adult relationships, a vehicle for educational change, a unique resource for social education, and a viable arena for risk-taking.

By observing adults working well together, concludes Ming (1983), children develop positive attitudes towards both cooperative and independent learning. Professional educators, collaborating in team teaching, as well as through support groups and peer coaching efforts, carry the idea of cooperative learning full circle.

Inquiry Learning

Education begins when children can learn in an environment that allows for inquiry and experimentation, in which they can understand and document their experiences, share with others, evaluate their own work, refine skills and explore new interests. Beyer (1971) has defined inquiry learning as making sense out of what one experiences, and teachers put "learners into situations in which they must engage in the intellectual operations that constitute inquiry" (p. 6). However, it is not just asking questions. In a quest for meaning there are many components: Sequential Process, Attitudes, Values and Knowledge.

The school library media center has the potential to become a laboratory where the resources for exploring and the techniques for thinking are joined through a program of purposeful and intelligent information use. Utilizing cooperative learning as a framework, the media center can serve as a learning laboratory to extend and individualize the school's curriculum. The media specialist then becomes a facilitator of learning who is involved in teaching and instructional development first

and being a caretaker of resources second. This person must know how to encourage the learner's enjoyment in discovery.

In his Paideia Proposal (1982), Adler reinforces such a perception of what constitutes the main objective of every aspect of education, whether it be in the classroom, the library, or after formal schooling: "All genuine learning is active, not passive. It involves the use of the mind, not just the memory. It is a process of discovery, in which the student is the main agent, not the teacher" (pp. 49-50). Similarly, the American Library Association's Task Force on Excellence in Education (1984) emphasizes the relationship between an inquiry approach to learning and the school library media program: "Good schools enable students to acquire and use knowledge, to experience and enjoy discovery, to understand themselves and other people, to develop lifelong learning skills, and to function in a democratic society. Libraries are essential to each of these tasks" (p. 4).

In an environment of inquiry and discovery the s/l/m specialist who is a facilitator of learning moves into the role of skillful team teacher and curriculum consultant (Grazier, 1976; Blair, 1981; and Callison, 1986). Working from a holistic view, this person is in the ideal position to be able to determine when to offer guidance, consultation and evaluation. He or she must know how to encourage the learner's enjoyment in discovery. It is an enabling relationship which sets the course for habits of lifelong pleasure in learning. The s/l/m specialist, admonish Vandergrift and Hannigan (1986), must guide students to develop the "kind of educated imagination that empowers them to consider alternatives and to construct possible models of a better and more humane world" (p. 171).

Based on Piaget's (1964) principles of development and learning, the process of exploration builds slowly from children's direct sensory experiences that are activity and material oriented. Discovery and understanding constitute a process, not a product. Inquiry and discovery through cooperative learning help children attain Bruner's (1961) four benefits of motivation and self-direction:

- 1) Increasing intellectual potency with a variety of problem-solving techniques as one learns how to learn
- 2) Shifting the rewards from extrinsic (teachers and parents) to intrinsic (personal satisfaction)
- 3) Offering greater potential for transfer of learning
- 4) Improving memory with the greater probability that students can recall what they have learned (pp. 21-32).

Questioning enlarges understanding by encouraging active participation. The key to measuring the success of inquiry learning through the library media program, writes Callison (1986), "...is observation of students who formulate their own questions and know where and how to pursue the answers" (p. 23). He reinforces his plea for integration and innovation in media programs by declaring, "The major items on the professional educator's agenda for instructional excellence are opportunities for lesson revision and planning for changes in the curriculum to allow for free inquiry-based lessons" (p. 24). He advocates carefully planned inquiry learning as a way for the s/l/m/s to involve both teachers and students in active searching for answers to questions.

Callison cites Victor's (1974) earlier research in science education as he relates it to the current instructional design goals of the school library media profession. The principles are basic to every subject where students interact with the learning environment, and the teacher assumes the role of a facilitator who gives guidance, support and evaluation. The following are essential elements of the inquiry method that Victor and Callison recommend, and they reinforce the principles of cooperative learning. Inquiry lessons are carefully planned and tailored to resources, and learners follow a general pattern for conducting investigations by raising questions, gathering data, using and interpreting the results. It is process-oriented with students observing, comparing, classifying, documenting, communicating, and then applying the techniques. In inquiry and cooperative learning the teacher functions as the director, guide and counselor of learning, not the sole dispenser of knowledge. Sufficient time is provided for developmental stages so as not to rush the process or evaluate learning prematurely. Students act as teachers and advisors to each other, and the end product is shared with others. An added benefit in inquiry learning is that students and teachers often demonstrate a desire to learn more about related topics (p. 26).

The s/l/m specialist who facilitates active inquiry learning must be an expert instructor of students and an advisor to fellow teachers while utilizing all possible school and community resources to support the discovery process through a wide array of information sources. Developing the necessary instructional and advisory skills means that the media specialist's efforts will be refocused in the following areas described by Callison. Networking will be increasingly important as more and better

resources and people are required for planning and implementation. Flexibility of space and time are essential for maximum usefulness of materials and facilities, and media center staffing should reflect user needs. Cooperation between the media specialist and teachers will demonstrate that teamwork provides a common ground for understanding, for sharing responsibility, and for program evaluation. There will be encouragement to design activities allowing students to practice information search and evaluation of their sources will help teachers move out of the habit of automatically using textbooks as their primary teaching tool. In addition, community involvement can produce some of the most exciting inquiry learning projects (p. 23). The s/l/m specialist, in the role of resource person, should be helping to build "curricular bridges" with the community that are ongoing, continuously updated, and which draw on ethnic pride or a sense of place as seen through the personal experiences of individuals.

In conclusion, a review of the literature about inquiry learning methods indicates that combined with the framework of a cooperative learning model and team teaching, children can share not only the information found but also the methods of investigation which promote discovery, utilizing a variety of resources and learning styles. Although Callison's and Bruner's recommendations may seem to be simply good common sense, they need to be emphasized in light of the new role advocated for s/l/m/s. Team teaching, inquiry learning, cooperative learning, networking with the community and being part of curriculum design can be components that together help to create a learning environment which should be the goals of schools' library media centers.

Procedural Models for Involving the Media Specialist in Curriculum Development and Team Teaching

Although there is still a wide variety of opinion concerning the extent of involvement possible or desired in curriculum design, reports Coleman (1984), most recommendations in library media literature and state standards now generally advocate adoption of the role of curriculum consultant and team teacher. Today's s/l/m specialist should be working closely with teachers, administrators and the community to improve their professional image, school climate, the curriculum and teaching strategies. President of the Canadian School Library Association, Ken Haycock (1975) wrote of the need for a plan to deploy the instructional systems described in the library media literature and standards:

There is a critical need for an outline of phases and stages of media program development within the educational context if the goal of quality education is to be achieved. Implementation is the key element--now is the time to identify more specific audiences for whom these guidelines are intended and write to them as outlined (p. 21).

The problem is to define steps in providing a process for achieving this expanded role: At what point does one enter the curriculum development or instructional process? This question has been central to a discussion of one's professional role for two decades, and as Cleaver and Taylor (1983) have pointed out, it has served as the organizer for intense self-examination throughout the 1970's and 80's. The procedural models described in the following section of this review of the literature help to

provide a framework for collaborative teaching efforts between the media center staff and classroom instructors.

Not until recently have there been proposals which delineate a move from theory into practice. These procedural models for involving the school library media specialist in curriculum development and team teaching have been developed by Delaney (1976), Liesener (1982), Loertscher (1982), Cleaver and Taylor (1983), and Turner and Naumer (1983). They all emphasize a proactive, not reactive, stance for the practitioner. Stages of program development are based on careful planning, implementation, evaluation and maintenance.

Delaney's Planning Steps

Thoughtful planning is necessary for good teaching. Delaney (1976) was one of the first leaders in the library media field to address the issue of teachers and librarians working together to plan ways to design learning experiences. He outlined steps in a checklist format which take educators from the consultation stages through final evaluation of collaboratively taught skills. The teacher and librarian should decide on the unit and outline its scope, plan uses of the library and its materials, evaluate materials for usefulness, decide which resources will go to the classroom, set up a motivating introductory activity, take materials to classroom and begin the unit, demonstrate the variety and use of materials, set up series of activities for individual students or groups, stressing library skills related to the unit of study, and finally evaluate both the effectiveness of the materials and how they were used.

The sequence in Delaney's plan for instructional development follow a system's approach of designing activities and choosing resources based on learning objectives. He did not elaborate, however, on the actual teaching skills, curriculum design process, nor the details of long-range planning for integration of library media programs into the curriculum. It was left to others to propose more comprehensive procedural models in this area. His focus was rather on individual units originating in the classroom teacher's planbook.

Liesener's Systematic Planning

In research studies, Liesener (1982) found a serious discrepancy between the knowledge and attitudes required to apply systematic planning and evaluation in educational programs and the attitudes or background knowledge exhibited by most s/l/m specialists. He felt that the critical need was not for more admonitions but for the use of solid management and curriculum development methods so that good intentions could be converted into program realities. Because of his concern, he proposed an evaluation tool which addresses important planning questions: What is a media program in terms of functions performed for the students and teachers, and how can this program be effectively communicated? What services are most important? Who decides what is to be done (when and how)? How can clients be involved in this planning process to increase their understanding and generate their support of the program?

His systematic planning and budgeting clearly distinguishes between ends and means. They show the direct relationship between user needs and specific resources or operations required to perform each service. In

"systems design" terminology, it identifies inputs and outputs. Provision of media services should not be an end in itself but must be viewed in the context of teaching/learning objectives and the larger instructional program of the school.

As the media center's operations change to meet the more extensive information demands, the tasks and functions of all personnel must be reordered for new priorities. Neither Delaney nor Liesener discuss the interpersonal skills and interactions necessary to incorporate the s/l/m specialist into actual collaboration with teachers as they carry through "delivery of services" in instruction. However, their proposals incorporate detailed and effective analysis of learners' needs for explicitly defined media services.

Loertscher's Taxonomy

While there has been a constant reaffirmation of the belief that working closely with teachers to design educational programs is the best use of the media specialist's time and abilities, it has also been stated that efforts now need to be directed toward helping professionals know what instructional design is all about and how to do it. To remedy this situation, Loertscher (1982) outlines progressive stages of involvement and instructional leadership. His "Taxonomy for the 1980's" describes an orderly classification of concepts or activities in eleven ascending levels so that a media specialist can see his or her operation at various levels during each day or week and know that each has its merits. Within this framework he demonstrates a systematic process for creating "instructional

modules or units for learners by a team of professionals that includes the teacher and a person knowledgeable in instructional technology" (p. 417).

As the "Taxonomy" moves one from limited involvement up each progressive step, the instructional role of the school library media specialist becomes the critical center of cooperative learning and the inquiry process. Loertscher's levels range from passive book tending and informal support of immediate information demands up to formal development of curriculum based on information technology and user needs. Briefly, these stages or levels can be summarized as follow:

- 1) No involvement--media center is virtually ignored
- 2) A self-help system in a functional center
- 3) Individual reference assistance upon request
- 4) Spontaneous interaction in locating resources
- 5) Cursory, informal planning with teachers
- 6) More formal planning and gathering materials to support the teachers' curriculum units
- 7) Outreach and promotion of media services
- 8) Scheduled, collaborative planning to integrate learning objectives/media center
- 9) Instructional design with a team approach for co-teaching units
- 10) Instructional design includes team teaching and long-term curriculum planning/evaluation
- 11) Leadership in curriculum development for school or district-wide programs

Although an analysis of operations on a typical day in almost any media center will reveal a wide range of the taxonomic levels, the process-oriented role of the higher levels is a natural extension of the s/l/m specialist's function as an expert in helping people find and use information and as a partner to the teacher who is a subject matter specialist. Also, involvement in the the higher levels of the taxonomy can best be achieved when the s/l/m specialist assesses strengths, sets goals and objectives, and builds credibility as a professional educator. Levels nine, ten and eleven move one into a definite leadership role of design and implementation of learning programs.

Patrick (1982) and Stroud (1982) are library media specialists who have analyzed Loertscher's "Taxonomy" in terms of its applications for present and future media centers. While Patrick looks closely at the top six taxonomic levels and illustrates with specific examples how instructional involvement is taking place in various parts of the country, she shows that the implications for the library media center which adopts the taxonomic philosophy are far reaching, but not out of reach.

Improving communication takes many forms. Patrick describes exciting outreach efforts observed throughout her recent field study. These include: regular library media newsletters; open house sessions; special displays; notices of particular items to specific teachers; sincere appreciation shown for any collaborative efforts which include the media specialist; slide-tape presentations of one's programs; and regularly scheduled team meetings with grade-level or subject teachers to discuss curriculum integration.

Patrick notes that participation on curriculum committees will have far-reaching implications for library media purchasing policies as well, since resources can be obtained in advance of curriculum units to be taught. The collection will then be ready to support innovations in the planning stages instead of scrambling at the last minute to find appropriate materials. This is a proactive position.

To accomplish these, administrative responsibilities must be streamlined and nonprofessional tasks must be delegated to support staff so that instructional involvement is a top priority. Patrick suggests there also needs to be a radically different way of realigning staff responsibilities, routine practices and procedures, and evaluating the way the center is used to find out how it might be improved. For example, instead of analyzing circulation records, it would be more valuable to regularly indicate how often the staff works cooperatively with teachers on instruction, the type of activities that take place, and whether the needs for resources to support instructional development projects are being met.

As the media center program grows, so will its need for added staff and funding. The taxonomic approach makes it easier to articulate and justify budgeting requirements to the administration and school committee. If the program is seen as an integral part of the curriculum, funds are less likely to be cut, and the administration can support additional requests by demonstrated use and need. Stroud (1982) reviews the "Taxonomy" in terms of future implications affecting every aspect of the center: staffing, resources, budget process, accessibility, production, public relations and evaluations. She finds that still the biggest obstacle to an improved participation of the media center in the whole process of educational

planning and curriculum development seems to be the reluctance of the media specialist to take on instructional design responsibilities. She emphasizes, "the ability to teach, a background in curricular design, and self-confidence seem to be the variables that can eliminate this reluctance" (p. 433).

Regarding staffing patterns, Stroud feels that there will need to be inservice retraining programs or hiring new people to provide the different competencies in areas of concentration (both clerical and professional). The structure of staff time and responsibilities should be organized to allow instructional concerns to come first. Although routine clerical and management activities are necessary to maintain an efficient operation, the taxonomy's higher levels necessitate sufficient planning time being built into the week's schedule. Stroud correctly observes, "Higher level activities often fail to get implemented in the library media center because lower level activities are always present in abundance and are easier to do" (p. 431). However, clerical routines and careful management are also necessary to maintain a well-functioning media center to meet student and teacher needs for locating and using resources.

Budgeting will be more cost effective if funds are allocated in terms of function, not just a "wish list." Stroud suggests that because materials needed to meet specific curricular purposes will be more specialized in nature, the s/l/m/ specialist must make a concerted effort to involve students and staff in the selection process. This means that previewing of materials by the people who will be using them is crucial to insure instructional objectives are met.

In the tradition of building good library collections, there was supposed to be "something for everyone," but as Stroud points out, with a taxonomic approach media resources will reflect the curricular needs. This very possibly may not be consistent with the philosophy of creating a balanced collection. Instructional units have specific purposes which will require more specialized selection and should reflect the s/l/m specialist's participation in the structuring, execution and evaluation of learning programs.

Other implications include a greater need for networking among schools, people and the community so that resources will be available as needed. In addition, increased accessibility to materials necessitates flexible borrowing policies so that curriculum units can be planned around resources being available for extended periods of time. This type of accessibility is enhanced or impeded by the attitudes held by the library staff. If using the media center is seen as an integral component of the school program, users will more likely view the library media center as a necessary part of their lives.

Stroud urges s/l/m specialists to be actively involved in a wide variety of inservice programs and curriculum committees (both as a facilitator and a participant). They must be constantly honing their instructional skills and ability to communicate with others. It is just such a personal interest and commitment to operate at the higher levels of the taxonomy which results in a change of perception about this expanded role of instructional development. They will be in the business of changing attitudes and of creating habits of intelligent information use.

Olson (1983) agrees with Loertscher and Stroud that library media programs need to be integrated into the instructional core of the school, not just to supplement the textbook or curriculum, but to create in students and teachers the attitude that they can be part of the questioning-answering process. He admonishes:

What's the use of librarians if not to establish patterns, approaches, perspectives in other people sufficient to last a lifetime? Initiating and implementing the self-concept of being a library user is a major objective and the ultimate purpose of our profession (p. 56).

When teachers become more aware of the s/l/m specialist's skills and willingness to work on common objectives, they become more open to cooperative efforts and working together on instructional units. Blair (1981) sets this forth as a commandment for effectiveness: "Thou shalt work closely with teachers" (p. 129). Not being perceived as an evaluator or posing the threat that an administrator or supervisor might represent, the s/l/m specialist is in an ideal position to be able to move easily throughout the building and know the various classroom curricula being taught in the school. In order to be an effective resource person, however, he or she must possess the communication skills and sensitivity of an advisor, linking ideas and people together in cooperative planning for innovative programs.

Cleaver and Taylor's T.I.E. Model

As has been pointed out, s/l/m specialists who strive to become proactive resource persons must seek ways to expand outward from the traditional functions which emphasize a subservient reacting to decisions made by others or curriculum dictated by textbooks. Cleaver and Taylor

(1983) emphasize that a positive perception of the role is created "when librarians spend more time and energy generating options rather than constraints; then they are well on the way to being productive members of their schools" (p. 54).

In addition, to involve the s/l/m specialist in curriculum development and school improvement programs requires a systematic approach or model for working with teachers, students, administrators and the larger community. The term "model" refers to a representation of a theory, a conceptualization, an explanation or a prescription for behavior, according to Heinich (1970) and Joyce (1976). It provides a framework for organizing ideas and should be developed sequentially with a set of procedures or practices in each stage of planning, implementation and evaluation.

Cleaver and Taylor (1983) present such a framework for working with others, known as the T.I.E Procedural Model of interaction. Its purpose is to effectively "tie" together people, resources, methodology and action into a program of instructional development. There are three operational stages:

1. Talking: Meeting with the Teacher in the Classroom

- A. Select teacher for cooperative effort
- B. Discuss reasons for seeking a meeting
- C. Set time and place
- D. Select trial unit for cooperative efforts
- E. Determine what resources and strategies the teacher plans for this unit and identify the areas for cooperation
- F. Outline what you expect to do before your next meeting

2. Involving: Working with the Teacher in Media Center

- A. Locate instructional materials in preparation for team planning
 - 1. Examine media center collection

2. Network elsewhere for additional resources

B. Review and analyze materials

1. Presort and organize resources
2. Analyze materials for usefulness

C. Meet with teacher in the Media Center

1. Discuss materials available
2. Examine or preview these with teacher
3. Develop a plan for use, based on objectives

3. Evaluating: Providing Opportunities for Feedback

A. Evaluate effectiveness of the materials

1. Observe use in the classroom
2. Schedule a follow-up meeting with teacher

B. Evaluate cooperative efforts

1. Discuss classroom observation with teacher
2. Ask for the teacher's evaluation of project
3. Plan for future cooperation

Clearly, the T.I.E. method requires a shift in perception about what a s/l/m specialist's priorities should be. Cleaver and Taylor suggest that their procedural model is a tool for changing the way practitioners become involved in school improvement by means of collaborating with teachers to introduce a diversity of instructional resources and strategies. As has also been stated by many other leaders in the field, the s/l/m specialist should be serving in the combined capacities of team teacher, media program engineer and curriculum energizer. Efforts must be devoted to cooperative planning with fellow teachers, interacting with children, and striving toward the common goal of educational excellence within a team-teaching environment.

The s/l/m specialist who wants to be more actively involved in the educational design of programs and curriculum takes the initiative to make contacts and reach out to staff. According to Ramsaur (1974) and Grazier (1976), the s/l/m specialist should concentrate on a one-to-one approach for beginning collaboration with classroom teachers. Begin by locating a few teachers who are already using instructional objectives in lesson planning and who seem personally compatible.

Cleaver and Taylor (1983) stress that when choosing a person with whom one will work, it should be an effective classroom teacher who is highly regarded by students and staff, professionally secure and competent, flexible and communicative, open to trying new teaching strategies, and willing to take action, based on an understanding of the media specialist's knowledge and skills.

Before initiating cooperative planning for instruction, the s/l/m specialist should examine the ways in which he or she obtains information about the school's curriculum (i.e., courses of study and the planned activities or resources to support them). As a first step, Cleaver and Taylor suggest using an objective checklist to analyze how one usually gets information concerning what is being taught by studying the school's curriculum guides, visiting classrooms to observe, attending meetings of the curriculum committees, keeping records of materials teachers request, interviewing teachers to discuss their instructional needs, reviewing the textbooks used in the school, and talking with teachers about their programs.

Cleaver and Taylor also suggest providing the teacher with a copy of the T.I.E. Procedural Model, as well as a planning sheet or schedule for both

people to record a rough sketch of the time frame and general objectives for the unit during the planning session. Focus of the initial meeting should be on cooperation, not pedagogy, and should allow time for both parties to express their reasons for working together. When exploring areas for cooperation, it is important to be sensitive to strategies with which the teacher feels comfortable while still discussing possible alternatives. Questions to be addressed will identify goals and objectives of the unit, materials the teacher has used in the unit, student activities, classroom assignments, organization and sequence of the instruction, large or small group instruction, location, etc. (p. 33).

It is important to select materials on the basis of questions concerning specified objectives and learner characteristics, making sure there are sufficient resources for independent work at various levels of student comprehension. As an important component of instructional design, resources should be sorted by the sequence of topics in the unit and then analyzed for their usefulness as they relate to the organization for instruction, methods, equipment and facilities.

During subsequent planning sessions the teacher can indicate which materials best match the needs of the unit because the s/l/m specialist is providing alternatives, not making final decisions or evaluating another professional's management style. In this way he/she is seen as a helpful partner, not as a threat to either another's ego or "teaching territory." At this point, discussion also includes the query: "What would you like me to be responsible for in this unit?" Both instructors must have a clear idea of which materials the teacher intends to use, the order of use, and the

instructional areas for which s/l/m specialist and classroom teacher will be responsible.

In terms of timeframe, Cleaver and Taylor recommend a one or two week project. That usually allows sufficient time for most initial collaborative teaching to be satisfactorily planned, implemented and evaluated. The emphasis is on trial effort--to see if a cooperative approach will be mutually productive. A serious commitment to dialogue about team teaching will focus on the positive possibilities so that it is not perceived as threatening to either person. If any weaknesses are discussed, they should be in terms of alternatives in resources and strategies.

Perhaps the most important aspect of the T.I.E. model is the last stage: Evaluation. If media specialists are in the business of understanding how students and teachers interact with information, write Cleaver and Taylor:

It requires a career-long commitment to planned, informed observation of the interaction of students and teachers with materials and of the environments in which these interactions take place (p. 43).

However, they have found in their research that media specialists are quite reluctant to carry through with classroom observation. The usual objections involve lack of time, administrative policy or access to the classroom. Concerning the argument that there is not sufficient time, the authors emphatically state that time is the most important resource the media specialist controls:

Only the planned use of time, the allocation of definite time periods for operational procedures, for work with teachers, for professional

review of the literature, and for preview of materials will give you control of your work. It is the only way to "make time" (p. 44).

The school principal must be made aware of the time and effort involved in such collaborative efforts. On the subject of administrative policy, accountability can be shown in terms of evidence that one better serves the school if there is support for planning time for working with teachers to provide quality instruction for students who will, in turn, achieve more from their education. This necessary support allows for more flexible media center scheduling, as well as better para-professional staffing. "Negotiation, compromise, and common goals should form the base for any arrangements which you and your administration can support," advocate Cleaver and Taylor (p. 44).

Communication is vitally important. Memos, invitations to observe or participate in media center programs, samples of student work, newsletter items, and community involvement all serve to inform others of one's objectives and program implementation at all stages of progress. When it is well-thought-out and planned, as a demonstration of how collaboration can benefit all the people involved, administrators will be more inclined to support this new role for the media specialist.

In response to the third objection, Cleaver and Taylor cite a perceived obstacle to the final stage of the T.I.E. model. Access to the classroom for observation (which leads to evaluation of the unit) is based on the teacher's confidence in the purpose of one's presence. Because the classroom is a complex learning environment, sharing perceptions with each other can serve to enrich both an understanding of cooperative efforts and the effectiveness of the materials used. The stated focus should be on

resources and their use, rather than evaluating the teacher's performance. In a pre-observation conference, the s/l/m specialist shares the following criteria which guide his or her observations and data collection:

1. The degree to which the materials engage the energy and interest of the students
2. The appropriateness of the resources to the students' abilities
3. The ease with which materials are incorporated into the lesson
4. The effectiveness of the resources in furthering the students' understanding of the lesson content
5. How well the materials lend themselves to the teacher's style of classroom management (p. 45)

In a follow-up meeting to review observation notes, the s/l/m specialist asks for the teacher's reactions to the process of observation, data collection and perceptions about the unit in general. As teachers become aware of the s/l/m specialist's willingness and skill in working together on common objectives, they may become more open to cooperative planning and teaching.

Thomas (1979), writing about the value of peer advisors, emphasizes the importance of mutual trust in collegial relationships. When colleagues work together as advisors, she observes, "their discussions tend to move from how to solve immediate problems, to organizational questions, to needs of particular children, and then to ways of deepening and extending learning experiences" (p. 5). In a helping relationship, media specialists

will be able to utilize the evaluation process to create meaningful dialogue which defines goals, strategies, resources, and continued growth for themselves and other professionals.

Turner's Instructional Design Model

Turner (1985) has found that the "helping-teachers-teach" aspect of the professional's job often fails to be fully realized because most s/l/m specialists feel ill-prepared or poorly supported in their efforts. There are few inservice programs to improve their instructional design and teaching skills or to inform the faculty of the benefits to be gained from a collaborative effort between the media specialist and classroom teachers. This contributes to the generally negative attitudes or frustration, regarding an attempt to successfully combine these three instructional functions in cooperative teaching and learning units, such as, promoting critical reading and thinking by students, providing research and library skills instruction, and helping to design, implement and evaluate learning through curriculum consultation.

An uncertainty as to the s/l/m specialist's appropriate instructional role in these areas has created a lack of professional dialogue and cohesiveness of mission. Turner (1985) points out that from school to school there is tremendous variety in library media center priorities. It is unusual to find a balanced program of books, non-print media, computers, research strategies instruction, critical thinking skills, and collaborative teaching efforts. For example, one s/l/m specialist might concentrate mainly on traditional library skills instruction, another might focus primarily on literature appreciation, and still another may be chiefly concerned with

providing audiovisual services or computer technology (Turner, p. 3). Naturally, this reflects personal tastes as well as competencies, but it also highlights the need for collaborative team teaching efforts to provide a well-rounded presentation of skills through curriculum integration.

Turner and Naumer (1983) have developed a model to improve the involvement of the s/l/m specialist in educational planning or instructional design consultation. It illustrates how a systematic approach can delineate steps to move from little involvement, to passive participation, to reaction, and finally to the highest level of action education. This levels approach bridges the gap between what are perceived as "impossible-to-implement" standards and the "real world" of school library media practice. It is a logical continuum, providing guidelines for increased instructional design consultation by the s/l/m specialist. Most daily activities of the typical media center fit into one of these categories:

- I. No Involvement: The s/l/m specialist is not involved at any step of the instructional process.
- II. Passive Participation: At this level there is no contact between the s/l/m specialist and teachers concerning instructional program design. The media center selects and maintains materials, equipment and facilities.
- III. Reaction: This involves informal contact between the s/l/m/ specialist and the teacher, usually instigated at the request of the faculty member. In fulfilling the request, there is little attempt to improve curriculum design or instructional strategies.
- IV. Action Education: This is formal, full-scale instructional design consultation. The interaction at this level serves to educate the staff, improve teaching methods, introduce new media and information skills or implement instructional design. It

also includes participation in curriculum committees and inservice workshops (p. 30).

A comprehensive instructional design assessment chart provides a guideline to identify areas of one's present involvement, as well as to target areas for improvement. It can be used for individual or school-system-wide planning. All levels, except for the very lowest of "No Involvement," should be considered legitimate functions of the instructional design consultation process. However, observe Turner and Naumer, "Action Education" can best be achieved through cooperative teaming with teachers, through inservice training, by publicizing one's willingness to work with teachers, and by developing a good professional resource collection.

Turner cautions that his model is not intended to be used by evaluators as a standard to measure the worth of a library media program. Implementation of higher levels involve meeting the requirements of "passive involvement (such as, maintaining an orderly environment and providing a useful collection which responds to user needs). The highest level of action/education places the s/l/m specialist at the heart of the school program in a proactive, leadership role. In some respects, it resembles Loertscher's "Taxonomy" (1982). Turner, however, has added a great deal of information to illustrate how each level and each stage of instructional design can be put into practice. Samples of possible activities to promote one's program, resources for professional growth, case studies from real situations, and suggestions for ways to improve interpersonal skills make this model very useful.

Proper employment of the steps or stages lies in one's personally mapping a realistic path toward greater participation in instructional

design. It is a process which provides for each learner to be accounted for in terms of the best learning environment and achievement. An obvious axiom, according to Turner (1985) in Helping Teachers Teach: A School Library Media Specialist's Role, is that, "Instruction which has been systematically designed and implemented will be more effective than accidental or coercive instruction" (p. 12). Turner goes on to define steps of specific action which are effective for instructional design:

1. Decide what to teach (needs assessment)
2. Get to know the students (learner analysis)
3. Decide what the student will be able to do after instruction (performance objectives)
4. Prepare and give tests (test design)
5. Obtain teaching materials (resource selection)
6. Plan instructional activities and student grouping (activities development)
7. Teach the unit (implementation)
8. Consider the effectiveness of the teaching (evaluation) (p. 12)

The interpersonal skills which are crucial at either the Reaction Level or the Action Education Level in Turner's model are necessary for creating an effective advisory or resource person role for s/l/m specialists. Not only are these skills crucial in instructional design consultation and for using better teaching strategies, but also as a way of helping teachers grow and renew their professional goals through positive collegial relationships. The

following section delineates what this resource person does and how the s/l/m/s might assume such a role.

The Library Media Specialist As Resource Person

As has been described in the various procedural models and standards, efforts must be directed toward helping s/l/m specialists understand what their potential for instructional design is and how to go about it. However, success in media center programs is not just in achieving the state or national standards. Libraries must also be in the forefront of helping to establish new and better communication patterns or systems. The role of instructional designer or curriculum consultant requires that the s/l/m specialist be constantly looking for avenues to promote understanding between people and among groups, providing a vehicle for diverse ideas to flourish, facilitating the best use of resources and programs to support curriculum, and encouraging cooperative inquiry learning.

Media specialists need interpersonal and communication skills for initiating and sustaining change. They must be able to interact skillfully with others in an atmosphere of shared responsibility. Chisholm and Ely (1979), McClure (1982), Cleaver and Taylor (1983), Loertscher (1982), and Turner (1987) have described processes for achieving goals by incorporating resources and methodology into sequential programs, which may necessitate improving communication skills as well as teaching techniques. However, as Rehlinger (1988) points out:

The literature does indicate that librarians do not, as a group, communicate effectively to either principals or teachers. Considering the volume of published material on interpersonal communication techniques, and the apparent need for these skills by librarians, there seems to be a decided scarcity in the literature of school librarianship of practical applications of these techniques (p. 10).

In the Integrated Day Program at the University of Massachusetts, School of Education, the term "resource person" signifies the role of the advisor (the term most frequently used in the literature of professional staff development), mentor or peer coach. The communications skills and professional characteristics of resource persons are the same as those that Thomas (1979), Newman (1980), and Apelman (1986) ascribe to advisors who are working in collegial relationships with teachers:

Characteristics of a Resource Person

- * Teaching experience
- * Understanding of adult and children's learning and a talent for relating theory to subject matter
- * Confidence, leadership and credibility exhibited through a non-threatening style of interpersonal communication
- * Continuing involvement in one's own learning
- * Clarity and confidence in personal values and beliefs

Skills of a Resource Person

- * Ability to observe, analyze and document what is happening in an educational setting
- * Ability to recognize the needs of beginning and experienced teachers

- * Ability to make good matches among teachers with similar interests and concerns, developing a network of support among these teachers
- * Ability to work productively with a group of teachers over a period of time and through several stages of development

With these characteristics and skills, resource persons help educators create the best possible learning environment for children, and they support colleagues in their quest for professional growth. These are also embodied in the methods necessary for the integration of a s/l/m specialist into team teaching, especially through an inquiry or cooperative learning approach. The librarian and psychologist team of Powell and LeLievre (1979) admonish that lasting success demands "librarians be sensitive senders and receivers of messages, positive forces for understanding and for learning." To paraphrase Marshall McLuhan, (1964), "The medium is not really the message--we are" (p. 22). They describe "Peoplework" to be the interpersonal and group interactions that affect the success of library work. Powell and LeLievre encourage s/l/m specialists to develop a central position within the school's instructional program, improve their teaching skills, and provide their resources to incorporate "peoplework" into a newly defined role for the profession.

Effective communication and empathy have been shown to be positively related to instructional design consultation (Kerr, 1977; Powell and LeLievre, 1979; Turner, 1985). Throughout the process there is an emphasis on skillful teaching, which includes the need for continuously honing one's ability to interact with colleagues and students. Turner (1985) states, "No matter how many resources or skills the library/media specialist

has, unless he/she possesses good interpersonal skills, a real barrier exists" (p. 47). He recommends the microcounseling techniques developed by Ivey and Authier (1978) as excellent methods for media specialists to improve the "attending skills" (both physical and verbal) necessary for good communication, such as, carefully recording observed behavior for the other person to see, maintaining eye contact when speaking, using a comfortable posture, avoiding closed questions, paraphrasing information, and helping to summarize the main points or next steps when necessary.

In addition to becoming advisors to teachers in order to improve classroom learning strategies by curriculum consultation or collaborative teaching efforts, s/l/m specialists should also be resource people to each other. One way this can be accomplished is through peer advisory work or support groups. Necessary components for developing successful peer support group programs incorporate the recommendations of those who have written about the roles of advisors, resource persons, mentors and coaches. Several of these are: Devaney (1974); Katz (1974); Thomas (1979); Joyce and Showers (1980); McGiffin (1985); and Apelman (1986).

For example, McGiffin (1985) describes a school-based program of coaching for application to provide educators with the support they need to implement new skills, use new materials or curriculum innovations. Trust is built by successfully meeting challenges together. Library media specialists, who often are working alone, can benefit from the collegial support such opportunities offer. By receiving descriptive feedback, generated in the context of a peer relationship, s/l/m specialists can participate in self-appraisal and problem-solving activities.

An examination of the abundant research about advisors or resource persons produces a synthesis of the benefits to be derived from the formation of such collegial teacher relationships within a peer support group. It builds a community of professionals who continuously engage in dialogue to improve their skills and whose members develop a common understanding necessary for introducing new ideas or applying new methods. Individuals are in control of their own learning, based on a self-assessment of their needs, strengths and interests. While providing a system of cooperation and the essential structure to respond to specific concerns, it improves communication skills by heightening one's self-confidence to be a decision-maker who can articulate needs, goals, analyses and solutions.

As advisors, colleagues help each other explore multifarious resources through regularly scheduled meetings and personal dialogue. The support group can also function within the school environment and during the regular working day. Observing and conferencing reduce the sense of isolation felt by many professionals as members provide assistance to each other upon request. Individual interests and talents are recognized as strengths while encouraging shared responsibilities for planning and teaching.

In conclusion, the ability to participate as a member of an instructional team is enhanced by using a procedural model for cooperative strategies and also by developing the advisory skills of a resource person. Library media specialists form the human connection between people and the information or knowledge they need to use. They must know how and when to help, to provide stimulus necessary for learning, or to allow in-

dependence in learning. As resource persons for students, teachers and each other, they can become facilitators of learning and growth.

Professional Development Programs

As has been advocated by Grazier (1976), Craver (1986), Wehmeyer (1987) and many others, s/l/m specialists need to be striving toward a position of leadership in instructional design, teaching strategies and advisory skills. However, Haycock (1975) pointed out, there remain problems of implementation if practitioners are to achieve this expanded instructional role. Now, more than ever, there is evidence of a need for inservice training to help the s/l/m specialist see his or her instructional role as a major force for change and through becoming a resource person for students, teachers and other media professionals.

Baker (1984) lamented the narrowness and general blandness of "preparation for librarianship in a vacuum, inasmuch as what is studied in library school has little relationship to what occurs on the job" (p. 27). Preservice training and inservice workshops for s/l//m specialists have not usually been designed so that participants could discuss specific job-related issues, then receive follow-up assistance, such as Goldhammer, (1969), recommends in a model of goal setting, pre-observation conferencing, data collecting through peer observation, post-observation conferencing for feedback and determining next steps.

To compound the problem, there are now very few universities with instructors or programs to train professionals in school library media center administration, teaching competencies, services to children, instructional design, or communication skills (Markuson, 1986; Loer, 1988; and Coons,

1988). Since fewer than half as many s/l/m specialists are being trained now as there were a decade ago, elementary and secondary schools will soon be hard pressed to find competent professionals.

Library Media Graduate School Training

According to a recent survey of graduate school offerings designed to prepare people either entering the school library media field or as continuing education, Braun (1985) found that many courses have been eliminated as priorities shift to training for more lucrative job placement in the special libraries of industry and technology. Limited college and university resources are allocated to training programs with larger enrollments than those perceived as offering lower paying opportunities for post-graduate employment in public school libraries.

James Matarazzo, Associate Dean of Simmon's College Graduate School of Library Science, lamented to newspaper reporter Coons (1988) in a Boston Globe interview that the nation's sixty-five library science training schools have decreased by more than fifteen percent during the past ten years as universities have had to cut back funding. If this trend continues, there will soon be an acute shortage of s/l/m specialists to fill the vacancies projected in the public schools.

The impending need for additional trained professionals is being hastened by the adoption of more stringent state standards for school library media certification. As the Supervisor of Libraries in the public schools of Brookline, Massachusetts, Markuson (1986) warns:

In states where certification requirements have been strengthened to reflect the increasingly complex skills of the school library media specialist, whole segments

of the general library school population are unable to even think of meeting certification requirements (p. 90).

Inservice Training Programs

With this prospect of shortages already a reality, practitioners who want to up-grade their skills have had to enroll in the handful of formal program offerings still available in a few graduate library science schools. Such an option is not a possibility for the vast majority of librarians who are presently working in elementary and secondary schools across the country. Recognizing the demands for instructional competencies necessary to function in the new role advocated for s/l/m specialists), there is a great need for appropriate inservice programs to provide continuing professional growth. These must encourage the transfer of skills and information learned, with opportunities to explore and share new ideas with peers. Aaron (1981), feels such inservice programs must help s/l/m specialists understand the team approach is a decision-making process of planning, implementing and evaluating. She stress they must learn to demonstrate a meaningful contribution to student learning through media program integration into the classroom curriculum, assume leadership roles in instructional design and in skillful teaching, improve attitudes in self and others about the value of their skills and programs, and become catalysts for change within the schools.

A process for achieving these goals should incorporate resources and methodology into a sequential program based on sound staff development (McClure, 1982; Pascarelli, 1985; Saphier and Gower, 1987). The traditional inservice workshop format for librarians has allowed little collaborative

opportunity for new information and methods to be adapted, applied and refined in on-the-job experience.

The Joyce and Showers Model

Joyce and Showers (1980) found that only about ten percent of the teachers attending typical inservice workshops achieve the vertical transfer of skills which have been presented. It is crucial that participants be able to receive feedback in a way that will help them use new information and to refine the implementation. As an improved method, Joyce and Showers recommend a professional growth program which involves five stages. Through the steps of this process, new techniques and knowledge have a much greater chance of becoming useful components in one's repertoire of teaching strategies when they are based on skill presentation, modeling or demonstration of the skill, practice of the skill, structured feedback and support, and coaching for application

Needs Assessment and Goals

The first inservice efforts should be in the area of self-evaluation and needs assessment for when educators are allowed to set their own goals, their understanding of what is required for the job increases. Pfister and Towle (1983) found a positive correlation between s/l/m specialists' improved performance and the amount of thought and preparation they devoted to analyzing their job responsibilities, the problems encountered on their job, and the quality of their work. However, they also found that almost all needs assessment or evaluation instruments used for s/l/m specialists have these problems:

- 1) They are not job specific (s/l/m specialists are often evaluated with the same format used for classroom teachers).
- 2) They are not perceived as valid (school-based personnel sometimes disagree with the library media professionals who write the standards).
- 3) They rely heavily on value-laden traits (for example, "initiative" and "creativity," which are then not described or defined).
- 4) They need to be described in behavioral terms so that s/l/m specialists have a clear understanding of the scope of the job and of performance expectations.
- 5) They too often rely on gathering statistics, such as, volume of books circulated, overdue materials, number of classes scheduled, collection size, or number of requests (p. 111).

Peer Support Groups

Many inservice programs are being documented which describe how teachers benefit from formal or informal peer support systems (Rodriques and Johnstone, 1986; Johnson and Johnson, 1987; Glatthorn, 1987). The extensive research on staff development has shown that effective inservice programs which are based on the participants' identified needs and defined goals provide ways for achieving growth through sharing experiences and transference of skills learned. The setting for this type of inservice program does not necessarily have to be a formal workshop or class.

Paquette (1987) and Anastos and Ancowitz (1987) write about support groups in which teachers pool their talents and expertise as resource persons to aid one another's professional growth. Colleagues choose to work voluntarily within a support group. It allows them opportunities for presentation of new information, modeling or

demonstration of new skills, on-site observation and feedback in informal peer conferencing situations. The coaching-for-application may then be conducted through team teaching efforts or other types of participant observation. In fact, when this process is done in collaboration between either teachers or s/l/m specialists, with people analyzing problems and deciding on courses of action, cooperative team-building skills can also be fostered. As has been mentioned, s/l/m specialists very often are working in isolation from each other with little or no chance for sustained and meaningful collegial interaction (Kerr, 1977; Salle, 1983; and Ming, 1983). As participants in peer support groups, they can voluntarily collaborate to learn and test strategies for becoming more involved in cooperative teaching efforts, in curriculum design and in developing their skills as resource persons.

Glatthorn (1987) further clarifies the concept of cooperative professional development, defining it as a "process by which small teams of teachers work together, using a variety of methods and structures, for their own professional growth" (p. 31). He describes several forms of cooperative, peer-oriented inservice programs. These include: Professional dialogue (meeting regularly for discussion, often based on shared readings); Curriculum development (modifying curriculum by adapting, enriching or operationalizing it); Peer supervision (colleague consultation through a cycle of observations and conferences); Peer coaching (learning a skill and practicing it with non-evaluative feedback based on data); and Action research (identifying an important problem and developing a workable solution through a research design or investigation).

A support group for s/l/m specialists might be involved with one or several of these functions over the course of its usefulness, based on the needs and interests of its members. In these programs the primary function of the group facilitator is that of guiding the process effectively, rather than managing the content of learning (as in traditional pedagogy). The leader need not be an expert in the subject, but rather a coordinator or participating team member. As the participants' focus and skills change, a support group has the flexibility to adapt and move to other priorities for short or long-term collaborative and individual work since its purpose is to meet its members' needs for growth or understanding.

Barkman (1987) formed such a collaborative group of s/l/m specialists to create a viable school library network in New York state. This program allowed participants to set concrete goals and work in collaboration with other experienced practitioners to solve problems from real-life situations, assume responsibility for their own learning, and meet regularly to provide team coherence and continuity. As she describes it:

Each person was eager to organize, to build a structure that would remove her from the well-documented isolation of library media specialists and provide a system for opening the four walls of each library media center to include the resources of the county, the riches of the metropolitan area, the state and the nation (p. 213).

Barkman concluded that each person sensed real growth as an individual, while the group process allowed an on-the-job support system to establish the regional library network they desired. It met crucial requirements for adult learning by allowing members to make their own decisions and take responsibility for them. They were independent, self-reliant people with a wide breadth of experiences and capabilities.

Participation was strictly voluntary, and each of the librarians came to the support group with his or her own personal goals and objectives.

As with children, adults share the desire and pleasure of discovering new ideas, understandings and abilities to do things. The opportunity for being involved with creative, interesting experiences and people often presents its own intrinsic rewards. According to Abramson (1982), research shows adults learn best with reassurance or reinforcement (praise or rewards clearly connected with a skill learned or task performed). If this is given by colleagues they like and respect, it gives learners a further sense of achievement or accomplishment. Based on such principles of adult learning, the successful peer support groups formed by Barkman (1987) in New York incorporates the following components:

- * Climate is informal, mutually respectful, consensual, collaborative, supportive
- * Planning is by participative decision-making
- * Diagnosis of needs is by mutual assessment
- * Setting goals is done by mutual negotiation
- * Projects and content are sequenced in terms of readiness
- * Learning activities are inquiry projects, independent study, and experiential techniques
- * Evaluation is by mutual assessment of collected data, leading to a reassessment of needs

If these steps are followed (as a "feedback loop" in a learning systems model) support group programs for either teachers or s/l/m

specialists can be considered a continuous development process. They meet the conditions for adult learning activities as a way to learn from experience, improve interpersonal relationships and communication in learning groups, be self-directed, and reassess learning needs as they emerge from changing situations.

Tewel and Kroll (1988) describe a support group which has been recently formed in the Nassua School Library System, New York. During 1985-86, four full-day meetings were devoted to staff development, with one representative from each school gathering to hear guest speakers on topics of current interest. There were 207 librarians invited to participate in the Boards of Cooperative Educational Services (BOCES) sessions. A survey identified their needs as follows: Better communication skills; Techniques for working effectively with administrators; Involvement in subject department meetings and curriculum decisions; General respect from other educators in the district.

Consequently, fifteen s/l/m specialists established a planning team to begin training leaders who could conduct support groups to address these concerns. Their program stressed the need for proactive rather than reactive professionals. "The most valuable part of the experience," states one of the participants, "has been that I now have a support group, a team of media specialist friends and colleagues" (p. 248). The support groups are currently developing strategies for implementing the new New York State "Standards." There is a sense of ownership in the project, which gives them a feeling of taking charge of their own growth.

It is concluded from this review of the literature on cooperative staff development programs that s/l/m specialists should be given the

opportunity to benefit from participating in voluntary support groups which build on their strengths, experience and interests. A collegial system that values growth activities, provides moral support and intrinsic rewards, recognizes individual expertise, and facilitates better communication through shared experiences provides the framework for defining a new role for the profession.

Chapter III of this study will describe the research methodology utilized to document and analyze the efforts of a group of media specialists who worked together to realize this new role of resource person for teachers and each other.

CHAPTER III

METHODOLOGY AND DESIGN OF THE STUDY

This study examines the process through which school library media specialists undertake a plan of action for collaborative teaching and instructional development with classroom teachers. It is based on procedural models and recent educational research findings about effective teaching, which were reviewed in Chapter II of this dissertation. The research tests the realities of s/l/m specialists being able to actually assume a new role in practice--a combination of resource person, curriculum consultant and skillful teacher.

As was also described in Chapter II, various state and national library media standards for have been recently formulated. Leaders in the profession are admonishing practitioners to be much more involved in educational planning and implementation than has traditionally been the school librarian's function. However, it was noted noted that there have been few provisions in either university courses or inservice offerings to train librarians in the skills necessary to succeed in developing this new role. College and university schools of education are chiefly concerned with producing classroom teachers or school administrators, while graduate level information science programs are continually cutting back on the course offerings for school library media specialists (Markuson, 1986; Loer, 1988; and Coons, 1988). Inservice workshops usually do not provide sustained training or support for librarians, who often are working in isolation from others in their field.

Using qualitative methods of research, this investigation reveals how library media specialists are able to define and implement a new role. It provides information that documents the variations of strategies or procedural models six people have developed to integrate their programs and skills into classroom curriculum and to become resource persons to teachers. It also analyzes the value of a collegial library media support group for problem-solving and the consequent sharing of expertise as a means for achieving this role.

Utilizing recorded observations, in-depth interviews, document analysis and field notes, this study records the professional growth, role perceptions and library programs of six s/l/m specialists. It focuses on the efficacy of these practitioners' involvement in instructional development, their role as resource persons, and their collaborative work as members of a peer support group. The following questions have guided this research:

1. How do these library media specialists perceive their role as resource persons in their schools?
2. How do they integrate their programs and skills into the curriculum?
3. How can a library media peer support group work together for collaborative professional growth?

Qualitative Methodology

Studying the professional lives of either teachers or librarians necessitates observing and documenting activities in their own settings. Carini (1975) calls such a method of observing, recording, and analyzing human action "documentation." She proposes that it is more consistent

with the aims and assumptions of qualitative phenomenological inquiry than are traditional quantitative research methods. Based in the social sciences of anthropology and sociology, qualitative research can also lead educators to a deeper understanding of children, teachers, curriculum and school in general. Therefore, the following assumptions about qualitative research, derived from Carini (1975), Patton (1980) and Rogers (1985), have guided this study of six s/l/m/ specialists over a period of three years:

- * Any educational entity is both enormously complex and subtle.
- * An understanding of learning requires sustained and longitudinal study.
- * The most effective way to study people and their institutions is through direct, on-site contact.
- * An understanding of attitudes, values and underlying assumptions gives observed behavior meaning in context.
- * Qualitative design is naturalistic in that the investigator does not attempt to manipulate the research setting or predetermine the outcomes.
- * The data base is derived from the multiple sources of observations, interviews and document analysis.
- * The strategy is inductive, beginning with specific observations and building toward general patterns.

Qualitative, ethnocentric research is essentially an investigative process, comprised mainly of words, not numbers. As Miles and Huberman (1984) note, "Words are fatter than numbers, and usually have multiple meanings. This makes them harder to move around and work with" (p.54). For this reason, many researchers prefer working with quantitative

analysis, with statistics, charts and graphs. Focusing chiefly on numbers can shift attention from substance to arithmetic without having the qualitative richness of description. Through an inductive process of analysis and evaluation states Patton (1980), "The patterns, themes, and categories of analysis come from the data; they emerge out of the data rather than being imposed on them prior to data collection and analysis" (p. 306). However, for this study to generate useful conclusions which emerge from the collected data, systematic codification was necessary (see Appendix C.). Organization and analysis of data were on-going so that the researcher could ensure the data's relevance.

Individual experiences and perceptions of the participants in this research project were documented within the three broad categories of the research questions that relate to a new role for school library media specialists. Data obtained from the case study interviews and observations were analyzed to isolate important issues and elements the participants felt were essential for development of their new role. The research categories were: A. Becoming a resource person; B. Designing instruction and integrating curriculum; C. Working in a support group for professional growth.

The research process reflects Miles and Huberman's (1986) assertion that the qualitative analyst should begin to decide what things mean, note regularities, patterns, explanations, possible configurations, causal flows and propositions relatively early in a study (p. 22). Final conclusions do not solidify until data collection is over. According to Patton (1980):

In process evaluation there is an emphasis on looking at how a product or outcome is produced rather than looking at the

product itself. It is developmental, descriptive, continuous, flexible, and inductive....Process evaluations permit decision makers and information users to understand the dynamics of program operations (p. 60-1).

This type of qualitative research methodology has been shown to be effective in a "Library Media Center Skills Instruction Investigation," which was recently conducted by Mancall (1986) at Drexel University. There, as in other similar projects, it was an open-ended process with new properties and categories being constantly generated. As Glaser and Strauss (1967) state:

In this kind of joint data collection and analysis, multiple hypotheses are pursued simultaneously. Some are pursued over long periods of time because their generation and verification are linked with developing social events (p. 39).

Organizing ideas and themes from interview transcripts and documents allowed the investigator to proceed with a strategy described by Yin (1984) as "cross-case analysis" (p. 137). Data from several cases were being cited within each research category. In this comparative structure, data presentation, analysis and conclusions were based on the three main research questions. Probing questions derived from the peer support group's needs assessment, were categorized under each main question as follows:

A. How can media specialists realize their role of resource person for students and colleagues?

1. How can we develop enrichment programs which draw upon ideas, resources, creative people and diversity from within and outside of the school?
2. How can we become resource persons as we work with colleagues--sharing ideas on paper and in practice?

B. How can media specialists integrate their programs and skills into the curriculum?

1. What procedural models are helpful in planning collaborative teaching efforts and for charting students' progress or skills?
2. What are some specific ways we can encourage teachers to include media specialists in team teaching and instructional development so that our programs are integrated into classroom curriculum?

C. How can a library media peer support group work together for professional growth of its members?

1. How can we share ideas and resources to develop effective problem-strategies and motivational programs in our library media centers?
2. How can we collaborate to learn an effective model of teaching which lends itself to the instruction we provide?
3. How can we share information about media which may be useful for instruction, program development and to improve our own skills?

The research questions were then answered by the evidence gathered from support group interactions and in each case studied. As a result, reporting the research meant each section was devoted to a separate issue so that the information from the individual cases was dispersed throughout. As a form of analysis through data reduction, focusing ruled out certain non-relevant variables while enlarging others. Codification followed naturally from the construction of a conceptual framework (a matrix) around the research questions (see Appendix C.). Miles and Huberman (1984) refer to this classification process as "sorting into bins" (p. 28). The conceptual framework required the researcher to decide on important dimensions, meaningful relationships, and what further information needed to be collected for analysis. In this way coding helped the researcher see the chief properties of large amounts of description and conversation. Conclusions were drawn from the data collected on the basis of emerging patterns and salient features.

Interviews, observations and field notes were used to analyze the participants' involvement in the support group work, instructional development, and their resource person role. Using these three categories and their properties to explain or predict the feasibility of s/l/m specialists assuming the role of resource person and skillful teacher, a discussion format was chosen because comparative analysis emphasizes theory as process. In this way, according to Glaser and Strauss (1967), its "fit and relevance" are easier to comprehend as an "ever-developing theory" (p. 32). It is hoped these findings will provide a framework for staff development planning through future library media support group programs.

Data Collection

It is important that the interpretation of program outcomes and personal perceptions be understood by the participants and other interested people. Descriptive case study reports must let others know what programs or roles are like from a media specialist's point of view. One of the many benefits of qualitative research outlined by Stake (1977) is that through the researcher's report the work must ultimately be made useful for the practitioner and the profession in general:

Our methods of studying human affairs need to capitalize upon the natural powers of people to experience and to understand...by approximating through words and the illustrations of our reports the natural experience attained in ordinary personal involvements (p. 2).

The qualitative methodology in this study was based on data collected through detailed descriptions of specific situations, interactions of people and observed behaviors. Information was also obtained from direct quotations through interviews with people about their experiences, perceptions of roles, beliefs and attitudes. This is in contrast to experimental research projects which manipulate and measure relationships between selected and narrowly defined variables. Questionnaires or tests alone are not sufficiently sensitive for qualitative design in that they often suggest predetermined responses around standardized categories, which do not indicate the true relationship between subjects' beliefs and behaviors or expectations and experiences.

Patton (1980) advises that the methods of the qualitative researcher are to "gather comprehensive, systematic and in-depth information about

each case of interest" (p. 303). Case studies are based on information gathered from multiple sources to provide a broad perspective on programs or people. A variety of data sources serve to validate and check research findings. Denzin (1970) states that as a fieldwork strategy, case study "simultaneously combines document analysis, interviewing of respondents and informants, direct participation, observation and introspection" (p.183).

In the early stages of this project the researcher used a method described by Yin (1984) as "pilot case study" in order to develop relevant lines of questions (pp. 74-76). Therefore, an initial group interview elicited descriptions of program dynamics and processes. In this way, the Interview Guide isolated critical elements which contributed to program successes or failures. This informal conversational interview is recommended by Patton (1980) as part of a phenomenological approach, which can then be followed by use of a detailed interview guide for more focused interaction. He observes, "An open-ended approach allows the evaluator to find out what is there rather than validating, confirming, or rejecting preordinate hypotheses about program strengths and weaknesses" (p. 61).

Data collection in the pilot study formulated questions for additional investigation by generally asking the "how's" or "why's" of programs and people being studied. It provided insights into the basic issues and logistics of the field inquiry for later research. Using Yin's (1984) recommendations, inquiry at the beginning of this research helped to refine data collection plans and procedures to be subsequently followed in the larger study. Questions were formulated for further research. Descriptive data were

used formatively, assisting the investigator in the development of questions and conceptual clarification.

These early data collections reflected the initial support group "Needs Assessment" done in the spring of 1987 (see Appendix D.). However, later data collections were based on a more precise framework as a result of refinement of the questions in the pilot study stage of this research project. This focus grew out of the support group's work around the three main research questions of this study.

Written records were analyzed for comparisons or contrasts in relation to the literature about the new instructional role for s/l/m specialists. A mid-point written "Support Group Evaluation" was received from each participant in March, 1988 (see Appendix E.). Finally, "Questions to be Answered at the End of the Study" were asked in the last month of the study to provide additional information for analysis in summation and to allow for closure of this formal stage of the research (see Appendix F.).

The categorizing of data generated theoretical properties, such as, dimensions, conditions, consequences, and relationship to other categories. The researcher sorted and coded categories into a matrix, in terms of their internal development and their relationships to other categories (see Appendix C.). Ultimately, the ongoing comparison of incidents and categories resulted in conclusions about the process of the participants' professional development and their role as resource persons. The descriptive study generated perceptions about media specialists being able to assume a role of resource person, skillful teacher and curriculum consultant, and ongoing results were shared with outside readers. Miles

and Huberman (1984) refer to this comparative process as "cross-site analysis:"

More and more qualitative researchers are using multi-site, multicase designs, often with multiple methods. The aim is to increase generalizability, reassuring oneself that the events and processes in one well-described setting are not idiosyncratic (p. 151).

Timeline of the Study

Rather than setting up hypotheses to prove or refute, the researcher wanted to analyze the feasibility of s/l/m specialists assuming a new instructional role in the schools. The relatively long time span of almost three years was allowed for this particular research project to develop from a large base of collected data. Although the study could have gone on indefinitely as more questions arose and additional people began to join the original support group, the three questions being investigated reached a "saturation point" with no significantly new information generated after thirty-four months of data collection.

This research study evolved in the following four identifiable phases.

I. September to December, 1986 (support group formed)

Original support group formed as a means of collaborating to achieve unified media certification through a University practicum. The five participants met every two weeks as a group, and they arranged to visit each other individually for observations with conferencing.

II. January to June, 1987 (pilot study stage)

Three people from the original support group continued to meet regularly to identify areas desired for focus or study, based on

research, readings and procedural models proposed in the professional literature.

III. September, 1987, to June, 1988 (support group work)

Three other s/l/m specialists joined the support group. With this addition a broader base for the study identified the major concerns (research questions).

IV. September, 1988, to May, 1989 (special training)

The support group requested special workshops in a promising method of teaching: cooperative learning. As a result, training involved teams of teachers from each participant's school.

Observations

Lofland (1971) describes key elements in collecting qualitative data through observations:

1. The investigator must get close enough to the people and situation being studied to be able to understand the depth and details of what is going on.
2. The investigator must aim at capturing what actually takes place and what people actually are perceiving.
3. Qualitative data consist of a great deal of pure description of people, activities, and interactions.
4. Qualitative data consist of direct quotations from people-- what they speak and what they write (p. 4).

The purpose of recording observations is to bring the researcher (and ultimately the reader) into the setting that had been observed. Therefore, the data collected by this method must have depth and detail. Observations must be sufficiently descriptive, factual and accurate so that

readers can feel they have been able to enter into the situation. In order to systematize the collection of data around the identified categories, the researcher adapted techniques from Goldhammer's (1969) clinical supervision model for conferencing, recording and analyzing in a focused observation (see Appendix G.). It was also used by the support group participants when they worked with each other and provided them with a visual record of what they chose as a focus, as well as how the information was gathered by script taping, precise observational notes, diagrams of interactions between people or analysis of materials used by the subjects.

Conferences before and after observations allowed each subject and the resource person an opportunity to discuss the meaning of what was happening and what next steps might be. This served a dual role in that the researcher was able to gather data on the research topics, and the subjects were able to see what was happening through the observational notes. Thus, the six s/l/m specialists were learning the techniques and benefits of peer coaching by becoming resource people for each other.

Participant Observation

Becker and Geer (1970) believe that participant observation is the most comprehensive of all types of research strategies and that data collected by this means have the potential to provide more information about the people and phenomena under study than data gathered by any other sociological method. According to Patton (1980) and Spradley (1980), a researcher can therefore, combine participation and observation to

become better able to understand the program as an insider while describing the program for others through written reports.

Following their recommendation, the investigator in this project chose to become a participant observer within the s/l/m specialists' support group. In this way, she utilized descriptions which were the result of her own immersion in and knowledge of the particulars of the phenomena. Experiencing the program as a participant observer and employing qualitative methodology allowed her to understand the subjects' perceptions in order "to empathize with them from their own frame of reference" (Bogdan and Taylor, 1975, p. 8). The researcher came to the project as the result of twenty years of experience in school library media centers. This background provided her with a personal knowledge and understanding of the role of the s/l/m specialist, as well as of the issues needing to be addressed.

Bruyn (1966) suggests a basic corollary of participant observation is that the role requires both detachment and personal involvement (p. 14). It necessitates using a careful combination of observation and interviewing so that there is an accurate description of the participants' perspectives about their own beliefs and behaviors. Recording their precise language is an important way to capture the subjects' own understanding of experiences and ideas. To do this, the researcher audio-tape recorded all interviews and support group meetings, then transcribed these verbatim and gave them back to the participants for verification or clarification. The process allowed her to enter into the participants' perspective in a meaningful and explicit way to provide a more complete picture of the

feasibility of the s/l/m specialists assuming a new role through collaborative efforts.

Interviews

In order to examine subjects' perceptions about their involvement in instructional design and their role as resource persons, each one was interviewed individually on at least three separate occasions. The focus of interviews and meetings came from the research questions and the support group's "Needs Assessment" based on these questions. Individual and group interviews each lasted approximately forty-five minutes and were conducted over a period of thirty-four months. All interviews were audiotape recorded in order to preserve the most complete narrative exactly as ideas were expressed. Accompanying notes kept account of what was covered and what remained to be discussed. The researcher then transcribed each tape so that the data could be analyzed. This provided formative evaluation of the interview process, as well as indications for further probing questions in the next session.

An "Interview Guide" was used to obtain narrative accounts in each person's own terminology and to capture the complexities of their individual perceptions and experiences. According to Lofland (1971), with an interview guide the researcher should "provide for oneself a list of things to be sure to ask about when talking to the person interviewed, about concerns you bring to the interaction" (p. 83). Specific probes were devised to increase responses to broader questions, to collect richer data from each participant. This interview guide was not meant to provide a

tightly structured set of questions, but rather to allow a framework for in-depth discussions with the media specialists around support group interactions, curriculum integration and the resource person role (see Appendix A.).

Document Analysis

To provide another dimension of data obtained through interviews, observations and support group meetings, the researcher examined various documents each media specialist developed for integrating curriculum planning, team teaching or record-keeping purposes. She looked at the materials, models, teaching plans, schedules, written interactions, and other records the participants utilized. This made it possible to have a better understanding of subjects' perceptions of their functions in relation to learning needs and processes which lead to program development. Such document analysis is a procedure McGreal (1984) describes as "artifact collection." Its purpose is to present a more comprehensive view of learning situations by studying the instructional devices through which people transmit information.

According to Patton (1980), document analysis provides a view of programs which may not be directly observable otherwise and without which the researcher might not be able to ask appropriate questions. It also provides a triangulation of data sources. Patton describes this process as a strategy for reducing systematic bias in the data by checking findings against written sources of information "...to guard against the accusation

that a study's findings are simply an artifact of a single method, a single data source, or a single investigator's bias" (p. 332).

Participants

This work was not intended to evaluate the s/l/m specialists nor their schools, but rather to gather illuminating perspectives about the feasibility of their assuming a new role. The basic criteria governing the selection of subjects to be studied were their interest in the research questions and the fact that they were practitioners who wished to work together in a support group. The core group of six s/l/m specialists involved in this project came from four elementary and two secondary schools. All exhibited an eagerness to explore strategies, share experiences and learn new skills. In general, the participants exhibited these characteristics:

- * Experience as professionals who are certified as classroom teachers and library media specialists
- * Openness to new ideas and new roles
- * Desire to expand their repertoire of educational strategies
- * High motivation and enthusiasm for their work
- * Willingness to collaborate over a period of many months
- * Ability to articulate perceptions about their roles, responsibilities or programs.

All six s/l/m specialists were from western Massachusetts, making it possible to meet regularly as a support group and also to visit each others'

schools for observation and conferencing. Their communities were semi-rural, not affluent, but generally supportive of education in times of fiscal limitations on local spending. The study was conducted within the participants' own educational environments. Their four elementary and two secondary schools provided sufficient library staffing, adequate print and non-print collections, support from their administration, cooperative classroom teachers, and an openness to trying new ideas. These s/l/m specialists have had an average of fifteen years of grades K-12 classroom and media center experience.

Composition of the group changed somewhat during the course of this study, not from lack of interest but rather from logistics. One person was pursuing a doctoral degree and was not working in a school media center. Another was in poor health, and it was too far for her to drive in order to meet with the group. However, three additional s/l/m specialists joined the support group in its second year and consented to be included in this research study. Two more people began attending meetings toward the end of the project in the spring of 1989, and several others indicated an interest in joining at some future date.

They have all sought ways to grow professionally through attending conferences, participating in workshops and reading literature in their field. Because of their proximity to colleges and a state university, most of them have taken graduate courses or are in advanced degree programs. All of the participants indicated that their day-to-day work usually was in isolation from others in the profession, even when there was an official library media department the school system.

Six additional s/l/m specialists were selected to provide a comparison group of "outside readers" of the study (that is, outside of the core support group). Their reading of the case study reports provided a source of clarification through commentary. They were contacted and asked to participate upon recommendation from respected educational consultants, professors, and leaders in the region's library media organizations. Although they were in the same state, their geographic locations made support group participation impossible. Two were in the metropolitan Boston area, three in medium-size towns, and one was in a rural K-8 regional system. Through several interviews, questionnaires and observations in their media centers, the researcher gathered comparative data to that obtained in the core support group.

Profiles of Cases Studied

This section provides short vignettes of each s/l/m specialist who was studied in the research project so that the reader may have a sense of setting and personal attributes. After interviews, observations, and support group meetings, the transcriptions and field notes were reviewed several times. Then the subjects' personal background information was organized into individual profiles. Although the subjects expressed no desire to remain anonymous, the researcher felt there would be more candid responses if pseudonyms were used for personal names of the participants, their schools and colleagues.

"Doris"

Innovation, experimentation, and collaborative teaching are well-accepted practices in the Davis Elementary School, where Doris has been the s/l/m specialist for fifteen years. Many of its children come from families associated with higher education, either as faculty or as graduate students, and many are at the school for only part of their elementary education when their parents are at the University for a relatively short time. Bilingual students contribute to the tremendous cultural diversity of the school's environment. Approximately thirty-five of the school's two hundred students have English as their second language.

Doris has mentioned on several occasions that it is extremely important to value everyone's contributions and particular strengths, whether student or teacher. She has established a reputation for high professional standards, intelligence and sincerity. Careful to include the non-teaching staff in her circle of communication, her philosophy is evident in the many small and thoughtful messages she sends verbally or in notes to children and adults, praising them for trying or thanking them in any number of ways. As she says:

I look for ways to help and just do it without always having to be asked formally. People things, not just material things ...being sensitive to people's needs. Each should feel safe, secure, be able to learn to the best of his/her ability...not be put down for any reason. All of us are working on this together, not just the classroom teachers.

At times Doris feels she may appear to be "hard on students about discipline and following through," but she wants to have consistent expectations of them so that "they learn they have to pull their own weight

as much as they possibly can." Her behavior models her belief that she shares in the responsibility for educating the whole child, recognizing special strengths or needs, and giving her best effort. She emphasizes, "Their time in school should be special, because a school is like a large family. "

Looking for positive ways to get people involved with each other and developing good personal relations are just as important to Doris as knowing how to help others find information. Children know that she will not demean them or foster unnecessary individual competition. In fact, she has introduced cooperative learning principles to as many teaching situations as possible. Her media center is bright and inviting, but more importantly, it has a warm and loving atmosphere. As one of the students remarked, "She is the nicest person. It feels good to come here!"

Her media center was recently relocated from a remote part of the building into the renovated cafeteria. This provides much better access to classrooms, making a "trip to the library" seem less formidable. Doris has spent a great deal of time and effort in evaluating and streamlining the media collection so that this space can be used to its best advantage. Unfortunately, there is still limited seating for groups of children visiting the center at one time, but she has been creative in utilizing all available areas for individual, small group and whole class use--especially when several activities are going on simultaneously. Two library aides assist her, and at least six volunteer adults regularly help with routine tasks of circulating and shelving books.

Planning for team teaching is a well-established priority in her time management. She combines formal conferences, planning sheets and

feedback forms with the informal, on-going "dropping in and out" of classrooms or hallway conversations. In this way Doris stays in touch with what is happening throughout the school. She knows in advance when certain subjects will be taught, which students will be needing special help and how best to plan for collaboration (especially to teach research skills or to support the curriculum with resources). Always seeking ways to improve her personal interactions and teaching skills, she is not afraid to ask for advice or help.

New teachers and interns look to her for advice and encouragement. They soon realize she will help them in any way possible as they learn classroom routines and acquire on-the-job teaching skills. Working along side Doris in planning for ways to make learning exciting for students, new teachers praise her ability to look for the positive contributions each person can make and to build on those. As one of them commented, "I know I can go to her whenever I need to talk about a problem with my class. She just knows how to turn it into challenge, not a defeat. I value her encouragement and insight." By targeting those teachers who will best benefit from her team approach and concentrating her efforts to ensure students, teachers and interns experience growth, her influence appears to be far reaching and effective.

She is viewed as an excellent group facilitator as well. Her colleagues welcome her as a committee member because of her organizational abilities. She helps others focus on the important issues without being too directive, and she is very articulate in being able to cut through all the digressions in a committee meeting. Using reflective statements with both students and colleagues, Doris often helps others better understand their

own positions on issues. Her warmth and friendliness, combined with her ability to stick to business, enrich any group with which she works. Doris has been an asset to many important school district committees.

"Linda"

Linda came to Porter Elementary School with six years of high school library experience. She readily admits that she takes on enormous responsibilities because "everything looks so possible and exciting at the beginning of a project." Her artistic talents are evident everywhere, from the hand-woven rug she made with the children to the large fabric quilts produced by each class as part of a school-wide literature project.

According to her principal, the energy and spirit she has contributed in just five years has rejuvenated the school climate in many ways. One of her latest endeavors has been helping children make individual handmade books in a special project called "The Art and Form of the Book." It brought in authors, artists, bookbinders and a host of other creative people to inspire children, as they demonstrated their skills in papermaking, marblizing, bookbinding, writing, illustrating and editing.

Porter Elementary is sometimes perceived to be the most "traditional" of the community's schools. Many of the teachers and the principal have been there since it opened in the early 1960's. It is located in a residential area of conservative middle and upper-middle class family homes, although that has been gradually changing over the past ten years. Low-income, multi-family dwellings have recently drawn in single-parent households or children of University families. There are thirty-five E.S.L. (English As a Second Language) students and another twenty-three

Spanish-speaking students in a T.B.E. program (Transitional Bilingual Education) with their own teacher. Classrooms are still self-contained units with fairly small numbers of students per teacher and few instructional aides. However, the school population has outgrown its original space. Two portable rooms recently have had to be added to accomodate the increase to almost four hundred students.

The media center space is much too small for the size of the collection and the demand for its use. There is limited seating when several groups of students are using the area at once. In spite of this fact, Linda has created some zones to focus the attention of students doing large group activities (such as, receiving instruction, listening to a story, browsing for books, or sharing ideas with the class). There is still a certain amount of distraction to seated children who are using materials at the few tables. She has designed possible renovations for eventually enlarging the total area. Her support staff consists of two library aides.

Linda has promoted an appreciation of cultural diversity through exploration of folklore, poetry and drama. A wide variety of multi-cultural artists, authors and storytellers have participated from both within and outside the local area. Many teachers, parents and children expressed sentiments felt by the entire school about the enriching and unifying influence this has had for them all. As one classroom teacher said, "She's brought a new life to this place, and not with just a special grant program. It's her style and flair! She loves what she does. It's contagious."

Perceiving herself as a teacher first and librarian second, she actively seeks to introduce media into the classrooms as a natural avenue to learning in a variety of ways, not only with books. An example of this can

be seen in the increased use of computers throughout the school. She is on the planning team which selects computer programs after carefully reviewing the curriculum and student needs. With plans to buy a CD-ROM electronic encyclopedia and other new reference tools in the near future, she wants to provide her students and teachers with the most current information via technology, networking with other libraries, and computer access.

Constantly looking for ways to make learning more exciting and meaningful, Linda encourages children to evaluate information by discussing standards and uses of all types of materials. Video has become a tool to explore as another means of communicating ideas. She enthusiastically invites others to see the value of audio-visual approaches to obtaining and sharing information. For example, one of the curriculum units she co-taught in the fourth grade included learning scriptwriting and storyboarding techniques for producing a videotape to promote mystery books children had read. Another class critiqued the sound filmstrip, Ben's Trumpet, after they had read the book. This helped them to compare and contrast print and non-print versions of the same story to sharpen their perceptions and ability to evaluate media. In doing so she also introduced the author/artist's particularly powerful techniques of creating visual images for emotional impact.

Linda feels that the library should be the place in the school where everyone can come together to find excitement and enrichment. Whether it's with quilts or handmade paper and books, her students have a feeling of ownership in the library.

"Gayle"

The neighborhoods which send students to Gayle's elementary school are some of the newest developments in town. Many families are either staff or students at the nearby colleges and university. There is a wide range of diversity in the school's population--economic, social and cultural. Over forty children are in the E.S.L. program, and forty-three are in a Cambodian T.B.E. classroom with their own teacher. The school is at its full capacity with approximately six hundred students. Six large, open-space classrooms (called "quads") have between 75-100 students in each. It was built in 1973, and the "open classroom" philosophy was interpreted to mean "few walls" in this school's design then. Portable dividers have recently been installed in places to reduce noise and visual distractions in these rooms. Only one grade level still consistently uses team-teaching in its open space.

Gayle began her career as a high school English teacher and librarian in Taiwan and then in Cambridge, Massachusetts. After moving to western New England, she worked in the junior high school as librarian for five years. In 1973, Gayle was invited to join the staff of the town's new elementary school. Accepting this position, she proceeded to combine four small elementary school libraries which she had been supervising for five years (while she was still at the junior high). As part of the staff when the new school was being designed, she was able to develop a library/media collection and program which incorporated an inquiry learning approach, literally "from the ground up." Working with the School Building Committee and the administration, Gayle planned a large enough media

center to include many classroom curriculum materials in addition to the the traditional library of books and audio-visual media.

This collection of 35,000 books, non-print materials, teaching kits, programs and professional resources supports teachers as they design their own curriculum units. Because all the items are housed centrally in order to be shared by everyone, Gayle devised a computerized classification system with a printed book catalog so that teachers could be aware of the total collection. Adequate staffing was necessary to be able to manage the circulation and heavy use of this Resource Center. Two aides were hired to assist, but even with these, the center is constantly busy to the point of needing volunteers to help with the routines of circulation and shelving

From the beginning Gayle has been involved with curriculum development in many ways. For six years she chaired the Social Studies Curriculum Committee. In an effort to coordinate and integrate social studies with other curricular areas, this group completed a system-wide evaluation based on interviews with each elementary classroom teacher. It proposed a long-range curriculum revision to incorporate inquiry learning with units classroom teachers have developed and used successfully. She has designed a plan of instruction for teaching research skills in all the grades in collaboration with classroom teachers. Students are scheduled to come to the media center at least once a week--for browsing and reading, listening and viewing, for instruction, discussions, storytelling, and working on projects individually or in groups. These activities are closely integrated into the classroom curriculum so that the skills are learned within the context of subjects being studied. This requires considerable planning with classroom teachers.

Actively involved with the Staff Development Center over the past ten years, she has served on its Policy Board and coordinated the Inservice Team in her school. This team of teachers conducts an annual needs assessment of staff, then plans monthly inservice meetings based on those needs. Gayle perceives one aspect of her role in the school is to help the staff grow professionally: good intentions should be acted upon. For example, she recently wrote two Commonwealth Inservice Institute proposals to provide cooperative learning training for teachers and librarians in the area. These people then formed core support groups in their schools, to encourage and sustain new ways of thinking about empowering students to be responsible for their own learning.

"Karen"

Karen came to the school library field through a circuitous route. It began with her teaching seventh and eighth grades in a parochial school, then working in a large city public library's childrens' services, and eventually moving to college and university library technical services. Along the way, she acquired her school librarian's certification. She also earned her Masters in Education with a media concentration and was one of the first in the state to receive the new Massachusetts Unified Media Certification in 1985. These years of hard work in a variety of situations and in graduate school courses are an indication of Karen's tenacious determination to achieve her goal of becoming a skillful school library media specialist. Even now that she is secure in her chosen field, she puts in tremendous energy and effort to provide the best library experiences for

her students by continually pursuing her own professional growth through graduate courses and reading.

For the past three years she has been in charge of two elementary school libraries: grades K-2 and 3-5. Her total population between these is approximately 1,000 students. Over one hundred volunteer parents assist her in the daily routines. Recruiting, organizing, training and supervising such a large number of volunteers requires constant management. Without excellent "people skills" she would have been overwhelmed long ago. The fact that so many parents are eager to help in their children's schools is evidence of the community's support of education. A large private college in the town employs many of these families, but because of the area's semi-rural nature and limited property tax base, funds for the schools are very carefully monitored.

Working with a principal who places strong emphasis on teaching the creative arts, process writing, whole language reading programs, and effective classroom instruction, Karen has begun to work with students using cooperative learning techniques. However, her schedule is very tightly fixed with classes coming in a steady stream all day long in order to give teachers their contracted "prep period" of free time while the children are in the library. This means it has been difficult for Karen to arrange curriculum-related team teaching for longer blocks of time. In spite of this demanding schedule and with few teachers accompanying their students to the library, she has been able to plan a wide range of skills instruction and enrichment activities for each class. Some of these include introducing different genres of literature, such as tall tales, biography, poetry, mystery; seasonal and special subject themes; highlighting the works of particular

authors or illustrators; storytelling; research and science fair projects; and the use of the to access information.

Karen has a strong background in non-print media. While at her previous position as a high school librarian (which also included supervision of the town's elementary school library), she worked with students to produce slide/tape presentations introducing parents to both the elementary and secondary school programs. Under her direction students created their own videotapes, including "Medieval News Report" and current events programs. The video camera is a favorite medium for her to work with teachers as well. She offers inservice training so that people will be able to take advantage of her expertise and their own creativity by taping students' activities and special events (such as, consultants' workshops or other presentations). In the future she hopes to have more time to coordinate and integrate her programs and skills into the classroom curriculum.

The principal and staff have also recognized her value as a teacher by allowing some flexibility in the daily schedule for next year. Karen's early morning time between 8:30 and 9:55 A.M. will be reserved for more extended involvement with teachers and their classes together. Students will be able to come to the library for research or other programs Karen and their teachers will plan and teach in collaboration. She is looking forward to many more cooperative learning opportunities through some team teaching.

Working for many hours of her own time in the summer and the school year has meant Karen goes far beyond her contracted number of salaried hours, but it also shows her commitment and dedication to creating

a strong library media center program in the school. She has laid the groundwork through her years of training, in her constant search for ways to interest and excite students in the world of media, her breadth of knowledge of children's literature and her quest for professional growth.

"Ruth"

Ruth's high school has the look of a conventional brick building of 1920 vintage, reflecting a town philosophy toward education as well: "What was good enough for me is still fine for the students of today." It is basically a working-class community, with many commuters going into a nearby city. Streets are neat and homes modest. However, as new teachers and administrators have been hired in the past decade, the traditional curriculum has begun to change to meet the demands of a more sophisticated, technological workplace.

Ruth has been a primary force in helping to introduce teachers and their 450 students to the modern world outside the classroom. She taught English for ten years and has been Chair of that department for the past sixteen years. Six years ago she became the high school's librarian, while maintaining her position as head of the English Department. This increased sphere of responsibility provided a great challenge for Ruth, not only to begin seeking ways to implement her curriculum innovations throughout the school, but also to demonstrate the value of collaborative work among teachers (both within a subject area and across departments). Her foundation as a classroom teacher brought a certain credibility to her new role as teacher/librarian, and she wanted to foster partnerships between

herself and various areas of the curriculum. She hoped to introduce the kinds of thinking and learning skills already begun in the English classes.

To be better prepared to carry out her vision of librarian as curriculum consultant, she enrolled in a graduate school library media program at the State University of St. Cloud, Minnesota. Ruth chose this particular program because of its emphasis on teaching skills and curriculum design, as well as on technology and management. Its Master of Science Degree in Information Media requires that one be an educator first with a subject area baccalaureate and teaching certification. She took courses in human resource development and information technologies, focusing on their relationships to curriculum design and theories of learning. Ruth worked in partnership with a graduate student in the M.Ed. program to build upon their mutual strengths and concerns about curriculum-based library media programs.

One senses in talking to Ruth that she truly has a systematic approach to teaching, learning, administration of her media center, coordinating curricular areas, inservice programming for staff, and long-term planning or development. She is currently putting her entire library on the computer so that circulation, cataloging, and bibliographic tools form a coherent system of library management and efficiency. Students come to her center in a purposeful way, and there is no air of "police state" tactics to maintain discipline. She keeps the library media center open on evenings and weekends when students need after-hours time. They recognize that she is giving them special attention and training for which they will be thankful in later education or careers. Many students have written her letters of appreciation after their graduation. They know that her efforts

have prepared them to be successful in handling information with confidence, as well as in reading for pleasure.

Ruth is now planning a large library facility in a new high school which is scheduled to be built within two years. She is also busy as President of the Massachusetts Association of Educational Media. She represents M.A.E.M. on the state Certification Board, and her colleagues are confident she will have a positive influence within this important group. Whatever Ruth undertakes to do, it is with purpose, skill and sensitivity which makes her a real asset to her profession.

"Alice"

Her regional secondary school serves four small towns in the western part of Massachusetts. Its enrollment is approximately 550 students in grades seven through twelve. Although it appears from the outside to be a traditional New England brick school building that has been expanded over the years by additions at the back, the library media center is anything but staid. It is a bright, modern, well organized, comfortable place where Alice welcomes a steady flow of activity from before school officially begins in the morning to an hour or more after classes end. One large room in the center has a high cathedral ceiling, giving it a sense of spaciousness and light over the twenty tables and rows of bookshelves down one side. Off this area is a workroom which houses several computer stations and a copying machine with counter space for production. At the other side is the non-print media collection. Equipment and resources are all neatly arranged with a self-help atmosphere that encourages people to be responsible for their own borrowing and care of materials. Video machines

and tapes are in great demand. She has an excellent Pioneer Valley collection of resources to support units of study throughout the school's curricular subject areas.

Alice has created a sense of comfort and responsibility in her library media center. Her friendly but businesslike manner invites both students and teachers to use the resources, while respecting the rights of all people in the center to have a quiet, calm space in which to work. To ensure fair access to the center, she has devised a sign-up procedure for students who come by before classes begin. In this way teachers, as well as the library staff, know what the period-by-period schedule for the day will be and where blocks of time can be set aside for large groups of students to use in extended projects. This attitude of fair treatment for the entire school community also respects each person's self-esteem and specific needs. It allows the library staff to focus attention on individuals or groups of students requiring assistance because the limited table space is allocated to various types of work. If it is not disturbing others, quiet conversation is allowed in the magazine browsing area.

Observing a typical class period, one can usually see thirty or more students engaged in reading or study at separate tables. A few may be talking; however, they are aware of others' needs to have a quiet place to work without distraction. Alice's presence is not authoritarian--simply observant and helpful. Occasionally one or two students have to be reminded to be considerate, but there is no feeling of the "librarian on patrol" that can make secondary school libraries seem like study halls with a repressive atmosphere.

She has been recently involved in developing a "cultural directory" in connection with the Five Colleges/Public School Partnership. This project has been in collaboration with Ruth, the other high school media specialist from the support group. These two people also have observed each other at work in their own media centers--teaching students, planning with teachers for cooperative learning units, designing procedures for better coordination of programs to integrate the media center into the curriculum, sponsoring an artist in residence, and working to assess the needs of their students.

In her cooperative learning efforts, Alice has found several colleagues who have been open to trying new methods of teaching. Through their planning, teaching and evaluation they have seen positive results in student attitudes about learning in teams, as opposed to competitive learning as individuals. One of the best things to have happened, according to Alice, is that students with whom she worked in cooperative groups now perceive her in a much different way, she has become a team member in their learning process, not just the school librarian. She is their teacher, but she is also their friend. It has raised the comfort level, and new relationships with both students and teachers have developed as a result.

Alice has begun exploring many new technology applications, such as better word processing instruction for students, producing slide/tape programs with teachers, instruction in video techniques, and computerized reference tools. Taking graduate courses at the University has persuaded her to become a doctoral candidate with a focus on instructional design. She attends state and regional conferences, and reads widely to keep

current with her field. Professionally, Alice is always seeking ways to grow. She has good organizational skills, high energy, and ability to draw diverse interests together on various projects. Students, teachers and the outside community know they can depend on her to develop programs that succeed.

Initial Procedures and Consent Forms

A letter of introduction and invitation was sent to each participant at the beginning of the project. A "Written Consent Form" outlined the scope of the study and mutual responsibilities (see Appendix B.). In this document a description of data collecting, reporting and analyzing techniques informed them that pseudonyms would be used to assure anonymity for any people or schools connected with the research. Although the participants felt that pseudonyms were unnecessary, the researcher wanted all data to be as objective as possible and subjects to be comfortable in offering a wealth of information about their activities and their perceptions.

The Support Group

The s/l/m/ specialists' support group in this study formed a network whereby participants had a forum for learning new strategies and strengthening their instructional and advisory skills. A review of the literature in Chapter II indicates that positive professional growth can occur as a result of peers working together as advisors or resource persons

for each other (Devaney, 1974; Joyce and Showers, 1980; Apelman, 1986; and Barkman, 1987). Effective inservice programs provide for professional growth through the transfer of skills and information; they should also provide opportunities to explore and share new ideas. The project followed the advice of Aaron (1981) when she wrote that inservice programs for s/l/m specialists must focus on the team approach, student learning, instructional design, improved self-perceptions and their leadership role within the school.

The facilitator was also the principal investigator in this study, thereby filling the role of participant observer in the support group. She had received training in methods of clinical supervision through a University of Massachusetts graduate course taught by Professor Mason Bunker, entitled "Supervision as a Helping Relationship." This experience helped her to demonstrate observation and conferencing techniques with the other media specialists in their individual school settings. Based on their participation in this interactive research project, the six participants generated a list of attributes they recommended for a group facilitator to work effectively with them as a resource person.

Monthly meetings of the support group were held in the late afternoon for approximately two hours each. Meeting sites rotated among the various participants' schools. The atmosphere of the meetings was both relaxed and friendly, but with a businesslike focus around a topic upon which the group had decided. Light refreshments were provided by each "host" librarian. An agenda or focus for each meeting was set by the members at the previous meeting. Support group meetings were audio-taped, to be later transcribed and distributed to participants.

The format of the meetings was based on the "Quality Circles" process. As an organizational model, it has been applied to educational situations by Chase (1983) to increase the quality and productivity of schools' group work. For example, a typical problem for Quality Circles consideration might be to find ways to improve teaching strategies and skills. Problem-solving procedures or techniques include the following:

1. Round-robin brainstorming to produce a variety of alternative ideas from each person's participation
2. Discussing ideas to clarify their interpretation and then choosing ideas for group focus
3. Analyzing cause and effect systems
4. Collecting data, gathering tools and techniques
5. Analyzing data from ideas and documents
6. Generating solutions, recommendations and implementation plan
7. Presenting recommendations or plan to others (such as, to teachers or administrators)
8. Evaluating the effectiveness of the plan (self-evaluation done by group's members)

Adapting the Quality Circles model for effective support group work, the six s/l/m specialists together identified areas of concern and problems or ideas they wished to explore by doing a needs assessment. Through a brainstorming process, topics for group reading, discussion and testing were identified. These were then narrowed to focus around the three basic research questions and agreed upon by consensus. They discussed

strategies to be tried as possible solutions to the problem and examined factors that were helping or hindering the situation. During the course of this study, members then volunteered to try various methods to address the problem. In addition, the strategies or solutions to specific situations often became the focus for observation and conferencing sessions individuals were conducting with each other. Recommendations and solutions were brought back to the following support group meeting. Discussion then focused on application in various settings, conditions, and with each person's program goals. There was always time for sharing at the beginning of each support group session as progress reports on various programs were eagerly received and discussed.

The next chapter of this study presents the data gathered from the support group's work, interviews, observations, field notes and documents. It analyzes the data to reveal the realities of s/l/m/ specialists assuming a new and expanded role of resource person within their schools and for each other.

CHAPTER 1 V

DATA PRESENTATION AND ANALYSIS

Chapter III outlined the qualitative methodology utilized to gather, report and analyze data of this study. Research data was gathered from interviews, observations, transcriptions of meetings, documents and field notes over a period of three years. The three research questions identified in Chapter I provided the focus and structure for the collection of the information. To reiterate, the research questions are:

- A. How can media specialists define and realize their role of resource person for teachers and each other?
- B. How can media specialists integrate their programs and skills into the curriculum?
- C. How can a library media peer support group work together for professional growth?

The nature of this research project requires that the data are viewed from both a separate and integrated standpoint. Sometimes events occurred separately, other times simultaneously. For example, the media specialists identified and defined their role as resource person, while they were integrating programs and skills into the curriculum. Training and support was a counterpoint to the entire proceedings, such as, through peer observations with conferences, group meetings, selected readings, and workshops on cooperative learning (provided by an outside consultant). However, for the purposes of this chapter, data are presented in a way that first defines and articulates each research question. Thus, how the library media specialists developed and defined

their role as resource person is followed by how their programs were integrated into the classroom curriculum. Finally, their use of a peer support group for professional development is described. Each of these sections is equally important, and each contributes to the overall growth of the participants as resource persons.

Descriptive studies are used to document the individual educational situations because they provide an understanding of the realities of the media specialist becoming a resource person, skillful teacher and designer of instructional programs. Chapter II identified the research that supports the school library media specialist assuming this expanded role. In addition, researchers such as Thomas (1979) and Devaney (1974) have delineated characteristics and skills that are demonstrated by individuals working as resource people in schools throughout the country. The analysis section of this chapter will use the criteria developed by Thomas and others to demonstrate how the s/l/m/ specialists developed and refined their own role of resource person. However, it is necessary to first provide descriptive data that has been gathered over the period of the last three years. This gives a qualitative base the researcher uses to analyze, draw conclusions and make recommendations in Chapter V.

It is important to note that from the beginning the school library media specialists participating in this project perceived their role as one that supported classroom teachers. They were highly motivated, professional individuals. Thus, beliefs and behaviors identified through observations and interviews represented growth and development at a professional rather than beginning level of expertise. They were refining skills and identifying new challenges as they worked toward their project

goals or outcomes--what Hall and Hord (1987), identify in their Stages of Concern taxonomy as "consequence, collaboration and refocusing" (p. 60).

The s/l/m/ specialists viewed their role as twofold: Impact on teachers through curriculum and instructional development and impact on children through program development and direct teaching of skills. These two areas will be used to structure the data that are presented under each research question.

Resource Person Role

"How Can Media Specialists Define and Realize Their Role of Resource Person for Teachers and Each Other?"

To describe shifts and changes in participants' view of their role as resource person, and in particular their impact on teachers and students, it is important to have some baseline data as to how they defined their role prior to the start of the project. In 1987, the researcher asked the s/l/m/ specialists to reflect upon the following question: "How do you view your role as resource person with teachers, students, and other media specialists?" Alice responded in the following manner:

I am fairly traditional in that I present library skills as an orientation format at certain grade levels. The high school teacher's focus is on content, not methodology. I am expected to teach certain functions of the library, to tell the students about resources and skills so that they can complete an assignment. There is little teamwork in terms of my instruction.

Karen had a similar response:

I meet requests as they come in from teachers, identifying resources and giving them things they can use in their classrooms.

As they reflected on their role as resource person for students, they identified the following behaviors:

My focus with students is how I present a certain body of information. I have what you might call a reference librarian role. Students usually come to me for help in finding something they have been assigned. (Alice)

I have a fixed schedule, and I have to cover two schools so I have to rely heavily on worksheets. Library skills are taught pretty much independently from the classroom curriculum. Occasionally, I am able to work through a teacher's curriculum and draw on local resources. (Karen)

I teach children in groups. They tend to work alone within those groups. I see each class once a week as a whole, and the teacher accompanies them. But as time and space allow, small groups and individuals come in for classroom-related projects or reading. (Linda)

The question concerning their work with other media specialists brought responses that unfortunately are quite common in education, that is, one of isolation:

I meet with a group of county librarians occasionally, but their interests are mostly public library. Interesting but not always useful. I go to annual conferences and hear workshop presentations, but there is no mechanism of support from other librarians to test or try these ideas back in my own library. Except for occasional phone calls to people I know in the area, I work on my own by trial and error. (Alice)

I attend the annual MAEM conference and make friends that way. Several times H.E.C. sponsored library media get togethers, but when Mary Alice left, there was no one who had the time to organize meetings or coordinate it. (Karen)

I work pretty much in isolation from other librarians. There isn't any mechanism in place for collaboration. (Gayle)

The responses indicate that the s/l/m/ specialists viewed their role in 1987 as one that primarily helped students and teachers with resources and materials, teaching their library skills curriculum on a regular basis--that is, a rather reactive than a proactive role. Their interaction with other media specialists was minimal, and they were very much aware of the isolation that comes from working in a school structure where they represent the only person who carries the job description of library media specialist. Some outreach occurred, but that was also limited to annual conferences and occasional regional meetings which needed to have someone organize and plan for them to be successful.

Mentioned earlier in this chapter, the purposes or goals of the s/l/m/ specialists were twofold: Impact on teachers through curriculum and instructional development and impact on children through program development and direct teaching of skills. As the media specialists worked toward these goals, the researcher (through observations and discussions with the participants) identified several sub-sections to these two major goals. That is, the s/l/m/ specialists developed enrichment and motivational programs. They drew upon community resources to promote cultural diversity and to increase their impact on children. They also learned a new model of teaching (cooperative learning) and employed peer observations which involved teachers through curriculum and instruction. What follows is a description of how the media specialists met their goals and refined their role as resource person.

Impact on Students

Probe 1: "How do you develop enrichment programs which draw upon ideas, resources, creative people and cultural diversity from within and outside of the schools?"

When media specialists become resource persons who are actively involved in instructional program design and staff development, their role can reach a dimension far beyond the traditional functions of providers and organizers of library materials. They are then in a uniquely central position to be aware of a wide range of personal expertise, curricula, activities and resources throughout the whole school as well as from the outside community. They have the potential to bring effective teaching strategies and enrichment programs to students through collaborative efforts with teachers and other media specialists. These efforts can be designed to energize the curriculum and also to open up many new possibilities for creative expression by connecting people and resources.

Motivational and Enrichment Programs. Early in their work together, the s/l/m/ specialists identified a need to draw people together for motivational or curriculum-related enrichment projects such as literature-based dramatics, skill-building games, students' video presentations, arts and crafts, storytelling and authors' visits (see "Needs Assessment" Appendix D). One of Linda's first all-school effort was to find ways to integrate family and cultural traditions into the classroom curriculum--through literature, music, puppets, storytelling, dramatics, quilting and weaving. To accomplish this in 1987, she designed and received from the Commonwealth Inservice Institute a grant which

enabled her to have eight consultants work with teachers in their classrooms. An inservice course was also offered to interested staff members. According to Linda's principal, "The results of this effort began a chain reaction of better parental involvement in the school and improved communication within the staff."

The project evolved into a major event for the whole school. It drew upon many people and resources from the community. Volunteer parents contributed their personal interests and talents. For example, during the quilt-making session there were sewing machines, fabrics, books, children and various adults from in and outside of the school. It occupied every corner of the library, resembling an old-fashioned quilting bee. Each student created a quilt section based on some literary theme or character. The beautifully finished fabric quilts then became a treasured display in the school, representing thousands of hours of dedication around a unifying focus--a love of books, stories and cultural traditions. Linda was the resource person who pulled it all together, who made sure it worked as planned and kept the various segments functioning smoothly. All of the teachers and students were very enthusiastically involved, and they asked for more of the same type of enrichment program the following year.

In the spring of 1989, another of Linda's projects, "Art and Form of the Book," had the goal of fostering a love of literature and reading through experiencing the creative process which goes into all aspects of book making. This provided a vehicle for children to see their writing and art work incorporated into beautifully handmade paper which was then sewn into their own personal books. To this end, fine papermakers,

leather book binders, well-known authors and illustrators were all included in the special Commonwealth Inservice Institute and School Improvement Projects grants that provided funds for them and for the materials necessary to work with teachers and children. In her final 1989 evaluation Linda made the following comments:

Children began to value what riches we now have in books. They were joining a community of creative people who have done this wonderful thing [with books] for centuries, something worth preserving. The book is a higher art form, and it is accessible to them. Their own information is included too, as legitimate knowledge--whether it's poetry, fiction or art work. I think the project really did make a difference in their lives. It's so important for kids to have ownership in their library.

Expanding their role as resource persons, the s/l/m/ specialists found that there were ways they could collaborate with each other to bring high quality programs and presenters to their schools. One particularly interesting example involved elementary and secondary collaboration. In 1988, the elementary school support group members were discussing strategies to highlight literature and books as an art form (including the possibility of inviting illustrators, authors and storytellers to their schools). All of the members had recently attended the Perspectives in Children Literature Conference, directed by Professor Masha K. Rudman, at the University of Massachusetts. There they had seen illustrator/author Ed Young and storyteller Susan Klein. Soon after this event, Alice, Ruth, Linda and Gayle expressed an interest in writing letters of invitation to Mr. Young and Ms. Klein. As a result both artists agreed to present workshops in their various schools.

During this planning period, Ruth visited Gayle's elementary school library to talk about ways of making the guests' visits more meaningful. She wanted thorough preparation and follow-up work in conjunction with the author and storyteller's presentations in her high school. She also wanted to look through Gayle's children's literature collection to familiarize herself with Ed's book illustrations and Susan's sources of stories. As Ruth and Gayle discussed the coming workshops, Ruth commented on the cooperative venture between grade levels. She also made an interesting observation, "I can use children's literature to deal with subtle and sophisticated ideas perhaps not seen by students or teachers in earlier grades." Discovering the vast riches of this genre, Ruth decided to begin building a picture book collection for her high school library.

Susan Klein and Ed Young were funded to visit Ruth's school as artists-in-residence. As a result of the workshops and Ruth's children's literature collection, a new interest in "story books" and storytelling as art forms spread throughout other subject areas in her high school. For example, the art teachers worked on illustration projects around these books. Ed Young also addressed a group of parents who came at night with their teenagers to hear about the evolution of Chinese calligraphy and folktale traditions. This presentation was enthusiastically attended by forty students and parents.

Ruth then enticed an English teacher to offer a study of the multiple layers of meaning in such books. This work led to the development of a curriculum unit based on children's literature. Consequently, Picture Book Studio Publications heard of her work and contacted Ruth about piloting

its children's books with the English classes in exchange for her writing teachers' curriculum materials based on their titles. Thus, a project that started off with a focus on elementary children developed into a full scale project for secondary students. The elementary/secondary collaboration produced a noticeable impact on students.

Cultural Diversity. By combining their efforts and funds, the s/l/m/ specialists also found avenues to plan and implement other enrichment programs in their schools. As mentioned, they regularly attend the annual Perspectives in Children's Literature Conference at the University of Massachusetts. Three years ago the keynote speaker was author and illustrator Ashley Bryan, one of America's finest advocates of African American culture to young people. Linda, Doris and Gayle were impressed with his ability to convey an appreciation of the oral traditions of poetry, songs and folklore in ways that could be incorporated into classroom teaching. They asked for and received money from a special multicultural grant (The Sonia Wexler Fund) to bring Ashley into their schools. The local Staff Development Center also provided necessary funds for him to present an evening inservice workshop for teachers.

Writing the proposals which made Ashley's visit possible, the three media specialists began working to prepare students and staff several months in advance. They introduced his stories and artwork, discussed his style and themes and encouraged classroom activities so that the children could fully appreciate his work. With students and staff Gayle made a slide-tape program of African American spirituals from his book, Walk Together Children. It helped them understand the depth of feeling

conveyed in his woodblock prints accompanying each song. Many children learned to sing spirituals from listening/viewing the tape and slides.

His presentations which were enjoyed by more than a thousand students reinforced and enriched the particular focus of each school that year: Linda's folklore and oral traditions, Gayle's emphasis on poetry appreciation and writing, and Doris' promotion of cultural diversity. According to a newspaper article they wrote as a group:

His presentation combined folktales, music, poetry and art, weaving, family traditions and creative people. Stories made history come alive as he linked the arts of Africa to our own understanding. Ashley's dynamic and dramatic style promoted a sense of pride in one's own heritage while conveying the universality of all people.

Reactions to Ashley's presence indicated an overwhelming sense of appreciation and a wonderfully warm reception. According to one school's principal, "Even though it was Friday afternoon the day before their spring vacation week, you could tell the children would have sat at his feet for many more hours." Children cheered when he mentioned one of their favorite stories or a poem from his books. It is not easy to captivate an entire K-6 school population, sitting together on the hard wooden floor of a gymnasium for an hour, but as a child remarked, "I never wanted him to stop."

Through the media specialists' collaborative efforts, the carry-over of Ashley Bryan's work has been a heightened sensitivity and awareness of the richness in each person's own cultural heritage. By working together to design and promote this special program, these three media

specialists demonstrated a dimension of their role as resource persons within the schools and the community. They helped to provide enriching experiences for hundreds of children and their teachers.

Community Resources. The s/l/m/specialists were all very much aware of the importance of linking existing community resources with their schools. Alice took advantage of resources within her community when she formed a committee to identify crucial adolescent issues (such as, AIDS, teenage pregnancy, substance abuse, peer pressure, youth suicide, and other contemporary problems). Parents, students, teachers, administrators, clergy and health professionals were surveyed to find out how they might best provide a wide base of support to address these issues. They then began planning programs through a series of workshops to be held in the school. Outside experts were invited to be presenters for this one-day forum. It involved many hours of hard work by Alice and her committee to organize, disseminate information, write funding proposals, designate responsibilities, and finally set up a system which helped students evaluate the effects of the workshops they attended.

As an evaluation, each student filled out a form immediately after the presentations. These were put into individual envelopes with their names on the outside and sealed. Several months later, students opened their envelopes and re-evaluated the long-term effectiveness of the Adolescent Issues Forum. In other words, they were asked how the information they had received during the workshops had changed their personal behaviors or beliefs between the time that they filled out the

original evaluation and the present. The anonymous forms were then given to Alice and her committee so that future follow-up sessions could be planned.

Students were given lists of hotlines, agencies or people whom they could contact in an emergency or for additional information. The original Forum subsequently evolved into a series of brown-bag lunches in the media center, where fifty or sixty students still voluntarily gather for discussions with health professionals and counselors. Again, they have identified their own informational needs on topics such as, date rape, teenagers mental depression, diets, cholesterol, etc.

As a resource person, Alice is providing the same kind of information and environment that Linda also finds to be so important within a school--a central location where people know they can connect with others for help, encouragement and enrichment. Alice agrees with Linda's philosophy:

While the library has to be fully integrated into the curriculum, it also has to stand on its own as a creative force within the school. The frontline in bringing excitement and enrichment. It's the common ground. It has something for everyone. It has to be a center of 'community' in the school. This is the one great leveling place because we have the materials that everyone can use or enjoy, can find something at his or her own level

Impact on Colleagues

Probe 2: "How do you become a resource person to your colleagues through peer observation?"

The researcher observed each s/l/m/ specialist three to five times during the duration of this project. Pre-observation conferences, data collection and post-observation discussions utilized Goldhammer's (1969), Clinical Model of Supervision. As was mentioned earlier, the researcher had experience with this model through her work of supervising student teachers from the Integrated Day Program at the University of Massachusetts. She expanded her role as resource person to the group by teaching them the steps of the model as well as how to collect observable data. Post-conference techniques (such as, allowing the participant to draw her own conclusions from the recorded data) were also discussed during early support group meetings. In addition, the principal investigator modeled how to use this procedure during her formal observations of each media specialist. Participants were able to practice their skills in data-collection and communication during their support group meetings. When they observed each other on several different occasions, they were familiar and comfortable with the process. Peer observations were arranged by mutual consent and were low-key in order to be completely non-threatening and truly helpful. Participants consciously refrained from making evaluative comments or offering "constructive criticism." Instead, they looked at collected data for patterns of class interactions, comments or dialogue between people, physical arrangement of resources or the activity appropriateness. In this way, they worked together and observed each other to improve their own instructional expertise.

For example, Gayle designed a "Library Trivial Pursuit Game," which her sixth graders played as a way to reinforce the research skills they had

learned. The activity involved locating and using all types of print and non-print materials to answer eighty different questions based on resources in their media center. It developed self-confidence in reference skills which could be applied to all their future library or research projects. Questions were grouped so that students worked at their own pace with individual questions on cards. By not telling students where to look for answers, they often found alternate routes and sometimes even different "correct" information, which prompted lively discussions. The process promoted creative thinking skills, decoding information in questions, evaluating one's sources, and applying reasoning to solve problems.

Linda was interested in developing a similar reference activity, but tailored to her particular media center collection. She observed Gayle's students when they were working on their "Library Trivial Pursuit." The information she recorded on her data sheet indicated to Gayle that there was too much individual competition built into the project. As Gayle concluded:

Students weren't clear about how much help they were allowed to give each other, and the reward seemed too remote for many of the students who were struggling with the individual tasks. A few of the students finished way ahead of the others, then they were bored.

During the post-observation conference Linda and Gayle discussed methods for refining the activity in such a way that teams of students worked on groups of questions, the sources were also color-coded. This improved the whole game format so that it could be used with younger

students by giving them clues about where to begin looking for the materials without actually telling them correct answers.

In this peer observation session, Linda was careful not to interject her own opinions into the record, but rather let patterns and interactions of the students and adults speak for themselves. Gayle felt comfortable in asking for Linda's advice:

I didn't feel any twinge of criticism because we were sincerely seeking refinement in this method. I looked at observational data and saw how directions given to students could have been made clearer, where teams of students could have cooperated to help each other, and where the rewards could have been made more intrinsic rather than extrinsic.

Thus, the activity became much more interesting and successful for everyone--teachers and students. Gayle believed, "the project was improved by having a chance to share ideas and to get feedback."

In another instance, Alice contributed the following thoughts after an observation that she did in Ruth's library:

I was recording students' responses to the librarian's questions during a high school class, "Sources of Information." Afterwards we discussed the way small groups of students can communicate their ideas better than a whole class responding to a presentation (only certain kids are willing to speak up in front of everyone). Having a chance to talk about this in a conference focused and reinforced what we know about learning styles. Sometimes an observation with conference sets up a whole new cycle of ideas to try.

At the conclusion of this peer observation, Ruth stated the following about the helping nature of the process:

The observation process forces me to re-evaluate my goals and objectives and to seek new or alternate ways of accomplishing those objectives to reach the desired outcomes.

As an indication of the value of reflecting with another person on one's work, Karen contributed the following remarks about an observation that Gayle had done with her in 1988:

The kind of notes that Gayle took when she observed me got me thinking about the importance of putting kids into teams and letting them work out solutions. That came from the data sheet she wrote about student reactions to the individual assignment I gave them. There's less confusion when they have teammates to confer with and create an end product.

Finally, Linda indicated how important the peer observation process was to her when she related to the researcher:

I've put into my recent MBO [Management by Objectives] contract that I want to be observed by my media specialist colleagues during the coming year. It is important to have someone watching and giving feedback who knows what should be going on in a media program.

Linda continued with her excitement about the process by describing how some teachers in her school had observed her do cooperative learning, and then they wanted to try the model for themselves. Specifically, she stated:

The teachers and I do a lot of informal observation in the course of our team teaching, and it has helped us refine our methods and improve on the things that have gone well. They were convinced of the merits of cooperative learning

by observing me use it last year. When they finish their training workshops, we've agreed we want to observe each other regularly. I know how important the commitment is to making this happen. It doesn't happen by accident.

The s/l/m/ specialists used peer observations to provide each other with objective data and useful feedback. They drew their conclusions from the data that the observer gave them, and they were able to come up with ideas that helped them make changes and improvements in their teaching styles or curriculum designs. In some cases there was immediate impact, as was indicated by Linda's comments concerning her teachers being "won over" by observing her during a cooperative learning lesson. In another instance, Gayle reported in her final evaluation of her resource person role that after she completed a peer observation form for a third grade teacher (at the teacher's request), that teacher asked her to share her data with the class. Children were fascinated to see how their teacher was being helped by a colleague when she was trying a new cooperative learning strategy.

It is important to note how open these media specialists were to the process of observation and how well they accepted their peers' data collection. The isolation that was referred to in the earlier part of this chapter was becoming a thing of the past as they worked at making connections with each other, creating the time to visit and complete observations with conferencing. One sure measurement of success in a project like this one is if participants continue on with the process after the research part is completed. The fact that at least one participant built the process into her current MBO goals demonstrates the positive response to peer observations. There are more examples of the media specialists

having an impact on teachers and curriculum in the upcoming section. It is already clear that they had a major impact on each other through sharing, observing and conferencing as resource persons in helping relationships.

Curriculum Integration

"How Can Media Specialists Integrate Their Programs and Skills into the Curriculum?"

The second major research question that governs the data collection for this study evolved into two major areas: Curriculum integration through the use of various models and procedures, and Cooperative Learning as an instructional strategy. It is important to look at these two areas in detail for they provide ample examples of how the s/l/m/ specialists achieved their twofold purpose: Impact on teachers through curriculum and instruction and impact on children through instruction and enrichment programs.

As was mentioned earlier in this chapter, the participants wanted to improve their perceived role in the teaching/learning process from handmaiden to the teacher (providing resources and materials after the initial planning) to one that was more proactive and equal. This required that they develop or try models which created the possibility of shared curriculum design and implementation. Classroom teachers work in an atmosphere that fosters a single-minded approach to instructional design. That is: "What do I need to cover in this unit, and what is the best way of doing it?" Media specialists, on the other hand, are generalists by nature.

The nature of their role in schools places them in the center of curriculum and instruction emanating from many classes and grade levels. They are uniquely positioned to link teachers with other teachers and community resources. They can see that many resources and methodologies may be combined to create a more holistic view of curriculum and instruction.

The challenge becomes how to provide a structure to classroom teachers that is non-threatening as far as content/coverage is concerned, but is still effective in introducing the s/l/m/ specialist into the planning stages at the inception of the process. The participants in this study developed and implemented several different models as they attempted to achieve this equal partnership.

Impact on Colleagues: Procedural Models

Probe 1: "What procedural models have you found to be helpful in planning collaborative teaching efforts and for charting students' progress or skills?"

To change teachers' perceptions of the s/l/m specialist's role in curriculum development, team teaching, and school enrichment programs, participants in this study felt that it was important to have a systematic approach or model for working with teachers, students, administrators and the community. As Doris stated in an interview with the researcher:

Teachers need to know that we listen to them--then put their curriculum plans into our programs. We need to do this in a regular, scheduled way so that our support of their skills and curriculum truly enriches their children's learning. Consistent expectations and follow-through programs are

necessary for students, (as well as beginning and experienced teachers).

A procedural model should be developed sequentially with guidelines or practices in each stage of planning, implementation and evaluation. In their support group meeting, they examined various published models, and several participants decided to test the T.I.E. Model, devised by Cleaver and Taylor (1983), described in Chapter II. Through talking-involving-evaluating, it "ties" together people, resources, methodology and action into a program of instructional development.

During a interview with the researcher Linda stated that she typically goes through specific steps of strategic planning. At the beginning of each school year she sends out questionnaires asking teachers to identify curriculum directions and resource needs for the coming year. Then she has conferences with all teachers to see the 'big picture' of curriculum plans ahead. With this in hand, she can approach individual teachers a week to a month in advance of a unit being taught. She asks them, "How can the library media center be helpful?" This may lead to support with resources or complete integration of materials and strategies to actually help co-plan and teach the project. She sees her role as one that complements the teacher:

We model teamwork for the students in the various roles we assume. I teach the use of information and resources while teachers are responsible for content of the whole curriculum.

Linda works with each class in its weekly scheduled visit to the media center "to complement, extend and enhance the classroom curriculum." She sometimes will co-teach sections of the unit or

introduce various research skills within the framework of the curriculum. She summarizes, "I am working closely with the teachers so that any library research skills taught will have a direct correlation with what is happening in the classroom." She feels that she should not be teaching the curriculum content; rather, she is a consultant to the teachers, who look to her to organize the research project and teach the information skills components. She is responsible for teaching the methodology.

When the library media specialist sees every student in the school each week and teaches every student during the course of each year, keeping track of individual research skills can be a very difficult task. Linda has been concerned about her ability to follow what children at particular grade levels have learned so that she can reinforce and build on these skills the next year. For example, third graders who understand alphabetical arrangement are much better prepared for independent fourth grade index searches and beginning research. To address this concern, Linda has developed an Apple data base computer program to itemize by grade level a whole year of library information skills instruction through curriculum projects (see sample in Appendix H). This also lends a form of accountability and credibility to her program because teachers and administrators can see in a graphic way what has been accomplished.

Ruth also felt that it would be important for her to "utilize a data-base record of high school library research skills instruction because it involves many classes across the departments." She has since put her "Library Skills Progress Chart" and her teaching units on the library's

computer (see sample in Appendix I). This was printed and distributed to staff. She emphasized:

Until everyone concerned can see the roadmap of progress, it may not occur to them that the media specialist facilitates the linkages and transference of so many skills throughout various subjects.

Collaboration is an underlying principle of Doris' procedural model, although she calls it simply, "good planning." Doris' planning, organizing and teaching skills are evidenced by her excellent record-keeping devices (see sample in Appendix J). She perceives that her role as resource person to teachers is "the basis for all of her work with children." Her main effort is to cultivate good relationships with teachers, she believes, and by working together they can see how everyone benefits. This also includes attending conferences and workshops with teachers so they put new ideas into practice together. As she observed about integrating her programs into the classroom curriculum:

We're always going to do what we can for the individual student, but for real learning, for acquiring tools to learn, teachers have to realize that what happens in the library is not separate from what they want for their students. It's not our own separate agenda, apart from their goals. What we can teach together is a very essential part of learning how to learn, how to study, how to evaluate sources of information. What we do has to be relevant. It isn't extra-curricular. Therefore, it has to be done with teachers.

Cognizant of curriculum units that are taught throughout the whole school, Gayle has been able to subtly coordinate curriculum areas by making sure there is communication among various grade levels. She

collects ideas from teachers in conferences twice each year and records this information on a master schedule sheet to distribute to everyone (see "Curriculum Planning" form in Appendix K). For example, a primary grade teacher recently came into the media center to find materials for developing a unit on the discovery and exploration of America. Gayle, knew that the fifth grade teachers would soon begin a unit on the same topic as part of an American history curriculum they had been teaching for several years. She arranged a meeting with all the teachers concerned, during which they found ways to share the common pool of library resources on explorers. Gayle encouraged them to introduce topics in the lower grades which could then be more fully developed in the upper grade's study without diminishing the students' enthusiasm by feeling they "had heard it all before." The three teachers also discovered new approaches by going into each other's classrooms to observe the units being taught.

In the end, all the children across the different grades worked together to help each other and to share their final reports or projects. Gayle helped both the students and teachers plan their learning activities and then worked with individual students on their projects in the library media center, reinforcing their research skills as they located information on their topics. She explained her reasons for being involved in co-planning so many ongoing curriculum projects:

I want to support learning not just by providing materials, but by helping teachers set reasonable expectations for children. Often kids come to the media center with projects

to do that are so difficult, specific or obscure that we have no materials at their level of comprehension. Then they are totally frustrated. So I try to help teachers and interns develop curriculum topics that will let kids themselves ask questions for which they can find appropriate answers and resources, and can understand or read for themselves. This is inquiry learning.

The above examples demonstrate how the participants in this study carefully thought out and planned activities with teachers so that curriculum projects would contain a scope and sequence of research and library skills instruction. This happened through a proactive interpretation of their role as resource person. They planned meetings with teachers, and they collected the necessary information pertinent to the needs of both children and teachers during these conferences. They provided the teachers with ample information (through data bases and curriculum coordination schedules), and they made sure that they kept track of grade level skills and needs so that they could introduce or reinforce certain skills the following year. Effective strategic planning does not occur by itself. Procedural models require hard work, careful planning, regular communication and leadership skills. Participants demonstrated these attributes throughout their curriculum development activities.

Impact on Colleagues: Team Teaching

Probe 2: "What are some specific ways we can encourage teachers to include media specialists in team teaching and instructional development so that our programs are integrated into the classroom curriculum?"

This area of investigation was very closely aligned with developing procedural models as it became evident that the two worked in tandem. For example, in her high school Ruth designed a comprehensive scope and sequence of research skills. These were integrated into the curricula of several departments. However, she knew there was more to integrating library skills than simply mapping out a chart. She stated, "Instructional design or development is a systematic approach to assist in the resolution of problems related to student learnings." She understood that curriculum comes alive through appropriate instruction, active participation and student inquiry learning. If she wanted the library skills to become an integral part of the curriculum, then she would have to participate at the initial planning stages. She made a point of sitting in on department meetings so that she could coordinate common objectives across disciplines. Then she began working with teachers one at a time, starting small and allowing positive enthusiasm set the stage for other teachers to become involved. She elaborates:

I worked with one teacher at a time, built up rapport with that person to set up a good program, fitting the library skills into one English course. Then that person's enthusiasm filtered to other people.

These were two educators working on common learning objectives for students, each bringing special skills and resources together through the curriculum.

During an interview with the researcher, Alice addressed concerns similar to the ones identified by Ruth when she talked about the initial

stages of her work with teachers. She described the care she took in choosing a teacher with whom she could work.

It had to be a colleague who was a respected public opinion leader in the school. Sometimes the innovators in a school are viewed with skepticism as people who will jump on the bandwagon of any new idea. They are not necessarily the ones to choose for promoting one's collaborative efforts. Neither are those teachers who are the last ones to be convinced of the merits of any new teaching strategy.

During an observation and conference with Gayle and Alice, Doris elaborated on the process that she used to develop inroads with her teaching colleagues.

Each semester I provide introductory sessions to acquaint all new teachers, interns and aides with my operational procedures, philosophy, services, and resources. At that time we discuss team teaching possibilities.

Informal contacts via notes and conversations in the teachers' lounge encourage spontaneity so that Doris can keep up-to-date with plans or interests staff may have but that they have not thought to formally share with her. She feels that joint planning with others is really the ideal situation, but she offered a caveat to the process, "It is quite time-consuming, and you can't be doing this very much with all the other things you're expected to do in the school." Further on in the interview, Doris describes the collaborative teaching/learning process that she feels is imperative to the success of her program:

The classroom teacher must be involved with the children in the media center, so they don't perceive a project to be

just library skills. A program must tie directly into children's needs relating to classroom curriculum and personal growth, and that means the teacher must be aware of what is being taught in the media center.

During an interview with the researcher, Alice described a team teaching project in a seventh grade literature unit on Jack London. It follows the T.I.E. Model recommendations for careful planning:

The teacher and I decided the objective was to teach students how to take notes and organize their information into categories. We both wanted to include careful modeling of the way these note cards should look. We were able to include all our objectives through careful pre-planning, and we had ongoing evaluation at the end of each session to see what the next steps should be. My first responsibility in this was to get the necessary materials. We then made samples of the note cards to give to each team. Because we were trying new strategies, the teacher and I had to spend more time on evaluation at each stage. It was a growth process for us. She said she recognized the value of our sharing and refining as we went along.

Gayle specifically described a curriculum project that she did in collaboration with fifth grade classroom teachers. The project was developed to integrate social studies and language arts through historical fiction (see sample "Project Planning Sheet" in Appendix L). Using the T.I.E. Procedural Model, she and the teachers planned special activities so that students were able to compare and contrast New England life of 150 years ago with their own roles and responsibilities today. Some of these activities included a treasure hunt to identify jobs and artifacts at a local farming history museum, a slide program introducing local historic sites that the children can visit, and hands-on projects (like spinning wool, making bread and butter, boot jacks and candles).

Utilizing the inquiry model of teaching, students and teachers kept this underlying question in mind: "What does our research tell us about life and work of people 150 years ago?" Gayle followed the T.I.E. model's evaluation process as she asked students and teachers how useful were the chosen materials and how she might be more helpful the next time. Teachers had the following comments:

- * It was a more interesting approach for students because it took history off the printed page and brought it to life.
- * I enjoyed having a colleague that I could watch teach.
- * I appreciated the time for reflection at the end of each lesson.
- * Collaboration gave us the flexibility to try new ideas that we wanted to try but couldn't because the planning took too much time for one person and the cost was too much for a single class.
- * It was a non-threatening environment in which to test inquiry learning.

In their evaluation students had these comments about the content of the unit:

- * Kids really had to pull their own weight to help their families live in 1830.
- * I first thought it must have been awful then, but I think they maybe were learning more and enjoying things more than we do.
- * Maybe it wasn't so bad, making your own stuff that you needed.
- * It was more interesting to have two teachers with us.

It is clear from these examples that the s/l/m/ specialists participated in the planning and development of classroom curriculum. They started carefully, cultivating colleagues with whom they felt comfortable, establishing a rapport, and creating a level of trust that would carry them through the initial planning to the implementation stage. In addition, they did not try to work with great numbers of people. They started small and worked to develop a style and climate that would foster respect and cooperation. Teachers' enthusiasm for the process enabled the s/l/m/ specialists to branch out and work with others in their school. They kept their focus on the curriculum but were always cognizant of its impact on children's learning. Doris summed up her feelings and those of her colleagues about their team approach in the following manner:

Teachers now recognize that we both have certain expertise in curriculum content and research/information skills. We complement each other.

Impact on Students: Cooperative Learning

What remains to be demonstrated in this section is how they instructionally worked with teachers. This is perhaps one of the most significant developments that occurred in the project, one that integrated the two major outcomes: Impact on teachers and impact on children. The cooperative learning model became the vehicle through which the media specialists developed instruction and worked with classroom teachers, provided activities which improved children's learning, and observed each

other. It was, in some ways the glue that bound the participants together because it provided them with a shared professional development experience and a process for increasing their impact on students' learning.

As was stated earlier, the s/l/m/ specialists wanted to work collaboratively with teachers to explore effective methods of instruction. Their endeavor to become better resource persons for students and teachers began a serious commitment of investigating, discussing and trying the methodology of cooperative learning. This interest grew when they read an article from Phi Delta Kappan shared with them by the researcher. The article by Smith (1987) describes steps through which students progress as they use specific group skills while working in content areas. Personal skills such as communication, collaboration and accountability for one's own behavior are directly taught, and these are equally as important as individual scholastic achievement.

When the six media specialists started investigating cooperative learning in 1988, it was relatively unknown in the schools of western Massachusetts. There was no communication network to find out where (if any) people were trying to teach with this methodology. In the absence of any formal training program, the participants agreed to begin locating, and sharing articles as a basis for discussion. Over a period of two years they read, discussed and tried various cooperative learning strategies. As they progressed with their learning, they set up schedules so that they could observe each other work with students. At various times, this also included observing collaborative planning efforts of classroom teachers and media specialists in cooperative learning lessons and team teaching projects. It contributed a new dynamic to their role of

resource person--that of peer coach, which was described in the Resource Person section of this chapter.

To understand the changes that occurred in the teaching style and philosophy of the s/l/m/specialists using the cooperative learning model, it is important to detail field notes and observations collected by the researcher. Changes that were sometimes subtle, more often dramatic, again focus on teacher impact and student learning. Participants demonstrated that they were willing to be risk-takers if the outcomes would benefit their students. Re-thinking their entire methodology for teaching research skills (as well as learning a new instructional model and implementing all of this over the course of two years) demonstrates a monumental commitment to professional growth, lifelong learning and student achievement.

In October, 1988, the researcher observed a cooperative learning lesson that Ruth designed for her high school students, which was based on the inquiry method of research. During the post-observation conference Ruth commented on cooperative learning methodology:

After teaching research skills for nineteen years, this is the first time I can honestly say I'm ecstatic about the results. I've never had such intelligent student questions. I think it was because they weren't threatened. They could see that other people sometimes encountered similar problems and got frustrated. The way they helped each other was incredible. This was the first time I've been really happy with the "Research Paper."

She continued on in the conference to describe what the research paper had looked like in previous years and the obvious improvement:

Too many students have learned that they are successful only when they regurgitate information. The temptation to copy passages from encyclopedias and other books seems like an easy way to fulfill the written assignment. In contrast, by working in learning teams, teenagers gained confidence to be risk-takers in a productive sense. They helped each other understand research techniques and the source materials.

In a later post-observation conference with Alice, the researcher asked her to comment on students' cooperative group skills. Alice stated:

Most high school teachers assume their students know how to work together, but this is not the case. It's not easy for these kids to suddenly be working in teams or pairs when they've always been told to work independently. They somehow feel it's cheating to help others. There's a lot of anxiety at the beginning. And sometimes a leader takes over immediately, saying to the others, "You do this and this and this...I'm in charge here!"

As a result of their interest in cooperative learning, the two s/l/m/ specialists at the secondary level formed an especially interesting partnership. Alice was very appreciative of the input from a supportive colleague whom she felt knew the difficulties high school students experience as they try to tackle library research. And Ruth enjoyed observing student teams at work in another high school media center. She felt it gave her a better perspective on the challenges her own students faced, struggling to balance the social skills process and academic subject achievement.

It is important to note how student centered these two high school media specialists are as they reflect on their teaching techniques.

Research skills and the inevitable research paper at the secondary level are aspects of a sequential library media program, but the focus on inquiry and student learning, rather than "regurgitation" is a direct correlation to cooperative learning methodology. For example, during one observation Ruth had the students describe to her what they thought different aspects of the research process were, while she wrote them down on the overhead projector. From the discussion, the rest of the class took notes to be used later by their cooperative teams as they actually did the searching and note taking in collaboration with each other. Previously, Ruth said she had given out "this beautiful packet of information for them to study, but they rarely looked at it." Now she feels they understand because they discover it themselves: "Seeing, hearing and writing--then they know it!"

Meanwhile, Linda and Gayle had agreed to begin trying the Slavin (1986) cooperative learning model called "Jigsaw II." This model requires that each group of four students has individual experts trained in some aspect of research skills and subject content. For example, one child becomes an expert on note taking, another on periodicals indexing, another on bibliographic form. Then each one is responsible for teaching the other members of the group his or her particular skill, as well as aspects of the subject being investigated.

Linda and Gayle agreed they also benefitted from watching each other at work with students because "it is helpful to see data recorded on the observation form." During one post-observation conference they began talking about the importance of the T.I.E. Procedural Model in:

...carefully planning with one's teachers beforehand and good communications on a daily basis throughout the entire project so that the teachers would know what to expect from the children and how long it would take to create a product.

They both agreed that without this prior communication teachers would become "impatient to see a concrete product, and this would throw students back into the habit of prematurely wanting to start writing something down, whether or not they understood it."

Upon completion of the project in the spring of 1989, the researcher asked each participant to respond to the following questions:

1. "How do you feel teachers have responded to your planning and implementing an integrated media program, as a team teacher or curriculum consultant?"
 - * Teachers recognize my role as a curriculum developer and initiator. I feel I have the ability to create an integrated unit or lesson using a variety of models. (Ruth)
 - * They [teachers] view me as a integral part of the teaching/learning process--the one who has expertise in information, research and inquiry learning. (Linda)
 - * All the faculty support my cooperative learning techniques in teaching library skills, and more are willing to involve me in their initial planning of units. (Karen)
 - * My team teaching is on a minor scale, but with the ones with whom I have been able to establish a good working relationship, it is going well. (Doris)
 - * Teachers have responded in the whole range, from enthusiasm to avoidance...depending on their own sense of self and educational philosophy. (Alice)

2. "How is your approach now different from your previous instructional strategy?"

- * I pay more attention to using a model and a systematic approach to planning integrated units that are often based on cooperative learning (Ruth).
- * I try to plan in coordination and cooperation with themes and lessons in the classroom now. Skills are taught in relationship to classroom curriculum. The library is less boring! (Karen)
- * Using the cooperative learning model has helped me to accomplish my objectives, to be more effective in teaching the research process. It gives students a more positive attitude about themselves and their work. (Ruth)
- * I have been introduced to modeling and better ways of encouraging the faculty to use me as a resource person, curriculum developer, and teacher of research or thinking skills. (Alice)
- * I have more self-confidence as a result of the support group, and I feel I can now introduce a new teaching process, such as cooperative learning. Teachers are more likely to accept me as a team member, rather than one who just gives advice with regard to materials. (Karen)
- * I'm meeting more often with teachers in advance of teaching their units, to plan and work together (Gayle)
- * I've found that communication in our planning stage is very important. It helps teachers learn the research process and clarifies expectations for both of us. (Linda)
- * Formative evaluation ensures success all along the way, so students can't fail. Team teaching gives us a chance to co-teach with a separate focus or expertise. I can tie different curriculum areas together through communication and collaboration. (Gayle)

In summary, the s/l/m/ specialists encouraged teachers to include them in the planning and instructional stages of curriculum development by using the following strategies. They:

- * Started with a respected colleague
- * Initially worked with small numbers of interested teachers
- * Allowed program success to attract new teachers
- * Kept teachers involved in the entire process
- * Focused their program objectives on student learning
- * Developed an instructional model that incorporated both students and teachers
- * Ensured student success through regular processing and formative evaluation
- * Became respected experts in an instructional area and shared that expertise in a non-threatening way
- * Increased their own self-confidence so that they would be viewed as equal team members
- * Had systematic ways of discovering, recording and disseminating curriculum plans

The data collected over the period of three years show that participants in this study were able to integrate their library skills programs into the classroom curriculum. In addition, they learned a new instructional model of cooperative learning so that they would be better able to effectively team teach with classroom teachers. This enabled them

to have an instructional impact on the teaching/learning process by providing students with both content and social skills.

The next section of this chapter will detail the work of the support group. This, too, demonstrates participants impact on each other and on teachers, as well as on student learning. Enrichment programs will be described, and the function of the support group in fostering growth and development will be assessed.

The Support Group

The support group was initially established so that librarians could work together to achieve the new "Unified Media" certification. From September, 1986, through January, 1987, its monthly focus was to create a forum for participant discussion and a vehicle through which training for the media specialist could be offered in areas that were needed to update their credentials and meet the new standards. An indepth description of this whole process is beyond the scope of this study. University courses and a practicum were included. It is important to note, however, that the media specialists gained enough personal and professional satisfaction from the experience that all but two opted to continue meeting and to carry on the support group format as they refined and expanded their role of resource person. One of the two school librarians who did not continue found it "too difficult to commute from my school to the meetings on a regular basis" (she lived one hour away). The second person was not employed as a library media specialist, and therefore, did not have a center of her own through which to work. Both of these original members

did express a desire to "keep in touch" and be involved more actively in the future. Doris summed up the feelings of the remaining participants when she stated, "We can bring such a wealth of collective experience to the group if we discuss issues and help each other solve problems."

The timeframe of the support group (as it relates to this study) lasted from September, 1987, through May, 1989. Two distinct periods can be identified over these years. First, new members joined the group, and a needs assessment was completed (see Appendix D). Second, workshops and training in cooperative learning were developed and carried out. This expanded the s/l/m/ specialists' role as resource persons because the training increased their ability to work with teachers in developing curriculum and instruction. Appendix M describes the timeframe for the entire project, as well as outlines the significant implementation points.

Initially, the s/l/m/ specialists' wanted to develop a process to build on their knowledge and skills so that they could become more successful members of teaching teams, designers of instruction and resource persons. The peer group strategy was based upon the process described by Bentzen (1975) which includes dialogue, decision-making, action and review. The s/l/m/ specialists voluntarily worked together on issues they considered to be important and specific to their situations. Change took place as people became more involved in directing their own professional growth, including planning, implementing and evaluating programs.

As was described in Chapter III, the format of the support group meetings was an adaptation of the Quality Circles model. Meetings were

organized according to these steps: identifying a focus for group work, discussing ideas to clarify interpretation, analyzing collected data, generating recommendations for implementation, testing ideas in school sites, and evaluating the effectiveness of the plan or program. The monthly meetings lasted approximately ninety minutes each, and the location rotated among the various members' media centers.

Support Group Focus

As was mentioned earlier, one of the most important aspects of the support group was the forum it provided participants to share ideas, describe model programs and give each other feedback--skills that enhanced their abilities to work as resource persons in their schools. What was generated during the support group meetings greatly expanded each person's repertoire of resources and techniques, as well as creating ownership for ideas that were adapted to their individual situations. As Alice observed in a conference with Ruth, "Each of us has her own perception of the role. As you go from library to library, each bears the distinctly personal stamp of the librarian." She reflected on the value of coming together to learn from each others' experiences, "This is why it's useful to get together and pool ideas. These people have developed so many tools and avenues!" Karen felt the same way. She expressed her appreciation for being included in the support group as a way to focus on improving her program and skills:

This is like a mini-internship for me and has immensely enriched what I do. I get so many new and creative ideas to go back and try. Being a part of a network of people who are all trying to improve their skills gives me confidence.

The support group became a forum for sharing through which the participants could explore ideas, problem solve, compare the results of applying solutions, discuss next steps and identify new challenges based on a shared vision. In short, it was a place where the role of s/l/m/ specialist as resource person could be defined. This was a cyclical process, as visualized in a diagram of the "Peer Support Group Process" (see Appendix N).

All the media specialists in the support group felt that to take their programs beyond the limitations of selecting, organizing, and making available books and non-print media they should have expert communication skills as teachers and as resource persons for colleagues. In light of this, the participants identified important issues they wished to address in ongoing support group meetings, as well as in individual peer observation and coaching situations (see Appendix D). Not all the topics were thoroughly dealt with in the three year period of this study. Several of the areas required sustained focus and some training, and they will continue to be on the agenda in future meetings. Others, such as cooperative learning training and peer observations, were accomplished during the timeframe of this study and are described in other sections of this chapter. The needs assessment (conducted as a brainstorming session in September, 1987) identified many issues and the following ones were decided upon through consensus:

Support Group Focus Derived from a Needs Assessment Based on the Three Research Questions

A. How can media specialists realize their role of resource person for teachers and each other?

1. How can we develop enrichment programs which draw upon ideas, resources, creative people and cultural diversity from within and outside the school?
2. How can we become resource persons as we work with colleagues--sharing ideas on paper and in practice?

B. How can media specialists integrate their programs and skills into the curriculum?

1. What procedural models have we found to be helpful in planning collaborative teaching efforts and for charting students' progress or skills?
2. What are some specific ways we can encourage teachers to include media specialists in team teaching and instructional development so that our programs are integrated into classroom curriculum?

C. How can a library media peer support group work together for Professional growth?

1. How can we share ideas and resources to develop effective problem-solving strategies and motivational programs in our library media centers?
2. How can we collaborate to learn an effective model of teaching which lends itself to the instruction we provide?
3. How can we share information about media which may be useful for instruction, program development and improve our own skills?

The first two questions have been addressed in other sections of this chapter. It is necessary now to address the third question to complete the description of this project. As was mentioned earlier, the nature of this research project requires that the data be viewed from both a hierarchical and parallel standpoint. No section of this chapter reflects the parallel aspects of this project better than the support group section does. The support group was present throughout this study. In fact, it was an integral part of the entire process for it provided the important ingredient of peer support as media specialists stretched their view of the role of resource person. It also worked as a clearinghouse for ideas and new programs, which in turn were tried by other participants in their resource person role. Thus, there was a continual sharing, exploring, implementing, refining and discussing of results. New things were tried, and through application in the different media centers the s/l/m/ specialists described the results and suggested alternate solutions during the problem-solving component of the support group meetings. This enabled other participants to gain information before they tried the idea in their own centers--a valuable and time-saving process.

It is important to define the role of the researcher as it relates to the support group. The researcher established the support group concept for the other participants in this project. For most of the three years, she took detailed notes and tape recorded each meeting. She typed these notes as meeting transcripts and sent them back to the participants so that they would have an ongoing record of what was discussed and accomplished. In addition, she called each participant a few days before the meeting to remind them of the time and place. She was the group

facilitator, but she did not influence the direction the support group took. She created an open climate which helped the participants set and accomplish their own agendas.

The researcher conducted a set of closing interviews in June, 1989. During these interviews she asked the participants to describe the attributes necessary for a support group facilitator. Their general responses are listed below:

- * Organizational skills which ensure that each meeting will be content oriented. We then feel as if the time has been well spent and are eager to return. Group leadership skills are also important. Each participant must feel as if she/he is an important part of the group. (Linda)
- * Openness, creativity, desire to keep up with the research in the field, energy, commitment to the role of the s/l/m specialist as teacher and curriculum initiator/consultant. (Ruth)
- * Knowledge of methods, good modeling of lessons, listening to others, and allowing everyone to share with graciousness, kindness and skill. (Alice)
- * Ability to set an agenda and keep discussion on agenda items; ability to get involvement of all members; ability to seek and receive input from diverse situations. (Doris)
- * Stamina to make sure all communications and meetings happen as they should; good listening skills so that topics under discussion are reflected back into the group for their input. (Karen)

Participants' responses indicate that they felt the researcher modeled the skills necessary to be an effective group facilitator. In addition, a close examination of these skills or attributes (openness, creativity, energy, commitment, stamina and organization) shows that they closely resemble

the same skills and attributes that Thomas (1979), identifies as those necessary to be an effective advisor.

Problem Solving Strategies

"How Can we Share Ideas and Resources to Develop Effective Problem-Solving Strategies and Motivational Programs in our Library Media Centers?"

Professional library journals are filled with suggestions for programs and materials to encourage reading. There is also a large selection of literature appreciation and enrichment products on the market, but these need to be examined and evaluated. The six s/l/m/ specialists felt that it would be worthwhile to share in the reviewing process then bring in the best items for the others to see (i.e., computer software programs, audiovisual media, periodicals, articles, etc.).

Karen reported on a new journal, School Library Media Activities, which she found to be very helpful for suggesting curriculum-related library skills and literature products. Another item she mentioned was The Web, (published by The Ohio State University) from which she had developed tall tales and Caldcott books units. She described ways she used the journals to incorporate ideas for creative thinking and learning activities into her library skills teaching. Two of the participants borrowed copies of these journals for examination and possible purchase. Sharing information and reviews about computer programs was another area to receive attention, and it is discussed later in this section.

Through reading articles about authors' visits to schools and hearing the other media specialists describe how successful such author workshops had been in 1988, Karen began investigating ways to develop a program of visiting local authors and illustrators. She wanted it to be a team effort in the planning and execution, and she felt the collaboration among the staff would be a great achievement. To that point, her teaming efforts had been hindered because of inflexible scheduling of classes and the fact that teachers did not accompany their students to the library during their free "prep period."

The other media support group participants offered her articles and suggestions for opening up dialogue with her principal and staff about allowing some unscheduled time for long-term projects in which she and teachers might team in planning and implementation. Karen was encouraged by the support group's help, and she talked with her principal and other faculty members about the possibility of doing a project. One article by Toor (1987), was especially useful in gaining her principal's backing to find a solution to the scheduling situation. The fact that five other people were helping Karen to grapple with this problem by giving positive support and ideas led her to conclude she had a just cause worth fighting to resolve. She remarked, "I don't feel alone when you people care."

Another participant elaborated on the problem-solving aspect of the support group. Linda reflected:

It has become a really coherent group of people who feel comfortable sharing their strengths and needs with each other. In the beginning we didn't know what to expect because we

had never had anything like this. We bring such a wealth of experience to the group when we discuss issues and help each other solve problems.

Sharing resources, problem-solving and working together as a team enabled the s/l/m/ specialists to expand their skills through the forum of the support group. As one participant mentioned, "Six people thinking about and working on a problem has enormous potential for our growth."

Motivational Programs

The s/l/m/ specialists found many ways to invite students into their libraries through the use of motivational activities. Alice has created a special room filled with resources of the Pioneer Valley. This is one of her many interests, and her enthusiasm has transferred to other people in the school. She describes the collection this way:

The Pioneer Valley Room has brought the community, the area's history and culture into the school. A lot of curriculum has been developed because we now have the resources to back up projects in art, history, literature and science that are based on local studies. We have a very valuable and exciting research tool in this, as well as a nice place for browsing or finding out about one's family or neighborhood.

Karen uses her bulletin boards to entice children into the library and get them involved with reading. She states:

My bulletin boards feature a skill being taught or a genre being highlighted. The display of books also has helped get kids excited about certain authors or types of reading we're studying. I get parents involved by asking them to read aloud the books borrowed around a certain theme I'm teaching [such as, friendship or explorers].

The media specialists may take a common idea such as bulletin boards and enhance it through creative planning and thoughtful presentations. Karen draws in parents through reading aloud books that help the children learn about a special topic or theme. Alice involves the community in the school through the resources of the Pioneer Valley Room. Linda uses her library each year to become the focal point for an all-school event. She describes her most recent "Earth Day" project:

This year we will have ten environmental experiences that different classes design, like a science fair, for a whole week in the library [acid rain, land fills, water cycles, cleaning the air, exhaust from automobiles, etc.]. It will become Planet Earth. To become a citizen of the earth students have to have their "passports" stamped at each learning station. They will then take the "Earth Day Pledge" and receive a badge. In this way they see the library as their own place, active and exciting.

The support group met at her media center to see first-hand the enormous effort she had invested in planning and executing the activities. Karen took many of the ideas back to her own school and reported they worked beautifully as an enrichment environmental focus in her media center.

When media specialists make their centers alive and exciting places to be and work, they view learning as active, not passive. Materials, activities and events are provided regularly so that students, teachers and parents are involved with the media center in a way that fosters growth and development.

Elementary and Secondary Collaboration

Although all of them had been actively teaching library skills by developing scope and sequence programs to target certain competencies at specific grade levels, it was mentioned by the two high school media specialists that their teachers sometimes hold the opinion that secondary instructional programs have little in common with elementary school methodology and functions. Through the process of the support group's sharing their various objectives and programs for teaching library research skills, the elementary and secondary s/l/m/ specialists began to see clearly that they are really trying to teach a continuum of skills. That is, the older students were building on the same inquiry process they had begun to learn in the lower grades. The only real difference between grade levels was the degree of sophistication. Ruth summed it up nicely, "We're all in the same business, aren't we?" The six members agreed that library media information and research skills must be integrated into the curriculum, and at the same time, students need to be able to take more responsibility for their own learning.

In the spring of 1988, the group decided to search out new ideas on effective instruction and learning models. They had been reading and sharing recent publications, such as those by Saphier and Gower (1988), The Skillful Teacher; Cleaver and Taylor (1983), Involving the School Library Media Specialist in Curriculum Development; and Callison (1986), "School Library Media Programs and Free Inquiry Learning." The importance of using these effective teaching practices was reinforced when Information Power was published by the American Library

Association (1988). These new national guidelines emphasized that the library media specialist should work with teachers to:

- * Jointly plan, teach, and evaluate instruction in information access and communication skills
- * Utilize a variety of instructional methods with different user groups
- * Incorporate information skills into the classroom curriculum
- * Use a systematic development process in working with teachers to improve instruction (p.39)

Cooperative Learning

"How Can We Collaborate to Learn an Effective Model of Teaching Which Lends Itself to the Instruction We Provide?"

Another area in which the support group functioned to help its members grow professionally was in providing a forum to learn new methods of teaching. All six media specialists planned ways to investigate not only models of teaching but also what current research says about the value of media programs in effective schools. This had implications for the ways in which they were beginning to see the expansion of their role as resource person--for students, teachers and each other.

The support group expressed a need to find better methods for helping students locate information, comprehend ideas, and then organize their thinking. They also found they were becoming increasingly interested in the possibilities of using cooperative learning as a vehicle for teaching these skills. Cooperative learning has been described elsewhere

in this chapter, and more description would be redundant. They did seek out a consultant who could train them in the basics of cooperative learning, and through the funding of a Commonwealth Inservice Institute grant, all six s/l/m/ specialists took a semester-long series of training workshops in the spring of 1989. They each brought with them two to four teachers from their various schools. These people formed support groups within the region, and they went on to receive more training the following year through various inservice or University courses. As a result of the beginning efforts of these six s/l/m/ specialists, more than 300 teachers and librarians have now begun to train in cooperative learning workshops throughout western Massachusetts.

Participants contributed the following additional comments during the researcher's interviews in June, 1989:

- * I feel that I can now introduce a new, accepted process such as cooperative learning. (Alice)
- * I try to plan now in coordination and cooperation with themes/lessons in the classrooms. Library media skills are taught in relationship to the classroom curriculum. (Karen)

The cooperative learning model was effective in helping s/l/m/ specialists integrate library skills within the classroom curriculum. In addition, it provided an opportunity for the media specialists to co-plan and teach with the classroom instructor. Both of these outcomes enabled the s/l/m/ specialists to meet their long-term goals: Impact on teachers through curriculum and instruction, and impact on children through instruction and enrichment programs.

Sharing Information about Technology

"How Can we Share Information About Media which may be Useful for Instruction, Program Development and Improve our own Skills?"

Another way the support group members said they wanted to work together was in the area of new technology. This is increasingly important as librarians need to access all types of information. Participants were especially interested in using media for teaching research skills, providing reference and bibliographic services, and for organizing management routines (material circulation, overdue lists, inventories and cataloging). Although the management tasks might seem to be mundane, it is important to note that time saved through the use of technology can be spent with teachers and students working in different instructional areas.

One of the outside readers for this research project had special expertise in the area of computer technology application. The support group had read articles that she had written in several professional journals and were familiar with her approach of teaching CD ROM and other new technology search strategies. She presented a workshop in western Massachusetts, and members of the support group were able to attend and talk with her afterwards. They saw firsthand how students were using the various kinds of electronic tools she described.

As a result of the interaction between the support group and a person who could answer their specific questions, three of the media specialists began introducing library computer programs and electronic encyclopedias into their media centers. It is a costly and time-consuming

undertaking, so it is tremendously valuable to have a good communications network among themselves. They were excited by her presentation and invited her to attend a support group meeting to speak about the possibilities of "distance learning," since she had piloted electronic networking with several school districts in Boston. For example, in one of her projects students worked on the problems of Boston's water supply and its pollution. This is of interest to students in the Connecticut Valley because their local Quabbin Reservoir supplies much of Boston's water. The support group saw exciting possibilities for collaboration between schools in these widely separate areas of the state through distance learning with video and computer technology. Gayle suggested this collaboration to her sixth grade teachers, and they began exploring ways of connecting the library media centers in western Massachusetts with those in the eastern cities around the topic of Massachusetts water.

Other support group meetings in 1988 and 1989 allowed time for Ruth, Linda and Alice to share their progress in adopting various sorts of computerization. They felt by carefully outlining the stages, a gradual transition to computerized library media centers had a good chance of becoming a reality. Representing various towns, the six participants helped each other locate documentation as to available library computer programs, the costs and the benefits in their area.

As an example of how this sharing within the support group helped the members see possible technology applications, in December, 1988, Ruth invited them to her media center to see the process and progress of computerizing her entire card catalog and circulation. Demonstrating the

stages she went through in order to make the transition to computers gave the others many useful insights.

Alice reported that she had received funding to install an electronic encyclopedia in her school. She introduced computerized periodical indexing and desktop publishing to her students in the spring of 1989, and has been pleased with the initial response. She also is putting her Pioneer Valley Collection on a data base index, which the other people have asked to examine when it's completed.

Linda and Gayle have been pursuing sources of funds to begin computerizing their elementary school media centers. They also plan to design a slide/tape introduction to InfoTrak periodical indexes for both of them have taken students to use this computerized system at the public library as part of their research units. They have discussed the idea of making class visits more valuable by first showing "preview" examples of what are the capabilities of computer searching. If this project proves to be successful, they would like to do a similar one based on the reference facilities at the University. They have already approached the librarians there about the possibility of taking students to visit in order to introduce even more sophisticated reference tools.

Much new computer software is presently being marketed for specific library needs or for teaching library research skills. The support group members felt they needed a forum for reviewing such programs. Sharing perceptions based on previews can prevent costly mistakes, which happen all too often as a result of ordering materials on the basis of published reviews or seeing them displayed at conferences. For example, Linda recently purchased a data-base program to help with endless

requests for bibliographies of materials on various topics. Her conclusion after several weeks of using this software was that, "It doesn't work as well as an adaptation of a program I already had. The speed of the operation, storage capabilities, annotations, sorting, and other requirements make the newer program a poor choice." The others appreciated her sharing this information so that they could look elsewhere for a bibliography program.

In another instance, Gayle had purchased an inventory program from this same company, and with it she had produced a satisfactory catalog. She demonstrated its use and recommended it for consideration as an inexpensive tool, "until a comprehensive computerized system could be installed." By this type of round-table sharing, the support group helped its members review a variety of new materials. They used their time and money more efficiently because of this collaboration.

The Outside Readers' Perceptions

The outside readers had very positive reactions to the type of work the support group was doing. Their remarks focused on the need of such a forum where they worked. One person commented:

There seems to be competition for funds or publicity among library media programs in my district, almost to the extent of not wanting to know of special activities or skills another person is developing.

Another reader felt her area desperately needed a good communication network. Although they had monthly departmental meetings, each person worked entirely on her/his own in terms of sharing teaching strategies. Three of the outside readers had no form of local or

regional network of peers with whom to work. They felt this support group effort should be initiated in many places throughout the state, since they were totally isolated from other professionals (except for attending conferences once or twice a year). Three of the outside readers came to visit members of the support group, two of them to observe for a day in various media centers. Their reaction was one of wishing to begin a similar program in their areas of the state.

Support Group's Evaluation

In the support group meeting, March, 1988, some of the conclusions about the collective experience of working together were expressed in these affirmative comments addressed to the question, "Does the support group meet your expectations?"

- * I have learned how to work creatively and do far more integration of library skills with the work of the classroom. Seeing other librarians and libraries helps a lot as well. I've been able to use teaching ideas, reproduce displays, and get good ideas on the mechanics of making life easier in running my library. It has been like a mini-internship for me and has immensely enriched what I do for children. (Karen)
- * The support group more than meets my expectations. It's truly a "support mechanism"--one that encourages individuals who see their role as a vital one in the educational process to share, encourage, teach and learn. We all, regardless of grade level focus, have learned from one another. (Ruth)
- * It's exciting to share a similar philosophy of the role of library media specialist, to learn about implementation, to get feedback, to critique one's own endeavors and projects, to become involved in peer observation, and to explore new methods of teaching. (Gayle)

- * The support group has been a good source of ideas. I have gained the most from the people in situations similar to my own. I'm not sure formal meetings need to take place monthly...quarterly would be better. (Doris)
- * It has provided opportunity for me to get many ideas for improving my work, via the meetings and visits to other libraries. (Alice)

Thirteen months later, in June, 1989, participants responded in the following manner to the question, "What type of support have you found to be helpful for your professional growth?"

- * Support in these areas have been very valuable and helpful: curriculum development and implementation; my role of teacher and resource person; cooperative learning; sharing articles to read of recent trends; learning about each librarian's application of these. (Alice)
- * I pay more attention to using a model and systematic approach to planning the integrated units that often are based on cooperative learning. (Ruth)
- * The exchange of ideas and encouragement has been extremely helpful to me. I also have more self-confidence as a result of the support group. It serves as a catalyst to explore new ideas and philosophies, as well as a forum for continued learning. (Linda)
- * I've found it exciting to see how my colleagues perceive their instructional role. Some ideas about what we can or should be doing have gradually changed over the past couple of years by the sharing we do in the support group. Everything good takes time to develop, even our own professional growth. I have learned a great deal from watching and listening. (Gayle)

The s/l/m/ specialists' support group met a total of twenty-four times in the course of this research project. During their last meeting they

decided to continue the group and set a date for their first session to be held in the fall of 1989. As they discussed the next year's agenda, they indicated they wanted to continue to explore the topics identified earlier. They acknowledged that they may add others in future needs assessments. It was noted that several topics which were isolated in their original "Needs Assessment" were difficult to deal with separately; many topics were interrelated. For example, peer observation was part of the support group functioning, as well as defining the role of the resource person for teachers and each other. Technology was also a part of instructional design and procedural models. Members agreed that they will continue building on the basic training they have had in cooperative learning. Computerization of their libraries will also be an ongoing focus for discussion and observations.

Analysis of Resource Person Role

"How can Media Specialists define and realize their role of resource person for teachers and each other?"

As was mentioned earlier in this chapter, the s/l/ m/ specialists wanted to expand their role of resource person and work proactively with teachers. Baseline data presented at the beginning of this chapter indicate that the media specialists began this project working with teachers and students in a reactive way. It is important not to place positive or negative attributes to proactive and reactive planning and implementation behaviors. The nature of most human service occupations dictates that at least part of a practitioner's time will be taken up with reactive decision-

making. The s/l/m/ specialists in this project accepted that part of their role. What they wanted to change was the way teachers and student viewed their role the rest of the time. There will always be emergencies, unplanned activities, and events that happen at the spur of the moment, but comprehensive curriculum integration and team planning requires setting aside time to allow collaboration to develop. This required the media specialists to become more overtly proactive in their resource person role, modeling the kinds of behavior that would interest at least some of their teachers in working with them as a team.

Research reviewed in Chapter II identifies characteristics, skills and outcomes that distinguish resource persons working in the field. An extrapolation of these attributes will provide a structure to base analysis of how effectively the s/l/m/ specialists achieved the role of resource person. According to Thomas (1979), Devaney (1974), and others, a resource person possesses the following characteristics:

1. Teaching experience.
2. An understanding of adults' and children's learning and a talent for relating theory to subject matter.
3. Confidence, leadership, and credibility in non-threatening style of interpersonal communication.
4. Continuing involvement in their own learning.
5. Personal clarity and confidence in their own values, and beliefs (p. 9).

A resource person demonstrates the following skills by being able:

1. To observe, analyze and document what is happening in a classroom or other educational setting.
2. To recognize the needs of beginning and experienced teachers.
3. To make good matches among teachers with similar interests and concerns; develop a network of support among these teachers.
4. To work productively with a group of teachers over a period of time and through several stages of development (p. 10).

These characteristics and skills are important in the development of the resource person; they contribute to the process and cannot be ignored. Equally important are the purposes or goals for a resource person which are justified by program results. These provide a much needed focus and outcome necessary for participants to have something for which to aim. In addition to the characteristics and skills identified above, the s/l/m/ specialists defined their role of resource person with an emphasis in the achievement of what Thomas (1979) refers to as "the purposes of advising." That is, definition is in terms of achievement of outcomes. The outcomes that the s/l/m/ specialists worked towards were: Impact on teachers through curriculum and instruction, and impact on students through program development and direct teaching of skills. Each of these factors will be utilized to demonstrate how the s/l/m/ specialists achieved their goals.

Characteristics of Resource Person

1. Teaching experience

As was mentioned in the participant profiles in Chapter III, all the s/l/m/ specialists actively taught their library curriculum skills. Ruth, was an English teacher before becoming a librarian and still is the head of the English department. Gayle has taught in high school English and has been a librarian at the secondary, the junior high and the elementary level. Linda has a teaching background at the high school level as do Alice and Karen. Doris has experience working at the elementary level. All of them bring a varied and rich background to the profession.

2. An understanding of adults' and children's learning and a talent for relating theory to subject matter

The nature of the job of library media specialist requires that the person be a generalist as far as subject matter and content are concerned. That does not mean that these people do not have strengths in a particular area of the curriculum. It just indicates that their work causes them to see the entire school curriculum as it is reflected in their media center and its use by teachers and students. This puts them in the unique position of being able to supply varied and interesting materials to support and augment the theory and content that is being taught in the classroom. To be successful at this, the specialists must be able to provide resources at different reading levels, interest levels and developmental levels for students of all ages. In fact, they must be thoroughly versed in their collection so that they can make a recommendation for just the "right book" or media item at the most appropriate point.

The s/l/m/ specialists in this project were always working at making the right match for teachers and students. As Karen stated:

My students are now more active participants rather than passive receivers of instruction. They can see the application to their classroom work because of the effort I've put into conferencing with their teachers to find out what the curriculum plans are. ...Adapting ideas from the "School Library Media Activities Monthly" journal, I can find ways to make classes more cooperative and more fun because it is an adventure together.

The ongoing reflection and evaluation of their programs enabled the media specialists in this project to "adapt ideas" and make the curriculum an "adventure" of inquiry learning to be experienced by their students.

3. Confidence, leadership, and credibility in working with adults, including an unobtrusive, non-threatening style of communication

The six media specialists were actively fostering improved communication with and among their colleagues. Doris noted that one of her keys to success was constant communication with the entire staff to make everyone feel comfortable and valued. When she worked with another teacher, aide or intern she tried to be very "sensitive to the ways that she could provide help without imposing her own agenda."

Conveying a warmth and genuine interest in each person as an individual, her style was to be proactive but not pushy or threatening. She stated:

You have to establish a relationship whereby you and the teacher come to understand what is necessary to make collaboration work. You're trying to help that person achieve goals that he or she wouldn't be able to do alone.

As they work together, the researcher observed that Doris encourages teachers to see their particular strengths, gain confidence in their teaching style and focus their energies on students. Describing her priorities, she believes that she helps other adults become more successful in their work with students by forming cooperative relationships as a result of frequent and supportive communication:

If I have a good working relationship with the teacher, the students are the ones who will benefit. What we do has to be relevant. If things come up spontaneously in your conversation, you can say, "Have you seen this?" or "Would you like to try this?"

At another school, Linda demonstrates her ability to cultivate professional relationships through team teaching and peer coaching. She and her colleagues coached each other while trying out new curriculum units on "Family and Cultural Traditions." These units were developed during an inservice course provided by visiting consultants. Linda's active involvement exemplified her conviction that other teachers within her school must view her as an effective teacher with special expertise:

I always ask how I can be more helpful. Teachers have to see that I'm adding to their personal knowledge, and I'm making things better and more interesting for them as professionals.

Gayle works at making peers feel more comfortable with her role by beginning a discussion on immediate concerns (individual students' needs, resources available, schedule coordination, etc.). Her teachers often continue into much bigger issues of style, delivery and management in the

framework of, "How can we do this better?" When asked, she helps teachers state what they themselves perceive is happening. This is more like "a friendly conversation" with the purpose of people helping each other focus on what works. Gayle's ability to help teachers move from the general to the specific demonstrates how she provides leadership by example. She visualizes where she is going in the relationship, and has confidence that she will be able to provide the necessary idea or resource. "How can we do this better?" intimates a shared decision-making process where two colleagues discuss ideas and develop strategies in a non-threatening way.

At her high school, Ruth develops her beginning relationships with colleagues through the discussion of materials and resources. For example, she and her science teachers recently developed a list of research topics for which she knew her library could supply adequate information. The dialogue which ensued gave each of the participants a better idea of how ideas can be developed and organized to support inquiry learning. The collaborative planning process prevented much frustration for students who in the past were given obscure or difficult subjects when there was an abundance of information on related or more important topics.

It is clear that the s/l/m/ specialists use different and varied approaches in providing leadership and setting a positive tone in working with their colleagues. An open style of communication and an ability to put themselves in the teachers' role enables them to create an atmosphere where trust and collaboration flourish. The descriptive data from observations and interviews show that by starting at the point where the

teacher is in the relationship and moving toward bigger issues later on, the process enables the s/l/m/ specialists to foster a non-threatening style of communication and peer interaction.

4. Continuing involvement in their own learning

The participants in this project are actively involved in ongoing professional development. They are members of the State and National Associations of Media Specialists and also attend other conferences both as participants and presenters. For example, Gayle presented at the 1987 Children's Literature Conference at the University of Massachusetts. She and Linda made a joint presentation on cooperative learning at the 1989 Massachusetts Association of Educational Media, and Ruth presented at the same conference. They are recognized by peers within the State as well as internationally, Gayle presented at an education conference in Montreal, Canada and was visited in Amherst by Canadian administrators who had met her in Montreal and expressed interest in seeing her program in action.

Another pertinent example provides amplification to the support of lifelong learning. The new Unified Library Media Certification Standards for Massachusetts contain the proviso that librarians currently working in Massachusetts may be grandfathered under the former certification law. This means that project participants could have retained their librarian certification without having to subject themselves to the more rigorous standards required by the new law. Nevertheless, these librarians chose to devote two years (including many after school meetings and course work) to achieve the new certification. This alone demonstrates their

involvement with lifelong learning, but their commitment did not stop at this point. Instead, their positive work together to achieve the new certification enabled them to see the importance of peer support. This led them to the idea that a support group for sharing ideas and learning new instructional strategies would be an excellent vehicle for increasing their knowledge base. These strategies are described in the support group section of this chapter. Thus, the participants were and are actively involved with learning. Their modeling of this process provides a positive example to the teachers with whom they work.

5. Personal clarity and confidence in their own values and beliefs

The project participants demonstrated this characteristic through their actions. The s/l/m/ specialists were constantly striving to motivate and entice students into the learning process. They valued books and the knowledge that go along with this source of communication. The following examples demonstrate their energy in searching for the "right hook" to get students to share the same joy that they have for books and non-print materials. Beliefs in curriculum development (including involving children in the act of reading , motivating them to choose quality books and enticing non-readers to invest in the process) translated into observable behaviors in the different media centers.

Linda wanted to explore better ways of having children select appropriate reading materials for their individual reading levels. She wished to heighten their interest in new and unfamiliar material and to find creative methods for motivating middle grade students who have

difficulty selecting books or non-print media at their interest or comprehension level:

They are just past the beginning-to-read stage but haven't yet the confidence to attempt more challenging, longer chapter books. They tend to float back to the easy-reading books they knew and loved as young children. It is still a struggle to find just the right hook to get children to pick out something on their own.

Through the process of grappling with this problem, Linda received suggestions from other project participants, including the following two examples that she implemented in her library. She invited older children from other classes to come in as advisors for the younger ones. Some of these children did short book "sales-talks" to advertise their favorite authors or illustrators. Another example involved using video tape to record students' ideas during these "sales-talks" and show them to other students during their trips to the library. It was a way of adding multimedia excitement to the literature collection. Ruth also felt that the high school book reports could be made more exciting if they were put on video tape and computer indexed in a data base. Others might then be able to retrieve information about specific books (reviewed or presented by fellow students) to see if they were interested in reading them.

The above section details how the participants in this project demonstrated the characteristics that Thomas (1979) identified as being salient to the role of resource person. The next section of this analysis documents how the participants learned or refined the skills associated with the role of resource person. As was mentioned earlier, the project participants initially viewed their role as one that included working

cooperatively with teachers. This was generally achieved, however, more after the fact than as an equal partner from the inception of a curriculum idea. That is, the teacher planned and developed the curriculum unit and then consulted with the media specialist as to what resources were available to support the finished product.

What was new and different for the library media specialists was the obvious need to become far more proactive in the planning stages of the curriculum unit, offering instructional methodologies and insights. This necessitates that the s/l/m/ specialist be involved as an equal partner from the beginning of the project. It represents a redefinition of their role, moving from assistant to equal partner in the teaching/learning process. This is the area in which the participants desired practice and feedback.

Skills of the Resource Person

1. Observe, analyze and document what is happening in a classroom or other educational setting

The s/l/m/ specialists worked at getting around to observe each other as often as their schedule and their building administrators would allow. The researcher, observed and conferenced with each participant three to five times. All participants found this peer coaching component to be very valuable. The process of observing and conferencing with the participants provided them with feedback on their cooperative learning lessons. In addition, it removed some of the isolation that they felt (either being the only librarian in their district or the only librarian at a particular level). Ruth sums up her feelings in the following way:

Since I'm the only library media specialist in my high school, having the other people from the support group come to observe and conference with me has been wonderful....This sharing has made a difference in the way I design my teaching sessions now.

Doris continues with this same idea of ongoing help, and also brings the focus of her students into the discussion:

When we are team teaching and sit down to evaluate each lesson, we discuss what we saw happening, how to make it better, how each of us can improve, and how children responded.

Gayle adds another important dimension to the process--observable, objective data collecting. She describes how valuable her teachers have found this skill:

We ask each other for candid responses as well as what we see happening with the students. It really involves a lot of trust and desire for honest data recording, but my teachers have thanked me for that effort, saying it has been very helpful having "another set of eyes" in the class.

The participants developed a positive level of trust with each other and their classroom teachers that enabled them to carry out peer observations in a non-threatening, growth-oriented way. Their feelings about the process are evident in the above comments. Although not initially being comfortable with the peer observation process (wanting more training, and time to practice it), they did realize the potential for improving their instruction and receiving feedback from someone else who "knows what our role is supposed to be."

2. Recognize the needs of beginning and experienced teachers

The s/l/m/ specialists were able to effectively recognize and meet the needs of experienced teachers, as well as teachers new to the profession. In some ways, new teachers were easier to work with because they did not know the media collection or school practices so tended to depend more on the participants' recommendations. Doris describes one of the major concerns that media specialists have with teachers who pre-plan activities without consulting them:

Unfortunately, ...teachers spend a lot of time dreaming up projects for their students to do [involving the library]. Then they come in and announce what they've got planned. It's all done, they think, and yet I can see ways it could be better if we had planned it out together.

This concern is shared by all the media specialists and was one of the contributing factors in helping them to re-evaluate their resource person role to one that was more proactive. Pre-planning with teachers better meets both the teachers' and the media specialists' needs. Linda describes her changing role in working with teachers' needs as follows: "They see me as a confident, skillful teacher who has ways of making their teaching more interesting."

The s/l/m/ specialists' role within an educational setting is designed to meet classroom teachers' and students' needs. Teachers view the library media specialist as someone who is there to help them--a person to be used when she or he is needed. The participants in this project were able to shift that perception from reactive to proactive by

creating an atmosphere of trust, providing instructional options and integrating resources within the classroom curriculum. Thus, they were better able to effectively meet their teachers' needs because they were providing skills, resources and materials at the initial stages of planning, and through an integrated approach to classroom curriculum. This created a greater impact on student learning with more follow-through so that all participants in the teaching/learning process experienced success.

3. Make good matches among teachers with similar interests and concerns

The position of library media specialist is one that is uniquely situated within a school environment. They come in contact with all children on a regular basis and teach specific skills to children at each grade level. In addition, they are able to see (through teacher requests for books and materials) what curriculum areas or enrichment activities are being planned throughout the school. The nature of the media specialist's role tends to identify itself more easily with reading/language arts and social studies curricula, although science, math, and health are natural media center activities. Therefore, it is not surprising to see that the media specialist's impact (as far as coordinating the use of resources and materials, making matches across grade levels and linking teachers with colleagues who share similar ideas) was primarily in the curriculum areas of social studies and language arts.

As was described earlier in this chapter, Gayle was able to coordinate teachers and resources for an American history unit that enabled students at both grade levels to experience success. In addition, she had the teachers work together so that they became resources to each

other. This became an example of turning what could have been a negative experience for teachers and students (because of the lack of appropriate reading materials at the earlier grade level) into a positive and growth oriented one for everyone involved. Similarly, Linda's all-school "Art and Form of the Book" project, Karen's Authors' program and Alice's use of community resources to augment the health curriculum demonstrate positive ways in which the participants in this project linked teachers, students and community resources to each other.

4. Work productively with a group of teachers over a period of time and through several stages of development

Participants in this project successfully demonstrated this skill in two ways. First, through working with their classroom colleagues. Second, through working with each other in the support group. The media specialists were actively involved with this project for three years. In fact, some members who continued on after they had gained the new Unified Library Media Certification (and are still meeting with the support group) are close to a four year commitment. This alone would fulfill the above requirement. However, it is important to note the commitment they had to other aspects of the resource person role. The media specialists determined through their Needs Assessment that they wanted to learn a new model of instruction that would help them work with teachers and integrate their library skills into the classroom curriculum. The sharing of articles and other materials helped the participants focus on the cooperative learning model as an appropriate instructional vehicle to achieve their purposes. Much time, energy and work went into learning this model and the subsequent demonstrating of it for classroom

teachers. The s/l/m/specialists observed and conferenced with each other and with teachers who were trying to implement it in their classrooms.

As the media specialists and the teachers refined their skills and provided each other with ongoing feedback, they felt more comfortable with the process. Alice states her feelings about working with teachers the following way:

We're freer to be risk takers because of our realization we're both trying new strategies refining and reviewing our collaborative efforts on a daily basis.

She adds the following comment concerning their growth: "I think these teachers appreciate the chance to be involved with their own growth because of the support we give each other."

Gayle describes her sense of challenge in being involved with a new learning experience:

I feel a real sense of challenge and accomplishment to be learning a new model that I can share with confidence. Teachers are eager to find out about cooperative learning, and many are seeking me out to get some sort of training.

The s/l/m/ specialists established a long-term commitment with their teachers. By investing a considerable amount of time and energy in their own learning, and then training their colleagues in the same process, they modeled professional growth and development in the highest terms.

The second way the participants demonstrated working through several stages of development was in their own support group format. As was mentioned earlier, the support group provided the participants with a

forum for sharing information, ideas and software evaluations. The collegial rapport that developed among the six participants enabled them to interact at a much higher level. Alice comments on the sharing aspect of the support group interactions:

I feel encouraged by sharing with other media specialists who know what we're trying to do as we talk about new strategies, then try them and come back to discuss how it has gone.

Karen describes how the support group help and encouragement enabled her to try cooperative learning:

It is a real support group in the sense that the discussions give me a lot to think about trying. I would not have tried cooperative learning without the encouragement and support of everyone.

Finally, Linda describes how the group gave her the confidence to work with classroom teachers:

Working in this group gave me confidence that I could suggest new strategies and learning models to teachers.

The data clearly show that the participants in this project worked productively with each other and with classroom teachers over a number of years. This enabled them to learn and implement cooperative learning, and then model the appropriate behaviors for classroom teachers. They demonstrated productivity through several stages of growth and development.

Data from this research project demonstrate that the s/l/m/ specialists learned and modeled behaviors that are identified in Chapter II

of this study as those of a resource person. In addition, the media specialists refined these behaviors so that they would be viewed by teachers and students in a proactive way. This is an important aspect of the study because it places the media specialists in a role that enables them to participate in the initial planning stages of lesson design. Data from their planning and working with teachers will be analyzed in the next section of this chapter.

Analysis of Integration into the Curriculum

"How Can Media Specialists Integrate Their Program and Skills into the Curriculum?"

As was mentioned earlier in this chapter, the s/l/m/ specialists wanted to be actively involved during the pre-planning stages of the classroom teacher's curriculum units, especially those that could involve inquiry learning and library research skills. They viewed this involvement as one of the ways that they could change their resource person role from reactive to proactive. To accomplish this goal, the media specialists identified two specific needs:

1. To determine what procedural models are available to help them plan collaboratively with teachers.
2. To develop strategies to team-teach with the classroom teacher so that programs are integrated.

Through the support group format, the media specialists reviewed available research on procedural models and effective instruction. They

decided upon trying a specific procedural model (T.I.E. Model) for collaborative planning, and the cooperative learning model for skills integration and team-teaching. The data to address these two questions have been presented elsewhere in this chapter. However, it is important to develop a composite picture of the media specialist working with the classroom teacher from start to finish.

Ruth describes how she collaborates with teachers beforehand and then team teaches with them as the unit is being developed:

To integrate the library into the classroom, I examine copies of all the departments' curricula, walk around in the day to see what's happening, and in general, try to be tuned into the units developing. When the science teacher gives out a research assignment, it's based on topics we have jointly decided the library has enough resources to support. I help him refine the topics to include some of our best references. Then we both introduce the materials and the strategies for using them.

Gayle describes a similar process as she works collaboratively with her teachers:

Just recently the three 5th grade teachers and I decided to teach a research unit, based on 19th century U.S. life. Using the T.I.E. Model, we all met to talk about how large a scope it should have, our expectations, schedule and responsibilities. Then I gathered resources... we got together again to see what direction we might take. ...I did the initial instruction to get the framework of research skills in place, but within the first session students were working in teams.

Linda follows a similar pattern but adds an additional piece by structuring in advance the team teaching aspects of the assignment. She elaborates:

I teach process; teachers teach content. In a recent project we wanted students to choose their own topics. I pulled resources together so that we could set objectives. We decided on the structure of who would do what in advance of team teaching the students. We really modeled teamwork for the students in the various roles we took. I taught the resources and use of information, while teachers were responsible for the content of the finished writing product.

An analysis of the data presented throughout this chapter shows that the s/l/m/ specialists actively changed their perceived image (from reactive to proactive). Examples clearly describe a person who gets out of the library, meets teachers on "common ground," such as, during lunch breaks, or in the teacher's classroom or after school. The proactive media specialists listen for teachers' needs and provide information and resources in a non-threatening way. They are willing to risk being observed by their colleagues, and they actively model the skills and behaviors (for students and teachers) that are necessary for team-teaching and cooperative learning to work effectively. By identifying resources through pre-planning sessions, they have additional impact on the teaching/learning process. The media specialists are keenly aware of the need to provide resources (both print and non-print) for children's different developmental levels. Thus, they can influence the classroom teacher into choosing a more appropriate research project based on the materials that

are available within the media center. All of these attributes and skills have been documented throughout this chapter.

Participants in this project changed their students' and teachers' perception of their role within the educational setting. However, success in this venture would not have been as dramatic had there not been the encouragement available through their peer support group, and an analysis of the data collected during these meetings follows in the next section of the chapter.

Analysis of Library Media Peer Support Group

"How Can a Library Media Peer Support Group Work Together for Professional Growth?"

As was mentioned at the beginning of this chapter, the nature of this research project requires that the data are viewed from both a separate and integrated standpoint. Thus, the presentation and analysis of data have been demonstrated in separate sections. Now, it is important to tie the two preceding pieces together through an analysis of the support group.

The support group existed throughout the entire project. In fact, it was established for the participants to achieve the new media certification prior to the start of this study. However, it provided them with such positive feelings about sharing and talking with peers that it became a natural vehicle through which meetings occurred as the research project began. In a very real sense it provided the support necessary for the s/l/m/ specialists to try the new behaviors necessary for them to re-

define their role and become a proactive resource person. Alice describes the process this way:

I feel encouraged by sharing with other media specialists who know what we're trying to do as we talk about new strategies, then try them and come back to discuss how it has gone.

Karen continues along in the same vein, "It is a real support group in the sense that the discussions give me a lot to think about trying." She adds an important point about follow through and peer support, "I would not have tried cooperative learning without the encouragement and support of everyone." Linda echoes Alice's point concerning peer support, "Working in this group gave me confidence that I could suggest new strategies and learning models to teachers."

Gayle describes how the support group has removed her feeling of isolation because of sharing and talking with peers. Specifically, she states, "There is such a comfortable level of sharing and group communication. We know we are all learning a new way of working, and we support each other's efforts." Doris continues in a similar fashion and adds how valuable the sharing of ideas was to her, "I find that I can always come away from our support group meetings with at least one thing I can put to use. It helps to hear other people and to look at the things they use."

The peer group provided the participants with the mechanism necessary for them to try new ideas, get feedback, share resources, discuss instruction, develop proactive plans and ideas, learn new models of teaching and develop peer observation skills--all within a supportive

environment. For Karen, the collegiality provided impetus necessary for her to continue with cooperative learning. In a very real sense, the s/l/m/ specialists became empowered through their interaction. Their vision of a new role for the library media specialist grew out of their work together in this group, and in fact, became institutionalized within that structure. Thus, to some extent, everyone had to be successful for the group to be successful. This powerful group process supports the ongoing staff development and professional growth literature that passionately speaks to the importance of peer support within an educational setting.

The final piece needed to complete the analysis section of this chapter is one that looks at participants' growth from the inception of this project in 1987 to its completion in 1989. This is discussed in the ensuing section of this study.

Participants' Growth as Resource Persons

It is important to note that this project did not specifically set out to measure participants' growth over the course of the study. However, pre and post questionnaires did reveal some pertinent data to the overall impact of this study. In 1987, participants were asked the following question:

How do you view your role as resource person with regards to teachers, students and other media specialists?

In 1989, participants were asked a follow-up to the above question:

How did your view change because of your participation in this project?

Answers to these questions were tabulated and appear side-by-side in Appendix O. The growth that occurs with regards to the s/l/m/specialists' role in interacting with teachers, students and other media specialists is outstanding as defined by the criteria established in this study by Thomas (1979). In addition, the s/l/m/specialists' growth and development through peer support and cooperative learning is evident in the significant impact that their work has had on teachers and students. It is tremendously important to note the growth that has occurred in their view of themselves. They are truly empowered individuals who see them-selves as equal partners in the teaching/learning process.

Summary

This chapter has presented the data gathered by the researcher through questionnaires, field observations, interviews and group discussions. The data have been presented to address the three research questions that provided the structure for this study. In addition, an analysis of this data has been done to reflect upon project outcomes. Final results and conclusions, along with implications for further research will be addressed in Chapter V.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This research study has documented the efforts of six school library media specialists as they worked to redefine their role of resource person for teachers, students and each other. Specifically, the study identified how the media specialists changed their role from a reactive and somewhat passive one of providing materials and library skills instruction when requested by teachers and students to a proactive and energetic one of co-planning curriculum units and team teaching with classroom teachers. It is important not to attach negative attributes to reactive and proactive behaviors. Although members of the helping professions experience times when it is necessary to react to certain situations, the media specialists wanted to decrease these reactive times and increase their proactive involvement in planning and teaching so that library research skills would become more integrated within the classroom curriculum.

The redefinition of the role of s/l/m/ specialist is supported in the professional literature by the American Library Association's new publication Information Power (1988). These national guidelines emphasize that the professional should work with teachers to:

- * Jointly plan, teach, and evaluate instruction in information access and communication skills
- * Utilize a variety of instructional methods
- * Incorporate information skills into the classroom curriculum

- * Use a systematic development process in working with teachers to improve instruction (p.39).

Although Information Power came out after this study was underway, the guidelines and recommendations have been addressed by the participants in this research project. Information Power, as well as other national reports on the role of the library media specialist, support a new and proactive view for media specialists. These closely resemble the attributes, characteristics and behaviors identified by Thomas (1969) and are utilized by this researcher to determine participants' success at achieving their role of resource person.

The duration of this project was three years: 1986-1989. During that time, the work of four elementary and two secondary s/l/m/ specialists was documented. These people changed and became more proactive in their role. They created a twofold impact on the teaching and learning process: Impact on teachers through curriculum and instruction, and impact on students through program development and direct teaching of skills. The following three research questions guided the purpose of this study:

- A. How can media specialists realize their role of resource person for teachers and each other?
- B. How can media specialists integrate their programs and skills into the curriculum?
- C. How can a library media peer support group work together for professional growth?

Methodology

The researcher used case study methodology to provide the framework for data collection, which included observations, document analysis, interviews, pre and post questionnaires. In addition, all individual and support group meetings were audio taped; the researcher transcribed the conversations and returned them to the participants so that they would have an ongoing record of the proceedings. Project participants observed each other and were observed three to five times by the researcher. Six outside reviewers (s/l/m/ specialists from across the state) read the reports of support group work to provide comments and an unbiased view of the process. All analyses and conclusions were shared with the participants so they could comment on perceptions they felt were not justified by the data or through their particular behaviors. Finally, the researcher was part of the project. She acted as a participant observer and documented her own behavior as she did others in the study. Implications of being a participant observer in a study of this length with a select group of people will be discussed later in the support group section of this chapter.

The ethnographic methodology revealed a complete view of the realities of media specialists working to achieve an enlarged role of curriculum consultant, expert teacher and resource person for students, teachers and each other. Through a triangulation of strategies, a comprehensive gathering and analyzing of data provided a realistic presentation of the three research questions (and their subsections) which guided the purpose of this study. These propositions and their sub-

sequent prompts will be used to present the results and conclusions of this study.

Results and Conclusions

Results of this study indicate that the participants were successful in becoming proactive resource persons. Results also indicate that there was a substantial amount of growth that occurred during the three year duration of the study.

Resource Person Role

"How can media specialists realize their role of resource person for teachers and each other?"

1. How can they develop enrichment programs which draw upon ideas, resources, creative people and cultural diversity from within and outside the school?
2. How can they become resource persons as we work with colleagues--sharing ideas on paper and in practice?

Results of this study indicate that the s/l/m/ specialists changed their role of resource person from reactive to proactive in the following ways:

- * They pre-planned curriculum units with classroom teachers.
- * They team-taught lessons which integrated research skills and classroom themes and content of the curriculum.

- * They developed and brought to their schools enrichment programs (such as workshops by authors, illustrators and storytellers and whole-school projects).
- * They utilized parents and other community members as resources to enrich curricula offerings in their schools.
- * They developed objective, data-collecting techniques for peer observation and conferencing and shared ideas in a non-threatening way.
- * They collaborated to generate activities and methodology that enhanced their roles as proactive resource persons.
- * They wrote grant proposals to provide special resources and activities (often sharing these with each other).
- * They developed a base of support within their schools.

By working together to design and promote special programs, these six media specialists demonstrated a dimension of their role as resource person within their schools and larger community. They helped to provide uniquely enriching experiences for students and teachers.

Integration into the Curriculum

"How can media specialists integrate their programs and skills into the curriculum?"

1. What procedural models have they found to be helpful in planning collaborative teaching efforts and for charting students' progress or skills?
2. What are some specific ways they can encourage teachers to include media specialists in team teaching and instructional development so that

their programs are integrated into classroom curriculum?

Results of this study indicate that the instructional and procedural models the s/l/m/ specialists developed and used facilitated collaborative planning and teaching. Specifically, they employed the following models to co-plan and team teach library research skills based on classroom themes or units:

- * T.I.E. Model (talking, involving and evaluating) devised by Cleaver and Taylor (1983)
- * Locally developed models based on conferences, peer observations, collaboration with classroom teachers and long-range curriculum planning
- * Data base programs to document (by grade level or subject) library information skills instruction
- * Inquiry Model of teaching, adapted by Callison (1984)
- * Cooperative Learning Model and strategies developed by Johnson and Johnson (1975), Slavin (1986), Kagan (1989)

In addition, the s/l/m/ specialists demonstrated behaviors that made possible the instructional integration of their library research skills into the classroom. Results of this study indicate that the media specialists used the following strategies and behaviors to encourage classroom teachers to include them in the planning and instructional stages of curriculum development:

- * Started with a respected colleague and worked with small numbers of interested teachers

- * Built enthusiasm through program success
- * Kept teachers involved in the process and focussed objectives on student learning
- * Became respected experts in instructional areas and shared that expertise in a non-threatening way
- * Increased their own self-confidence so that they would be viewed as equal team members
- * Had systematic processes for discovering, recording and disseminating curriculum plans
- * Modeled effective teaching and learning behaviors for students and teachers
- * Articulated and demonstrated their own values and beliefs with clarity and confidence

Each of the library media specialists in this study worked with teachers on specific curriculum projects, which necessitated having strategies for coordination at many different levels. While recognizing the importance of "touching everyone," they all admitted they limited their intensive work to one or two teachers at a time, simply because of the realities of their many other management responsibilities.

Support Group

"How can a library media peer support group work together for professional growth?"

1. How can people share ideas and resources to develop effective problem-solving strategies and motivational programs in their library media centers?

2. How can they collaborate to learn an effective model of teaching which lends itself to the instruction they provide?
3. How can they share information about media which may be useful for instruction, program development and improve their own skills?

Results of this study indicate that the s/l/m/ specialists successfully worked together to achieve professional growth. In fact, the support group process was an extremely rewarding one for all participants. It provided them with the collegial network that they needed to feel secure with their new role. Results also demonstrate that the kind of professional sharing of resources, activities, reviews of media and computer technology that occurred during support group meetings presented the participants with new ideas, which were implemented in different media centers and which saved effort through the division of labor. This time and energy was then spent working with teachers and students. Specifically, the results from the support group section of this study indicate that the participants:

- * Shared resources, activities, reviews of computer software programs, technology and theoretical information on the teaching and learning process
- * Utilized a quality circle model for group process
- * Used problem-solving techniques to help colleagues
- * Implemented the cooperative learning model of instruction
- * Worked collaboratively with teachers and each other

- * Developed and shared motivational techniques for curriculum integration
- * Had an impact on teachers through curriculum and instruction
- * Had an impact on students through program development and the direct teaching of skills

Analysis of the Results

An analysis of the case study data provides a composite profile of a proactive s/l/m/ specialist resource as person, assuming an important leadership role within the school: Someone who connects people and ideas to curriculum and instruction; a person who is in the unique position to network with community, educational and cultural institutions and the school to provide valuable resources and professional development programs for oneself and classroom colleagues; someone who can see the "big picture" of a school and coordinate people, programs and materials to benefit students. To accomplish this, the s/l/m/ specialist must be non-threatening and have excellent communication skills, must be organized, creative and able to model behaviors that maximize program development and learning objective, must be able to work with peers over a long period of time, and must be able to recognize the needs (intellectual, physical and emotional) of teachers.

The support group component of this project contributed a significant amount of data to the overall study. It is important to recognize the role of the group facilitator and to see what characteristics and skills that person modeled for the participants. In this study, the

researcher was also the support group facilitator. There was a vested interest in the success of the project, and the researcher took a leadership role in scheduling times, dates, places, keeping and transcribing minutes, and setting the agenda at the start of each meeting. In addition, she conducted the needs assessment that provided the focus for the whole project. Descriptions were a result of the researcher's immersion in the same professional growth activities as the other participants.

As a participant observer, the researcher took care to ensure that the support groups' work emphasized a practical orientation rather than theoretical. The participants expressed appreciation and satisfaction with the job-embedded training, activities and support; it was more of a self-instruction, school-based project which helped them accomplish their own objectives.

The creative ideas that the participants generated during support group meetings sometimes had the tendency to lead the group in directions that were different than the initial three research questions. That is, the researcher's agenda did not always match the agenda of the support group. It is the researcher's belief that it is difficult to serve in the roles of group leader and project coordinator, peer, colleague and participant observer. However, by maintaining a stance of both detachment and personal involvement, she was able to examine the subjects' perceptions in a way that reflected an accurate understanding of their experiences and ideas.

Conclusions and Recommendations

Several conclusions may be drawn from this study of six school library media specialists. As this project involved a limited population, generalizations are kept to a minimum. From the settings and participants described in this study the final conclusions to be drawn are:

1. The s/l/m/ specialist working as a proactive resource person can significantly impact the teaching and learning process.
2. Library research skills can be successfully integrated within the classroom curriculum.
3. Co-planning and team teaching curriculum units allows the media specialist and classroom teacher to assume complementary instructional roles (subject area and the research process).
4. Cooperative learning is an effective instructional model for team teaching library skills, subject content and social behaviors, as well as an inquiry learning process.
5. Library research skills have more impact on students' learning when the classroom teacher collaborates with the s/l/m/ specialist to develop, implement and evaluate the curriculum.
6. An adaptation of the Quality Circles group process model is effective for educators, and specifically for media specialists.
7. A support group which is based on participants' expressed needs is a necessary part of a long-term professional development program.
8. Peer observation with positive feedback helps s/l/m/ specialists change their behaviors and achieve new goals. By observing each other during a classroom presentation and then providing

constructive feedback based on collected data, they were able to learn and test new teaching skills and gain confidence in a very supportive environment.

9. Modeling beliefs and behaviors will help peers and students to change their teaching and learning behaviors.
10. Media specialist/classroom teacher collaboration is a powerful way of implementing change within a school, as well as building a sense of community.
11. Collaboration among elementary and secondary s/l/m/ specialists provides cross-fertilization of ideas, activities, and procedures (i.e., children's literature as a focus for high school curriculum units, research projects becoming integrated across subject departments, artists-in-residence programs, etc.).
12. Through cooperative learning there is a positive impact on teachers' instruction because they are better prepared with well-thought-out instruction, and students take more responsibility for the process and product of their learning.
13. The proactive media specialist builds a sense of community within the school and draws on outside resources for programs development (culturally, cognitively and socially enriching).

Analysis of the conclusions from this study has generated the following recommendations:

1. The length of the school year for a proactive s/l/m/ specialist be increased to reflect the time needed for planning, grant writing, networking, and program development.
2. The job description of a s/l/m/ specialist be scrutinized by both practitioners and leaders in the profession to make sure that it incorporates recommendations from the new state standards and Information Power.

3. Administrators be advised and trained (if necessary) in supporting the new and expanded role of the s/l/m/ specialist.
4. Funding for media centers include monies for both staff development and enrichment programs.
5. Media centers and s/l/m/ specialists be recognized as an integral part of the teaching/learning process.
6. Media centers not become a "dumping ground" for students so that teachers can have a preparation period.
7. Administrators encourage s/l/m/ specialists to form support groups and have release time to observe in other media specialists' centers.
8. S/l/m/ specialists be encouraged to develop flexible schedules for their media centers so that they can maximize the impact of instruction and team teaching.
9. Administrators budget funds for sufficient para-professional help so that media specialists can spend most of their time working with teachers and students and not clerical tasks.
10. The role and definition of resource person be defined early and often for participants so that they are constantly reminded of their goal.
11. The role of group facilitator rotate on a regular basis so that the support group does not become dependent on one person.

Suggestions for Further Research

This study provided a case study of six library media specialists, defining their role as a proactive resource person to teachers, students and each other. Throughout the three year study, other avenues of

research became apparent. The last section of this chapter outlines some of those prospective areas that are suggested for further research:

1. How effective is a support group of media specialists who all work within one school system and departmental structure?
2. Is there any advantage for a support group to consist of s/l/m/ specialists at only one level (secondary or elementary)?
3. Is it advisable for the facilitator to also be a participant of the support group?
4. What skills does the facilitator need to guide a professional growth program without being the trainer?
5. Investigate the importance of flexible scheduling, of library use (as opposed to fixed schedules) for s/l/m/ specialist's resource person role in terms of student achievement and attitudes.
6. How can a voluntary support group become institutionalized and what is necessary for its maintenance?
7. Study student growth and achievement, working with resource person s/l/m/ specialist vs. the traditional library program and person.
8. How important is the personal style of the resource person?
9. Study of beliefs and behaviors, through Stages of Concern.
10. Study of need to offer preservice courses to teachers in training on the value of s/l/m/ specialist in resource person role. Attitudes can form through experience with a skillful resource person.
11. Survey of s/l/m/ specialists across the country with regards to their role as resource person.

12. Survey of states' Departments of Education as to how they regard the s/l/m/ specialist's role as well as the utilization of library media centers.
13. Evaluation of effects of site visits and peer observations on s/l/m/ specialists' performance.
14. Study the perceptions of classroom teachers toward s/l/m/ specialists in situations where s/l/m/ specialists perceive themselves as resource people.
15. Study the role of the administrator in fostering a new role for a s/l/m/ specialist (especially the factors necessary to involve the administrator and gain his/her support).
16. Study the impact of the support group in relation to the new instructional role of s/l/m/ specialists and the impact on student learning.
17. Study of what effective teaching is as a result of the new role of s/l/m/ specialist (moving toward a new definition).
18. Longitudinal and comparative studies of students in terms of their understanding and application of library reference and research skills (K-12) using new teaching methods and skills of the s/l/m/ specialist.
19. Study of library school programs' philosophies and course offerings in relation to what a s/l/m/ specialist actually does, and in relation to current standards for the profession (e.g., Information Power, etc.).
20. Compare resource person's function of modeling and the "advisory" function of demonstrating instruction (e.g., the impact on classroom teachers).
21. Investigate the support requirements necessary for the s/l/m/ specialist to function as a resource person (e.g., the money required, administrative support, time or schedules, peer interaction, clerical support, etc.).

APPENDICES

APPENDIX A INTERVIEW GUIDE

INTERVIEW GUIDE

1. How can a library media peer support group work together for collaborative professional growth?
 - * What areas of your media program would you like to strengthen through this effort
 - * What particular help would you like to receive from another person or this group?
 - * What do you believe you can contribute to such a peer support group?

2. How do you as a media specialist integrate your program and skills into the classroom curriculum?
 - * On what subject area(s) do you tend to focus?
 - * How do you interact with teachers to develop instruction or work as a team for teaching?
 - * How do you obtain information about classroom units in order to integrate your program and skills?
 - * Do you use any procedural models for planning?

3. How do media specialists perceive their role as a "resource person" within the schools?
 - * What particular strengths or interests do you bring to this endeavor?
 - * What specific things can you observe happening when you function as a resource person or advisor for colleagues?

APPENDIX B

WRITTEN CONSENT FORM

To: School Library Media Specialists Participating in Support Group

From: Patricia McGiffin, Doctoral Student, Instructional Leadership Program, School of Education, University of Massachusetts

Re: Research for Dissertation: "The School Library Media Specialist As Resource Person"

The purpose of my study is to examine the outcomes of forming and maintaining an inservice peer support group which incorporates media specialists' knowledge of resources and methodology into a procedural model. As a member of this project, you are being asked to participate in an inservice program to explore and share ideas for involving school library media specialists in curriculum development, implementation and evaluation. Media specialists often work in isolation from each other, receiving little collegial feedback or support. As members of a peer support group, you will be able to work with colleagues to share and test strategies for becoming more effective in cooperative teaching efforts, curriculum designing and developing the advisory skills of a resource person.

Three research questions will guide the purpose of my study:

1. How can a library media peer support group work together for collaborative professional growth?
2. How do you as a media specialist integrate your programs and skills into the curriculum?
3. How do media specialists perceive their role as resource person within the school?

Since a primary goal of this study is to describe the processes necessary to establish a school-based peer support group to study and implement methods for initiating cooperative planning and team teaching, data will be collected from the following sources: Minutes from support group meetings, observations based on the clinical supervision model, interviews which will be tape recorded and transcribed, notes of activities which involve program design, and questionnaires to determine your needs and objectives at the beginning of the project. Other questionnaires at the middle and end will be administered to evaluate how well your needs and objectives are being met. In addition, you are free to ask questions and provide input throughout the project.

My role will be to listen as you describe your experiences and methodology for integrating your media progrms into the classroom curriculum. I will then analyze the information from group meetings and individual interviews to better understand and describe the methods media specialists use. I also want to record your experiences and techniques as an advisor and resource person to others. Finally, I will analyze the potential of developing a collegial media support team as a means of problem solving and collaborative growth for professionals.

As part of my disseration, I may compose the materials from your interviews and observations as a "profile" of you. At some later time I may also wish to use data for journal articles or presentations to interested groups. To ensure confidentiality of materials I might gather from your interviews, I will use neither your name, that of your colleagues, nor of your school. In the final report, information obtained in the transcribed interviews and observations will use only pseudonyms for personal names.

You may at any time withdraw from the project or withdraw your consent to have specific excerpts used. If I were to want to use any materials in a way not consistent with the above statement, I would ask for your additional written consent. In signing this form, you are also assuring me that you will make no financial claims for the use of the material from your interviews. In addition, you are agreeing that no medical treatment will be required by you from the University of Massachusetts should any physical injury result from participating in this research study.

Thank you for considering participation in this project. I look forward to working with you on this inservice program over the next months.

Patricia A. McGiffin

DO NOT DETATCH. PLEASE SIGN AND RETURN ONE COPY OF THIS FORM. YOU KEEP THE OTHER FOR YOUR RECORDS.

Participant's Consent: I, _____, have read the statement above and agree to participate in the study under the conditions stated therein.

(date) _____

APPENDIX C
MATRIX FOR SORTING INTO CATEGORIES

(subjects)	Alice	Linda	Ruth	Karen	Doris	Gayle
<u>Support Group:</u> Motivational & Problem-solving Strategies						
<u>Support Group:</u> Models of Teaching						
<u>Support Group</u> Media & Use of Technology						
<u>Curriculum Integration:</u> Procedural Models						
<u>Curriculum Integration:</u> Team Teaching Strategies						
<u>Resource Person Role:</u> For Students-- Enrichment Programs						
<u>Resource P Person Role:</u> For Colleagues						

APPENDIX D

NEEDS ASSESSMENT

1. How do we interact with teachers to develop instruction?
2. How do our media centers support the classroom curriculum?
3. How can we obtain information about classroom curriculum?
4. What are the factors for successful collaboration between teachers and media specialists?
5. What kind of support can we receive from each other?
6. Why is it important that media programs/skills be integrated into the school curriculum?
7. What particular strengths or interests do we each bring to this support group endeavor?
8. How can we convince others (administrators and teachers) of our value as resource persons in the school?
9. What are motivational or enrichment programs we can develop by working together?
10. What is our definition of our role as "resource person" for students, teachers and each other?
11. What will "success" look like? What specific things can we observe happening in our instruction/collaborative efforts?
12. How does our use of a procedural model facilitate our role as curriculum consultant, instructional designer and team teacher?
13. What sorts of record-keeping devices can we use to follow students' progress (in research/behavioral/thinking skills)?
14. How can we use peer coaching or clinical supervision, focusing on the advisory skills s/l/m specialists need?
15. What models or methods of teaching should we explore, especially to encourage inquiry and responsibility in students?
16. How can we use new information technology to improve our programs, our skills and our instruction?
17. How do we want this support group to function, what should the facilitator be doing, and how do we share responsibilities?

APPENDIX E

SUPPORT GROUP EVALUATION

Support Group Evaluation, March, 1988

1. Does the Support Group meet your expectations? If so, how? If not, why not?

2. What areas should we continue to address? Are there new topics we might explore?

3. What are you doing differently as a result of our working together? How are you:

Planning with teachers?

Trying peer observations?

Integrating your programs into the curriculum?

Using a new model, such as cooperative learning?

4. Has our focus helped you to clarify your role as a resource person? If so, how?

APPENDIX F
QUESTIONS TO BE ANSWERED AT END OF STUDY

Questions to be Answered at the End of the Study, 1989

1. What type of support have you found to be helpful for your professional growth in this inservice program?

Least helpful?

2. How do you feel teachers have responded to your planning and implementing an integrated media program?

a) As a resource person who can help them improve instructional strategies through cooperation?

b) As a team teacher?

c) As a curriculum consultant with special expertise?

3. Is your approach now different from your pre-support group involvement in professional growth? How?

4. How do you think students feel about your instructional involvement in cooperative learning and team teaching?

5. What would you like to see happen in the future work of this support group?

6. What skills or attributes are necessary for an inservice support group facilitator?

APPENDIX G
OBSERVATION AND CONFERENCE FORM

Observation and Conference Form

Pre-observation conference (What are the goals & strategies?)

Observe and record data (What is seen and heard?)

Post-observation conference (What patterns can you see from the data?)

Next steps (How will it be different next time?)

Observer's name _____ Observed _____
Date _____

APPENDIX H SAMPLE OF LIBRARY LESSONS--DATA BASE RECORD

File: Library Lessons						9/13/85	
Report: Library Lessons							
Gr	Date	Title	Author	Call #	Skills		
4	Oct 86				Deaf Awareness Week		
4	Oct 86	The Red Room Riddle	Corbett	F			
4	Oct 86	Red Room Riddle	Corbett	F	What are elements of a genre?		
4	Oct 86	Red Room Riddle	Corbett	F			
4	Oct 86	Red Room Riddle	Corbett	F	How has suspense helped? What makes mystery?		
4	Nov 86	Mystery & More Mystery	Arthur	F	p. 71 "The Glass Bridge"		
4	Nov 86	Mys. & More Mys.	Arthur	F	Make up endings, recap clues		
4/P	Nov 86				Critical reading, mystery genre, video		
4	Nov 86	Honey I Love	Greenfield	811	Poetry, Family traditions		
4	Nov 86	Childtimes	Greenfield	920	Family traditions		
4	Nov 86	Myst. & More Myst.	Arthur	F	"Glass Bridge" discussion		
4	Nov 86				elements of mysteries, critiques of bks.		
4/P	Nov 86				Bk. reviews, look at FS, videos, what are		
4/P	Dec 86				Main ideess of books, plot		
4/P	Dec 86	Reading for the Fun of It		SFS	Mystery: presentation techniques		
4	Dec 86	The Great Quillow	Thurber	F			
4	Sep 87	Top Secret	Gardener	F Gar	Tie in with tree unit		
4	Oct 87	Walter the Baker		398.2 Car	Make playdoh pretzels for contest		
4	Oct 87	The Nose Tree		398.2			
4	Nov 87	The Remembering Box	Clifford	F Cli	Ageism unit, 2 wks, kids not into book		
5/C	Sep 86	Koko's Kitten	Fatterson	599	Intro. to animal research project		
5/T	Sep 86				Rev. lib. proceedings, Skills: c.c., Call #		
5/C	Sep 86	Koko's Kitten	Patterson	599	Reader's Guide, Children's Mag. Guide, Nat		
5/T	Sep 86	Dr. Beaumont	Epstein	612	word derivation, Latin medical terms		
5/C	Sep 86				Book Parts: Title pg., verso, index		

APPENDIX I

SAMPLE OF LIBRARY SKILLS PROGRESS CHART

<u>Grade</u>	<u>Objective</u>
9-10	To learn the use of <u>Reader's Guide to Periodical Literature</u>
9	To use different types of encyclopedias
9	To use the dictionary as a reference book
9-10	To use biographical reference books
9-11	To use almanacs and yearbooks
9	To use atlases and gazetteers
10	To use books of quotations
10-12	To use reference books that deal with authors
10	To use reference books which deal with book reviews
9-11	To learn about college information sources
10-12	To learn about career and employment reference sources

SAMPLE LESSON: "Let's Travel" 9th Grade Integrated Project Cooperative Learning in Research Teams

- Academic Objectives: *
- To understand bibliographic form
 - To understand notetaking process and format
 - To use the bibliography/note checklist/guide
- Social Objectives: *
- To actively participate in the evaluation of bibliography and note cards
 - To actively encourage each other
- Procedures: *
- Use overhead projector to review bibliography & notes
 - Discuss what participation and encouragement look like, feel like, sound like
 - Place students in teams of 3 to evaluate bibliography and note cards, suggesting ways to improve them
- Processing: *
- Discuss what was happening in each group (objectives)
 - Discuss common bibliography/notetaking errors
- Evaluating: *
- Collect student checklists
 - Grade bibliography and note cards (after corrections)

APPENDIX K SAMPLE OF CURRICULUM PLANNING SCHEDULE

1988	October	* CURRICULUM PLANNING SCHEDULE *	December
K	Seasonal changes Animal habitats Safety, Fall holidays	November Seeds and planting bulbs Thanksgiving-cultural trad.	Myself & others-differences Families-traditions Winter holidays-cultures
Grade 1	Native Americans, Northeast Water Pumpkins	Early New England life Ice and snow Trees & leaves	Customs & holidays early Am. Earth changes-seasons Oceans-marine biology
Grade 2	Spiders, Bubbles, Seeds Personal safety Native Americans, Southwest	Women-biography, fiction Scary things Mexico	Human senses Celebrations-cultural divers. Amherst-traditions, history
Grade 3	Middle Ages Geology Maps and globes	Middle Ages, Boston (cities) Dinosaurs Mystery powders (science)	Boston Animal adaptation Holidays then and now
Grade 4	Crayfish Sky & weather Time, calendars	India Banking, money Geography, local & world	Greece Mexico Winter weather-survival-adven. Whales Inventions
Grade 5	Lego Logo Math & science magic Colored solutions (science)	Health (stress, relationships) New World exploration/discovery Elections Astronomy	Colonial America
Grade 6	Structures & forces (science) Plate tectonics-Conn.Valley	Society's structures & values United Nations Day Elections, civil rights	U.S. history-early 20th cent. Immigration, Industrial Revol. Physiology, Family life

APPENDIX L SAMPLE OF PROJECT PLANNING FORM

UNIT:		TEACHERS:			DATES:	
TIME	PLACE	OBJECTIVE	ACTIVITY	RESOURCES	PROCESSING	EVALUATION

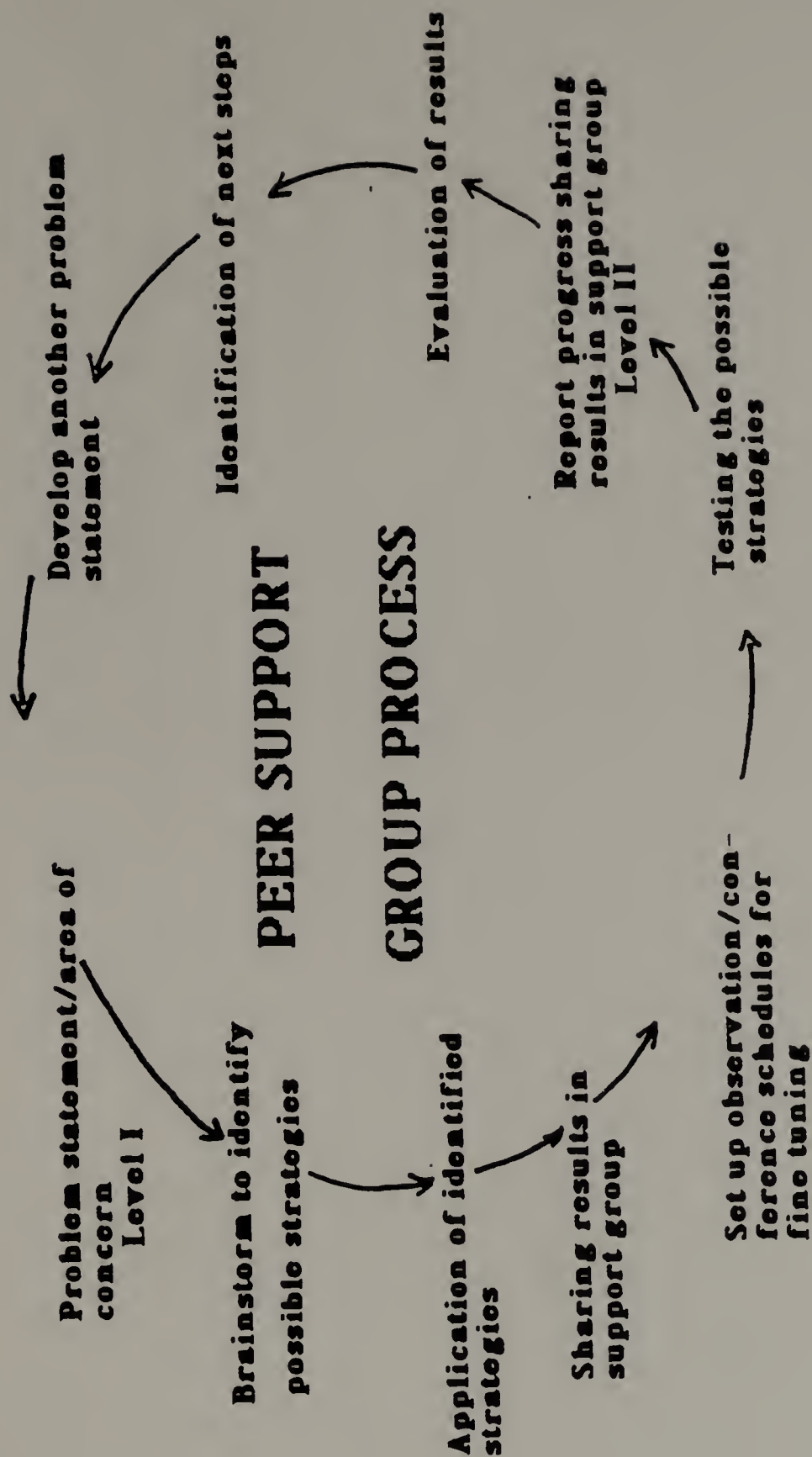
APPENDIX M

TIMEFRAME OF THE PROJECT

<u>DATE</u>	<u>MAJOR INITIATION</u>	<u>OUTCOME/EVALUATION</u>
9/86-6/87	Support Group formed to achieve new certification requirements.	3 of 5 members received new certification. Project was documented by researcher for "Pilot Study."
9/87--6/88	New members join the support. Needs Assessment is completed.	Assessment provides focus for project. Outside readers provide verification of data gathered from the support group.
9/88--5/89	Cooperative learning training is started and completed.	Media specialists learn a new model of teaching use it to integrate their library research skills into the classroom curriculum, and help plan and co-teach with classroom teachers.
1988	Elementary and secondary collaboration.	Realization that both levels were trying to teach a continuum of skills.
	<u>Information Power</u> is published.	Guidelines affirmed that the media specialists were working toward national standards of the American Library Association.
9/88--5/89	New media technology is introduced into different media centers.	One media specialist computerized her entire card catalog. Plans are made to install a CD ROM electronic encyclopedias and indexing. Special resources are placed on data-base index and are available for people to share.

APPENDIX N

PEER SUPPORT GROUP PROCESS



APPENDIX O
COMPARISON BETWEEN PARTICIPANTS' VIEW
OF THEIR ROLE AS RESOURCE PERSON, 1987/89

PROJECT RESOURCE		RESOURCE PERSON'S VIEW	
DATE	IMPACT PERSON		
1987	Teachers Alice	I am fairly traditional in that I present library skills in an orientation format at certain grade levels. The high school teacher's focus is on content not methodology.	
1989	Teachers Alice	I'm selective in the teachers with whom I choose to co-plan/ team teach with because we have to be comfortable with each others' presence. We're freer to be risk takers because of our realization we're both trying new strategies, refining and reviewing our collaborative efforts on a daily basis. Through the introduction of cooperative learning, teachers feel I have credibility as an innovator and catalyst for change within the school.	
1987	Students Alice	My focus with students is how I present a certain body of information. I have what you might call a reference librarian role. Students come to me for help in finding something they have been assigned.	
1989	Students Alice	The students are now more actively involved in the whole learning process. It's been a growing time for kids as well as for me and the teachers. My workshop training has given me confidence that students can be problem solvers if given the strategies and time to work. As facilitators, rather than instructors, we now know how to better model what we're describing.	
1987	s/1/m/s Alice	I meet with a group of county public librarians occasionally. I go to annual conferences and hear workshop presentations, but there is no support from	

other librarians to test or try these ideas back in my own library. I work on my own by trial and error.

1989 s/l/m/s Alice

I feel encouraged by sharing with other media specialists who know what we're trying to do as we talk about new strategies, then try them and come back to discuss how it has gone. Going to observe each other working has also been very valuable for me. I get a lot of ideas about my own work that way. Even as we're talking about someone else's work, I can think of how it would be for me.

1987 Teachers Karen

I meet requests as they come in from teachers, such as identifying resources and giving them things they can use in their classrooms.

1989 Teachers Karen

I have begun conferencing with teachers to find out what is going on in the classroom curriculum so that I can teach research skills that tie into what they're teaching. The teachers know I'm working hard to integrate my programs into their curriculum.

1987 Students Karen

I have a fixed schedule, and I have to cover two schools so I have to rely heavily on worksheets. Library skills are taught pretty much independently from the classroom curriculum.

1989 Students Karen

My students are now more active participants rather than passive receivers of instruction. They can see the application to their classroom work because of the effort I've put into conferencing with their teachers. Pairs and teams of students are learning the same skills and concepts but in a more actively involved way.

1987 s/l/m/s Karen

Although I didn't have a support group of fellow librarians, I do attend the annual MAEM conference and make friends that way.

1989 s/l/m/s Karen

It is a real support group in the sense that the discussions give me a lot to think about trying. I would not have tried cooperative learning without the encouragement and support of everyone. Although it's hard to get around to

see people in other schools, the systematic way we observe and conference with each other one-to-one has been very useful.

1987 Teachers Linda

I do not feel as secure in being a resource person to elementary classroom teachers because my experience has been as a high school teacher. My knowledge of methodology and learning styles aren't based in this level. I am not doing as much integration as I'd like.

1989 Teachers Linda

The media support group started to educate me so that I changed the way I teach. I've learned new methods that I feel secure in offering teachers. I was the only one in the school trying cooperative learning. Other teachers observed me, took the cooperative learning workshops with me, and now we have 11 other people in the school for a real support group around this focus. They see me as a confident, skillful teacher who has ways of making their teaching more interesting.

1987 Students Linda

I teach children in class groups. They tend to work alone within these groups. I see each class once a week as a whole and the teacher sometimes accompanies them.

1989 Students Linda

I've definitely changed the way I teach (with cooperative learning) with more emphasis on giving kids a say in their learning and taking responsibility for their own behavior.

1987 s/l/m/s Linda

I work pretty much in isolation from other media specialists. There isn't any mechanism in place for collaboration in my area.

1989 s/l/m/s Linda

Working in this group gave me confidence that I could suggest new strategies and learning models to teachers.

1987 Teachers Gayle

It is hard for me to know what people will be teaching because I don't have a good method for getting curriculum information. Also, I am never sure if teachers want me to be involved with their units. I do plan many large

enrichment programs for the school (e.g. writing fairs, authors' visits, etc.) but mostly on my own.

1989 Teachers Gayle

I feel a real sense of challenge and accomplishment to be learning a new model that I can share with confidence. Teachers are eager to find out about cooperative learning, and many are seeking me out to get some sort of training. We often observe each other teaching when the schedule allows. I make a master schedule of everyone's curriculum plans for 4 months at a time so we can see how to collaborate on units.

1987 Students Gayle

They work pretty much on individual projects or activities of the teacher's design. I try to tie in the library skills components, often without much advance notice from the teacher. It is a struggle to make skills meaningful when the students don't see the classroom curriculum connection or the immediate need to learn how to use the library.

1989 Students Gayle

The workshops on cooperative learning have made a big difference in the way students now work in the media center. They are usually in teams and are sharing a process of inquiry learning.

1987 s/1/m/s Gayle

We have a monthly meeting for business, but otherwise my only contact is through calling on friends when I need advice or materials. There is no support group--certainly not one which deals with instructional design or teaching competencies. I attend the annual state media conference and have met other people there whom I see each year. It's an isolated feeling.

1989 s/1/m/s Gayle

There is such a comfortable level of sharing and group communication. We know we are all learning a new way of working and we support each other's efforts. We feel free to bring ideas to the group for problem solving. It's been a great experience to visit and observe on a one-to-one basis when we both have a clear understanding of our situations.

1987 Teachers Ruth

Because I'm a subject department chair, I know a lot about the curriculum, but I sometimes get frustrated because teachers aren't willing to plan with me.

This means I have to teach library research skills as a presentation, not part of what the teacher is going to reinforce. There is never enough time for evaluation or processing with them after my part is through.

My growth in cooperative learning has empowered teachers to improve as well because I now allow time for careful pre-planning, modeling and processing. We do formative evaluation of how our learning objectives are being met. The teachers are more willing to give feedback because they are beginning to see themselves in a new role for their students--one of much more dialogue or give and take.

I do the preparation, give them handouts and worksheets, and they work individually to complete these (notetaking cards, bibliographies, etc.). I do a presentation for them so they know my instructions. We have questions and answers at the end of my talk. There is never enough time for the evaluation or feedback on process.

My role and responsibilities toward students has changed in the past two years. I'm now a mentor, helping them help each other as they work in teams. I used to be much more directive. Students see the teachers and me as we work in a team. This modeling is great.

I have been involved with a group of county librarians who are getting acquainted through meetings and over the phone. We bring in speakers or discuss things, but I don't have any kind of support within my system.

The support group has provided me with a network of people who build on each other's creativity and energy. When I think I've run out of steam, I just talk to one of our group, and it gets me all fired up again.

I try to help teachers see their own strengths and what they can offer to others. This is how I've been a resource person to them, as well as bringing them different materials and ideas to try. When teachers begin thinking of

1989 Teachers Ruth

1987 Students Ruth

1989 Students Ruth

1987 s/l/m/s Ruth

1989 s/l/m/s Ruth

1987 Teachers Doris

what they want to do in the school year, they know I want to help them as much as possible.

1989 Teachers Doris

I feel I have a good working relationship with the classroom teachers so that they will want me to plan ahead with them to find better ways of teaching. I work hard to build trust and confidence. What we can teach together is a very essential part of learning how to learn. I put so much effort into trying to teach in relation to classroom activities (to be relevant). Teachers look to me to model instruction, especially since I've been introducing cooperative learning in the school.

1987 Students Doris

Consistent expectations and follow-through are so important for my children. Their lives are often filled with problems that they need to know what is really expected, to know that it is possible, to feel a sense of satisfaction and worthiness and to have recognition of their effort.

1989 Students Doris

As much as possible, I try to structure my activities reinforce good teamwork and group skills. These foster self-confidence and self-esteem because the cooperative learning necessitates a lot of processing with feedback throughout the entire project. Evaluation forms are meant to reinforce the good things that are happening. Growth occurs when students have a positive sense of things happening in each of them.

1987 s/1/m/s Doris

Although I have always had a few colleague I can call to get advice or materials, it would be good to have a regular means of sharing with each other. Maybe we could all save ourselves some time and energy. Being realistic and realizing we all have problems to solve makes working with another librarian seem to be useful way to focus on professional growth.

1989 s/1/m/s Doris

It's good to know there are other librarians who are working on the same objectives: of improving our methods of teaching, of getting motivational ideas for drawing children into literature and media, and improving the ways we work with teachers.

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