ABSTRACT
        Recommendations for certification requirements for
the school media specialist in Texas were the concern of the
conference reported here. Two papers presented were: "The Emerging
Profession of Media Specialists," and "Certification for Tomorrow,"
chapter three of the proceedings gives a panel on "Certification" and
chapter four presents the group reports and recommendations. The
Texas Association of Educational Technology (TAET) and the Texas
Association of School Librarians (TAST) certification proposals, a
tentative draft of "Objectives of a School Media Program," a
tentative draft of "Occupational Definitions," directives for the
group discussions, and a directory of the conference participants are
included in Appendixes I through VII. (Author/NH)

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CERTIFICATION OF SCHOOL MEDIA SPECIALISTS

Proceedings of a conference held

September 10, 1970 at

East Texas State University

Commerce, Texas

Edited by

Dorothy Hawthorne

Department of Library Science
East Texas State University
Commerce, Texas
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1

CONTENTS

INTRODUCTION

On September 19, 1970, librarians, specialists in educational communication and technology, and other educators met in a conference at East Texas State University in Commerce, Texas to discuss certification requirements for the school media specialist in Texas. Prior to the conference, committees from both the Texas Association of School Librarians and the Texas Association of Educational Technology, as well as a joint committee from the two organizations, had been engaged in drafting recommendations for certification. When tentative recommendations from the committees had been formulated, it was suggested that a joint meeting of those concerned would provide a forum for discussion of the issues involved. Accordingly, the Department of Library Science at East Texas State University offered to serve as host for a conference, which was conceived as a work session wherein dialogue among the various interests would yield both criticisms and suggestions for the certification recommendations, produce feedback from college and university leadership, and secure increased individual involvement.

At the conference were fifty-two participants including sixteen audio-visual educators and specialists, and twenty-three faculty members from eight of the ten library science teaching agencies in Texas. Representatives from the Certification Committee of TAET, the Certification Committee of TASL, the Texas Teacher Certification

iii

Committee, the Texas Education Agency, and the Texas State Library
attended, as well as library and media consultants from across the state.

Program arrangements were made by Dr. Mary Boyvey, Program
Director of the Division of Instru ional Media of the Texas Education
Agency, and local arrangements were made by ETSU's Department of
Library Science. Opening remarks and introductions were made by
Dr. Dorothy B. Lilley, Head of the Department of Library Science,
and an official welcome was given by Dr. D. Whitney Halladay,
President of East Texas State University.

East participant was given a kit which contained TAET and TASL
certification proposals, a tentative draft of "Objectives of a School
Media Program," a tentative draft of "Occupational Definitions,"
directives for the group discussions, and a directory of the
conference participants. These documents are included here in
Appendixes I through VII.

Agenda

CONFERENCE ON CERTIFICATION OF SCHOOL MEDIA SPECIALISTS

East Texas State University
September 19, 1970

Morning Session

Opening Remarks
    Dorothy Lilley
        Head, Department of Library Science
        East Texas State University

Welcome
    D. Whitney Halladay
        President
        East Texas State University

"The Emerging Profession of Media Specialist".
    Billy Pope
        Consortium Director, Education Service Center
        Regions VII, VIII, X, and XI

Conference Program Directions
    Mary Boyvey
        Progr⸱⸱ Dⁱ ⸱⸱⸱or, Division of Instructional
        Media, Texas Education Agency

"Major Areas of Competencies for Education of Media
Specialists"
        Conference participants working in small groups

Reports
    Group leaders

"Certification for Tomorrow"
    William E. Truax
    ⸱⸱ Member of Committee to Study Standards for
        Certification, and
        Dean of the School of Education
        East Texas State University

Afternoon Session

Panel on Certification
    Waurine Walker--Moderator
        Teacher Certification Program
        Texas Education Agency

  Panel
    Catheryne Franklin
        Committee on Certification, TASL

    Donald Nicholas
        Committee on Certification, TAET

"Undergraduate and/or Graduate Preparation Programs"
        Conference participants working in small groups

Reports
    Group leaders

Recommendations
        Conference participants working in small groups

Reports
        Group leaders

THE EMERGING PROFESSION OF MEDIA SPECIALISTS
Billy Pope

The State Board of Education, in assessing the educational needs in the state of Texas in 1968, found the reconstitution of teacher education to be one of the main priorities in Texas. Today, this is still a major priority, a major concern in the state. Last fall six conferences were held throughout the state, which were at the consortium-level and dealt with teacher education. Six outstanding Texas educators were asked to present a paper at each of these conferences to show the divergent views as far as teacher education and teacher preparation are concerned. These same six men were invited to a conference in Dallas to again present their views and to serve on a panel so that those who participated in the conference might ask questions and so that more interest in the reconstitution of teacher education might be generated. Then, this past spring, people at the grass-root level in Texas were given the opportunity to participate in a study of teacher certification and the administration of student teaching. Some of you may have participated in these conferences or had the opportunity to make your input as to standards or the direction teacher education should take.

From these conferences two things emerged which have real importance to us here today. First, there was strong agreement among all those participating that statutory qualifications for professional certification should be repealed. The State Board of Education should be given the responsiblity for establishing

qualifications for professionals suitable to the changing requirements in the public schools. And secondly, there was strong agreement, again by all those who participated, that on-the-job-performance preparation programs should be designed around, or based on, performance objectives and performance outcomes. In other words, we may be moving in the direction of performance-based teacher education. I think these two ideas have a great deal of bearing on the certification of media and library personnel.

Today's media and library personnel are aware that changes occur rapidly. All of us are continually bombarded with the causes and effects of technological advances and knowledge explosion. You may not realize this until you deal with young people today. I know my daughter came home the other night and really brought it home to me. She said, "Daddy, we played a new game tonight at the party." "A new game; what did you play?" She said, "We played zip code." "What in the world is zip code?" She said, "It is post office but much faster." Things are moving much faster as we go along today. We all realize this.

The library and media personnel must provide resources in all media to establish communication with every student and teacher who is served. In the <u>Standards for School Media Programs</u>, "media center" is the term used to designate "a learning center in a school where a full range of printed and audio-visual material, necessary equipment and services for media specialists are accessable to students and teachers." I am not sure about the intent of the standards there, but I believe that the intent is to provide a definition comphrehensive enough to encompass all services, facilities and resources available to both students and teachers in places called by various names.

And this is where I become confused. What are you going to call this place? Will you call it a library, an instructional center, a media center, a learning resource center, a communication center, or an audio-visual center? I think we need to come to some kind of definite name to eliminate the confusion a lay person has in these areas.

As you perhaps know, in administration jobs are often inherited. Well, as assistant superintendent in South Park, Beaumont, I inherited media and I inherited libraries. So, under my definition and leadership we tried to establish the library as a comprehensive resource center. The major goal in our program was to set up realistic methods of handling the many different kinds of books and non-book materials in order that a maximum use of all resources could be achieved. To try to eliminate some of the confusion concerning the name of this place--this gathering of all kinds of materials--we called our place a "Learning Center." The library, or as many of you know it, the media center, is seen as a total learning center.

Unfortunately, I have known some "keepers of the books." I am glad that their day is rapidly passing. I'm sure all of you know the definition of the old-time, typical librarian. It was a person who had all the books on the shelf except one, and she was looking for it. I'm glad that day is gone. But some librarians are afraid of the media and, believe it or not, I've met one or two media specialists who are afraid of libraries. They didn't want to mix or mingle. Learning centers should exist to contribute to the total of the school life and the community life, if it is to be a real learning center. Since library means only books to many people and media means something else, we need to get the two together.

Learning center means all the resources, both software and hardware, marshalled to assist in the learning process. The "hub" of a modern school should be the learning center. Learning centers are based upon the concept that this is the place where learning occurs rather than where materials are stored. Its primary function is to promote learning by making materials and services available to students and teachers. Stress should be given on moving information to students, not on collecting information. We have such services as ERIC, and others, that collect and disseminate information. With this kind of concept, the role of the teacher changes from teaching to managing learning in such a way that the student gains knowledge. The major problem in this type of program is determining how a particular student learns and then matching him with the best service and facilities to bring about learning. In carrying out such a program to its fullest extent, we find that the learning center becomes a real focal point for all of the school's activities. If we are going to accept this, we must bring about some drastic changes in teaching methods and teacher preparation. This concept is operational in several places. Matthew Elementary School, I think, is an excellent example of an open school concept which actually revolves around a learning center. If you haven't visited Matthew, I suggest that you pay it a visit. The modern learning center can become a reality when there has been practical planning.

We talked today about long-range planning, five-year plans, and such things, but we must remember that school districts are just like people--they vary. The capabilities of one school district are different from others. Yet it seems to me that all planning for a

learning center should provide five major components: (1) printed materials, whether it be books, magazines, or any other area of printed matter; (2) all audiovisual materials; (3) material production; (4) television, and (5) electronic data processing. There's no way that a school district will have money to implement all of these at one time. Still, we should plan the total program because it can become operational without all of the components being initated at once. Looking back, I am amazed that we had library on one side and then over in another place we had media. It didn't take us long to realize it wasn't possible to seperate the two. They had to be a cohesive unit, if the unit was to function as a learning center. Viewing and listening facilities can be incorporated within the area traditionally reserved for books. There are some outstanding examples of this in existence today. Material production needs to be developed in the over-all plan since commercial materials are not the answer in all instances. Since the homemade, or teacher-made, materials are often the most effective, this production area is important. Television also has a real place, I think, in the learning center. The continuous improvement of video tape production has increased the potential of television for individualized instruction beyond our imagination of, say, five years ago, particularly today's dial access system, where you can simply dial in and call up a colorful program. Tremendous advances have been made which are operational im many places. Programs that make audio-visual tapes, programmed materials, and other multi-media resources readily available make learning centers a reality.

Electronic data processing also has tremendous potential. The search for information through the use of communication networks means

a person is no longer limited to the materials in his own library. Actually, the amount of materials he can be exposed to or can call up will be almost unlimited. Many say that it's going to be too expensive, that we'll never be able to have a terminal in our building. I'd like to remind you that the first T-Model Ford sold for $1400. Just ten years later that same T-Model Ford sold for $400 under the same kind of economic conditions. Efficiency and production, efficiency and marketing all contribute to this. Look at the history of computers. Beginning with the first computer, I think you'll find that their prices, and the prices of terminals, have gone down while their efficiency has increased.

How do you bring all this about? How do you bring to reality the concept of the learning center? What kind of people are needed? That is really the thing that I am most interested in--people, personnel, and education personnel development. I think there are some real questions that must be answered. How do you train personnel for this kind of learning center? How do we recruit these people? When does the training begin? Should the training be done at the graduate level or at the undergraduate level? What is the basis for training? Are we going to say they should have three hours of this and three hours of that? Are we going to develop some performance-based criteria? Where can we begin to look at the performance of these people? What should the standards for certification be in Texas? What direction are we going there? These are only a few of the questions that concern those interested in seeing a learning center concept become a reality in Texas public schools.

I was faced with the responsibility, about three years ago, of

implementing a new learning center at the new Forrest Park High School
in South Park, Beaumont. In searching for a director of this learning
center, I described that person something like this: "I want someone
who has a real knowledge of public relations, someone who can incorporate
every facet of the school and community into the learning center. Not
only that, I want someone who can go out in the community and entice
that community to use a learning center and make it a community library
center--not just school oriented." In addition, I wanted a person
who knew about the space in a learning center--how to best utilize
every nook and corner, how to plan for, not just today, but five years
from now, or ten years from now. I wanted a person who knew about
federal funds. I wanted a person who would be able to squeeze every
dollar they could find from any source to plug into that learning center.
I wanted a person who could track down foundation monies. There are
several foundations that will make contributions or grants to this
type of program. I wanted a person who had a knowledge of the kind of
staff that this type of center needed, a person who would be able to
differentiate in staff assignments. I wanted someone who could
manage people to do the job that had to be done. I wanted someone
who could do something about all areas of the school program.
This would include not only the programs in elementary schools,
middle schools, and senior high schools, but the vocational programs,
special education, Title III programs, pre-service and in-service
training of teachers, the disadvantaged, and any other areas that
make up a total school program.

I wanted the learning center director to know about materials,
to know where to find materials, and what materials were needed, and to

be able to assign priorities to materials, so that if we had X amount
of money one year, he would know how that money could best be spent.
I wanted a person who knew about equipment, who could tell me that
this piece of equipment has merit over another piece of equipment
so that we could make the best use of our money in the equipment
purchased. Also, the director of the learning center would need to
sponsor the library club, participate in PTA, and work up the rotation
of the staff so that the center could be kept open from 7 a.m. in
the morning till 9 p.m. at night, Monday through Thursday, and from
8 to 4 on Friday and 12 to 4 on Saturday. All this now on a ten
month salary plus $500 based on degree and experience. Then I
added, "I'd like to find somebody not too old, not too young, with a
pleasing personality."

Now, speaking quite seriously, we still need that kind of person
today. I think the director of a learning center needs to be
certified as more than a librarian or a media specialist. I think
possibly we need a new term, a new kind of certification, for this
type of person.

I read with interest the position paper prepared by the librarians
and the position paper prepared by the media people. I agree with
some of the things I read there. But I think there are also some
voids. I agree that the preparation of these people needs to be at
the graduate level. I think that the people who work in media,
libraries, or in learning centers, as I would like to call them,
need to have experience as public school teachers first. This enables
the learning center personnel to communicate with teachers, to
understand the problems the teacher is having in a classroom, and to

recommend materials based on experience. I realize that this imposes a penalty on people preparing as librarians at the undergraduate level and something needs to be done about this. I think the realistic approach to this would be to develop the master's degree program for this new breed of person we are talking about. Just thin... now, if the State Board of Education controlled the certification instead of the Legislature, this would be a simple matter.

It is essential that the national guidelines, which provide that professional preparation of all school librarians be expanded to include the unified media concept of library service be followed. I hate to think of us here in Texas continuing to train personnel for services which are really not relevant to the job they are going to do. I think it's time that we begin to think in terms of our consumer, the public schools of Texas. And it is time to allow the schools to have some input as to what kinds of people they need. You know, consumers are supposed to dictate to the producers, somewhere along the line, about what's to be consumed and what should be produced. I think it's time we pay some attention to Texas public schools. I think we must have a more realistic approach to salary, too. We lose good people every year, people with tremendous qualifications, to libraries in other areas because of the salary base in Texas. You know, if a counselor is a really essential person in the school district, or if a supervisor is a really essential personnel in the school district, then I think this learning center person is also essential and should be on the same kind of salary schedule--the eleven months plus the 1.1 multiplier effect, or the same type of index as the counselor and supervisor.

Now we come to this thing of performance. Many times a senior in

college, suddenly dropped into student teaching with no previous

exposure to a classroom except as a student, discovers that working

with children or young people is not his cup of tea. You may say,

this doesn't happen at my college. Well, it happens in many colleges

in Texas. How can we, then, begin to prepare people in such a way that

they are exposed to classroom performance and to certain performance

criteria, which we expect professionals to have, before the act

instead of after the act.

All phases of the profession need to have their input as we make

this study of certification. There is a large state project now

called the Texas Performance-Based Teacher Education Project. This

project is trying to develop models for training people based on

performance criteria with four colleges participating, plus the state

of Texas, plus the national organization for teacher training

institutions. Have you ever taken a course feeling that you already

knew what was being taught in the course? If performance criteria

were established and the student allowed to advance at his own speed,

he might complete a course satisfactorily in two or three weeks. One

person from a university participating in this performance-based

project thinks that a post-baccalaureate person who wants to go into

teaching, a person who has a bachelor's degree but no professional

education, could do the necessary work based on the performance

criteria in one semester, at the elementary level, rather than the

two semesters it takes now. Performance criteria considers the skills

a person brings to the job, and not the number of hours taken.

Six conferences are to be held during late September, and ear
October, dealing with performance-based education. Dr. Bruce Joyce
from Teachers College, Columbia University, is to comduct these
conferences. I'd like to extend to you an invitation to attend.
The conference being held for Consortium D is on Monday, October 5,
beginning at 10 a.m. at Dallas Baptist College. Then, on October 25
through 27, the Texas Conference on Teacher Education will be held
in Austin, Texas. This will be a work conference for teams composed
of college teachers, student teachers, classroom teachers,
administrators, and service center personnel, all of whom will work
on performance criteria.

This is the dawning of a new age--an age with new standards,
new certification, and a new breed of people. Isn't it going to be
great if the next fifteen years are as innovative as the last fifteen?
It seems that George Washington had more ready-wit than history is
inclined to accord him. One day at the table after dinner, he
complained that the fire burning on the hearth behind him was too
large and uncomfortably hot. "But, sir," interjected one of the guests,
"it behooves a general to stand fire." "But," came the instant reply,
"it does not become a general to receive it from the rear."
Therefore, let me say, let's face the new trends in training and
certifying of personnel together--not turn our backs on them.

Chapter II

CERTIFICATION FOR TOMORROW
William E. Truax

It seems to me that one of the things we need to do in education is not to forget our history. It's amazing how many times in education we re-discover the wheel. As I was sitting in a vocational conference in Reno, Nevada, we heard speakers talking about vocational education, the necessity for vocational education, and so forth. Several times I closed my eyes and inserted the words science, math, or foreign languages for vocational education, and it sounded like the speeches right after Sputnik. The big word now is vocational education which is something of a change.

As we look at the history of certification, we must look at the whole. We have to ask ourselves how schools are improved. It seems to me there are at least two ways in which schools are improved. One is through certification, and the other is through accreditation. Accreditation has been going on in Texas for a long time; yet before I came here I had never heard of anything called accreditation, although I had, of course, heard of certification. In a 1927 document concerning education, the authors talk about an applicant who has met the college entrance requirements of any Texas state normal college or any university senior college or normal college which is ranked as "first class." In other words, schools were ranked. They were, in effect, accrediting school programs; they were looking at school programs. Basically, certification is a little different, and certification has taken a variety of forms. Accreditation is concerned with such things as the number of books in the library, the qualifications of the faculty,

12

facilities available, but certification, which is an American institution, concentrates almost exclusively on the program.

In the beginning, certification concerned itself with examinations conducted by a variety of types of examiners. Then certification began to involve specific courses, and if you will look at the certification programs for many kinds of people in many states throughout the Union, they're course-oriented. Now in Texas, we have a program-based sort of credential or certification program. In other words, for the preparation of librarians or the preparation of counselors and super-visors, we submit a program to the Board of Examiners who approve the program. They're not really so much concerned about what the courses are named. It's a little different with vocational people in Texas. Vocational people still carry on their certification program primarily on a course basis. In other words, they want a course called XYZ. The other group concerned with certification, which is represented by Waurine Walker, is more concerned with program certification. Thus, we seem to have two kinds of certification in this state.

At first, as certification began, it was a local thing; people decided what kind of a teacher they wanted, and they carried on their own evaluation of that teacher. Done locally, this was soon to be inadequate, although when it began, it worked fairly effectively. Some of the requirements for teachers to be certified are amusing now. For instance, in New York City, a woman who married wasn't suitable to teach in the public schools, and a man who went to the barber shop for a shave was looked on with a great deal of suspicion. Teachers were also supposed to cut pencils, deliver buckets of coal to the schools and perform other such tasks. Some of these early certification

requirements were not developed to insure suitable training of school teachers. Of course, later when county control emerged, county examinations were given. We had county examinations in Texas for a long time.

Some of these county examinations were interesting to look at. They were general examinations in most cases, with the examiners occasionally having trouble here and there. There were even fist fights with some of the people who had been rejected. Then of course, the professional programs--preparation programs--began certification in this state, patterned after the New England States where the normal school started. In the beginning, the normal school was primarily concerned with the preparation of elementary school teachers. Then, going through a series of transitions, we reached what we have now.

It's interesting to note Billy Pope's remarks about involving prospective teachers with students much earlier. I think this is amusing because in my first year of college, which was a teacher's college or a normal school, we did all the things that they are talking about now. We were involved with children the first year. Then educators threw all this out and put education courses up in the junior year, holding off student teaching until the senior year. Now we've decided again that this is bad, and we're going back to some elements of the older system.

It is interesting to observe that in education we seldom seem to profit from the history of education. There have been a number of significant influences on certification that have caused it to change.

For example, the examinations that I mentioned were rigid, stilted, and ineffective. There weren't many secondary schools around the 1850's and before, but with the increase in the number of secondary schools, we found that some of the students who were coming out of secondary schools were better prepared on these examinations than some of the teachers. This is one of the things that called for a college preparation program for secondary education. Of course, it took some time to get this started because a number of colleges and universities didn't want to be involved with it. But some of the leaders, such as Harvard, Wisconsin, and Columbia, developed programs for the preparation of secondary school teachers. Another thing that had some influence on all this was the Civil Service Program. You recall that the Civil Service Program was severely affected when a disappointed office holder killed or assassinated one of our Presidents. The resulting official scrutiny gave a tremendous impetus to the Civil Service movement. And, of course, the Civil Service movement and its requirements influenced teacher certification.

Another influence, it seems to me, was the specialization of certain activities in state departments of education. Perhaps because of the many conflicting interests, certification has a rather interesting history. One interesting aspect of the history of certification in the United States is that the members of the profession in teaching have not been greatly involved in the past with certification. The NEA really did not become active in the professional preparation of teachers until after World War II. Before then a person who took his cocker spaniel to a veterinarian was better assured of competent

attention to his dog than the average person taking a child to the elementary school. Approximately one out of thirteen teachers was not adequately prepared or was teaching under some sort of temporary certificate. We had the old fashioned "school-marm" attitude toward teaching, and the NEA as a professional group was not concerned, in contrast with veterinarian associations or American medical associations. In medicine, for example, professional organizations have been concerned with certification of doctors since the 1500's. But we haven't had the same thrust in teaching. Soon after World War II, the NEA set up the TEPS Commission as a result of their New Horizon Study. Of course, as you know, TEPS is very active now. We also find that the NEA was a great implementer in the development of NCATE. NCATE places on the college staff the responsibility for developing adequate programs.

Another characteristic of a profession is systematic appraisal and accrediting of programs by an agency of the profession. Now I think when we look at the future of certification, we are going to see much more involvement on the part of professional groups. We are concerned in Texas today with the TTT components, the Triple T components. There are two Triple T programs operating in this state today. One program is the statewide Triple T program, which involves primarily four universities and colleges plus regional service centers and a state agency. It is also going to have a national component associated with AACTE. At the state level, it's going to have, in addition to the public school component, the regional service centers, the communities and the education liberal arts

components as well as the universities. In addition to that, of course, this program will involve every institution and every regional service center in this state before it's all over. This is probably one of the most significant programs that has ever been mounted in Texas.

I think one of the important trends of the future will be an emphasis on performance-based criteria. For instance, the NCATE standards state "Criteria for advance programs are designed to achieve explicitely stated objectives. These objectives are expressed behaviorally and are determined in relationships with the professional roles which people will play." What that means is simply that when talking about the preparation of librarians, A-V specialists or whatever designation you choose, the emphasis is going to be less and less on accumulating so many courses or so many credit hours. The emphasis is going to be, in the future (and to say the future is pointless, as a matter of fact), on the ability to do, the ability to perform on some kind of a job. As you mentioned this morning, we haven't had a change in fifteen years. I think this is one of the significant changes that is going to take place in this new program of teacher certification in Texas. There is no question in my mind. Of course if an institution is going to be accredited by NCATE, there won't be any choice in the matter. If you are preparing librarians or if you're preparing A-V technologists and plan to be accredited by NCATE, you'd better learn to write behavioral objectives. You'd better learn to state your objectives in explicit terms.

You can call these objectives whatever you want to call them, but

if you don't know how to write them, you must learn. I've been having conversations with people in the education community, and some of them have dragged their feet about as hard as they can drag them. But this is something we have no choice about. It is what we're going to have to do. The Texas plan for developing a performance-based program has carried out an awareness program. Now Billy Pope told you about some of the things that have been going on at the consortium level. We've had hundreds and hundreds of people involved in the study of teacher certification in this State. Now the committee I'm on (Committee to Study Teacher Certification) has met several times. Two things we all seem to agree on, and we don't agree on much, are that the certification program should be performed by the state, and that we should be dealing with explicit criteria. Eventually every institution, every service center in this state will be involved in the Triple T program in some way. Right now the institutions involved in the state-wide Triple T Program are in the process of writing behavioral objectives. The Dallas Triple T Program, which some of you have not heard much about yet, but which our institution is deeply involved with, is starting with the process first, and then we're going to write the explicit objectives afterward. We're taking a different path from the state-wide programs. The state-wide programs are going to write the behavioral objectives first, and then they're to come out with the process later. We're going to start with the process and come out with the behavioral objectives.

Of course, you don't do anything in Texas without involving and without thinking about the Legislature. You also don't do anything

about teacher education in Texas without thinking about the Board of
Examiners and also the State Board of Education. One other group that
we haven't heard much about, but we're going to hear about in the future,
is this Committee on Texas Professional Practice. It looks to me, as
I watch this discussion and participate in it, that what we're going to
have are groups of teacher education centers. If you don't know anything
about the Maryland model for the preparation of teachers, I would suggest
you get acquainted with it. I've seen that Maryland film on a number of
occasions, and it seems to me that someone is trying to tell me something.
And if you've never read Smith Phillips, Teachers for Tomorrow, you
should read it because they're talking about the same thing. I suspect
that there will be components for the preparation of various kinds of
professionals in that teacher education center. Not just teachers, not
just administrators, not just county supervisors, but also A-V tech-
nologists or librarians or whatever name you finally choose, are going
to be involved. This thing is moving along slowly and is supposed to
be done about 1973.

One of the beautiful things about Texas is that in anything involving
certification, I have always had an opportunity to disagree with what's
going on and to be involved in the process if I wanted to be involved.
Now it seems to me this is quite a commendable thing in a state as big
as Texas. There are many opportunities now to participate, and I'm
delighted to see you here today talking over this problem of certification.
This is the way we're going to get the best kind of certification
program, whether it's for librarians, whether it's for counselors or
teachers or administrators. I think the thing we have to recognize is
that we have a big job to do, and I hope we're all big enough to
overlook some of our petty jealousies and concerns in order to do the
best job of developing the best kind of program for Texas.

Chapter III

Panel on "Certification"

Waurine Walker

One of the most refreshing things about this conference has been to hear you people talking about a learning resource center and about preparing people to serve adequately in such a center for the improvement of total education. I think that if we follow through with this, we can paraphrase the great navigator's statement which all of us thrilled to hear not long ago. We can say, "Here is one small step for man and one giant step for education."

The whole trend of education in our schools today is toward a resource center learning. Flexible scheduling within our schools, independent study, individualization of education, small-group and large-group techniques of teaching and learning, all center upon learning resources. The teacher can no longer be the fountain of knowledge--and I am not sure she ever was--with the old concept of the children bringing their little buckets to the fountain and the teacher pumping. This concept is gone because there isn't a teacher in the classroom in the nation today who doesn't find a child in that classroom who knows far more than the teacher knows about many subjects. So the idea of the learning resource center must be capitalized upon, not only for learning today, but because of the need for continuous education and re-education of the total citizenship of the United States. Now with the rapidity with which things are changing and developing, we can never say that we are educated. We will continue to be in the process of being educated for the rest of our lives. I think this concept, if you can carry it through, and if you can build on the dreams that have been expressed here today, will do more for the improvement of education than anything else.

I think we are going to find that the persons who have been called librarians, or who have been called audio-visual technicians, are going to

20

be the people in the foreground. They will be the ones to whom children, teachers, supervisors, counselors--the whole school staff--will turn for assistance in doing a better job than has ever been done before. This simply means, as many of you said today, we are thinking of an entirely new person, an entirely new educational position. This is the time to dream big as you think in terms of what this person can be, and must be, and will be.

Now I think we face some problems. First of all, what are we going to call the person who is going to be in charge of a learning resource center? I think you need to put your heads together to come up with a title that will be understandable, not only to yourselves, but to the public. We've developed, through many many years, the idea of a librarian; the idea of an audio-visual technician came later. But we applied this terminology until people now understand what you mean when you say a librarian or an audio-visual director, or technician. But when you start talking about a person who is going to be in charge of a learning resource center, you are developing an entirely new picture, and the title of this person must have meaning in the minds of the publ

I think also you are going to have to come to some agreement as to a definition of a job analysis for this person. What does the person do? What are the compentencies that such an individual must have? Let's start thinking of the "must have" at a certain level and then add on as the responsibilities increase. But we must have a base of competencies. Once we determine the base of compentencies, we can say to the colleges, "Here is what we want. Now it is up to you to organize the knowledge, the skills, the techniques, the abilities within courses that you are going to offer so that we can judge this individual and see whether or not he can demonstrate the competencies we req

In this conference you began something that cannot be finished in one day or one year, but every time you meet to work you can make headway. We are involved now in a state-wide teacher education certification program. We are trying to get everybody in the state of Texas concerned with the education of teachers involved in the program. Too often people don't become involved or concerned until <u>after</u> the standards have been developed. Then all we hear are complaints of why didn't I know about this, or you didn't pay any attention to the things I would have said. Well, now is the time to have your say.

We spent five years, from 1950 to 1955, developing the standards that we now have, but that was fifteen years ago. Our schools and our children have changed tremendously in that period of fifteen years. So, we need to take a whole new look at what it now takes to prepare people who are going to work with the children in the public schools in the State of Texas. I think you have a marvelous opportunity to do the essential things if what we know now about the learning processes, the psychology and the sociology of the background of children, is put into effect in terms of learning abilities.

To do this, however, you are going to have to do a selling job. You are going to have to sell some of your own members because there are many people who belong to your professional associations now who would much rather let things stay just as they are. I think you must sell to your total professional membership this new kind of person you are envisioning as a director of a learning resource center. You are also going to have to sell school administrators. Too many of our administrators still look for the librarian to be the keeper of books and for the audio man to run around

repairing equipment and perhaps turning out a few slides. Many school
administrators have this antiquated viewpoint. They must be educated along
with the general public as to the role that this individual can play and must
play in the development of education in the public schools of our state.
Therefore, after you've made up your own minds, you must do a selling job so
that other people will understand what you are envisioning in terms of
developing education.

Unfortunately, the history of certification has not, in a way, been to
our advantage. When the Gilmer-Aiken program was set up, certain classifi-
cations were designated. One group was called supporting personnel. These
were supervisors, counselors, principals, and administrators. Then another
group was called special service people, and these were the school nurses,
the visiting teachers, and the librarians. The audio-visual people were not
much in the picture, certification-wise, back in the 1950 to 1959 period.
Thus the librarian was put in a group that required practically no special
preparation. The school nurse, if she were a registered nurse in the state
of Texas, needed no other preparation. The visiting teacher, at that time,
was anyone who held a degree from an accredited institution and a teaching
certificate. The librarian, at that time, was anyone who had twelve hours i
library science of any kind or description of courses, coming from any kind
of an institution. So, historically, you started off without the recognitio
that this was a position needing advanced or specialized preparation. I
think this is one of the areas where you must do some thinking.

The Governor's Committee on Public Education came along and said we've
got to think about education, not only in terms of the classroom teacher, bu
in terms of all of the supporting personnel who make it comfortable for the

classroom teacher to do a better job. But they didn't spell out the positions of learning resource center personnel. Thus, here again, occurs the need for you to settle on the kind of person you have in mind, the title you are going to give him, and then for you to get out and sell the position. Only as a person is recognized as being supportive to the general program will you receive the recognition and the status that makes people want to get into the work and continue with it. Unfortunately House Bill 240 still maintains the status quo. In the House Bill 240 there is a job classification and a salary position for a librarian that is one step above a teacher. I doubt that at this time many changes can be made in House Bill 240. Now you know, it was passed by the Legislature, but it was not funded. The current session of the Legislature is to provide the money to pay the salaries plugged in at the various levels. It seems to me that if you are going to get the kind of professional recognition that is needed, you are going to have to develop the specialist role to get that person plugged in at a professional level. The people in instructional media, as they have listed it, get incidental notice in House Bill 240. But they have to be certified as administrators, which is now a sixty hour program above the baccalaureate degree.

The task ahead of you, in coming together, is to get a meeting of minds as to the type of person you envision to do the kind of job that must be done, and then to sell this professionally and to the general public. In areas in which there are already learning resource centers in the communities, you won't have to do a selling job because the job has already been done for you. They have seen the advantages of a school that is built around a learning center. But unfortunately, the majority of schools in the state of Texas today are the match-box type. And the library, many times, is way off at the end of a corridor somewhere. Although there is a big job to be done, I think it

an be done. And I think it must be done because I think this is the
direction in which we must move as we improve education.

As I talk to librarians and to audio-visual people, I find that they
re not clear in their own thinking. Here are some facts that will help you
ake up your mind. Many of you talk in terms of a teaching field in library
science. Do you realize that if you want this to become a teaching field,
t will have a code number on a certificate and the name "librarian" will not
appear on that certificate? Teaching fields are academic subjects in which
the individual qualifies to teach,and they do not appear on a certificate.
They are simply a code number. Yet, I find many people who say they want
library science as a teaching field. I believe anyone in a learning resource
center needs to have the broadest, academic background possible with a
specialization in at least one field. I think subject matter knowledge is
basic to anyone in a learning resource center. If you make library science
a teaching field, you are taking away twenty-four semester hours that could
be in academic subjects. I would like for you to think of this carefully as
you move forward in your study of programs.

I still find people who want to talk only in terms of mental requirements
rather than thinking of the job that needs to be done. Today, as we began to
describe the learning resource center specialist, I heard several people say,
"And do that in eighteen hours?" No, I don't think we can do it in eighteen
hours. You might be interested to know that at the present time in the United
States, twenty-eight states now require, for the basic certificate for a
person in the library science field, twenty-one or more semester hours of
training. One state requires twenty-one hours, one state requires twenty-
two hours, eleven states require twenty-four hours, seven states now require

thirty hours, one state requires thirty-six hours and one state requires forty.
Thus, in the last eight years, the preparation of people just in library science
has been re-directed in an upward trend as the recognition came that these
people needed more knowledge. Fortunately many of these states have recognized
the coming of this resource center group and have been bringing in all kinds
of media and instructional materials in order that this broader aspect may be
developed.

The trend in the United States at the present time is toward a requirement
of five years of preparation for all school personnel. You may be interested
to know that there are thirty-three states that are, at the present time,
engaged in re-studies of teacher education and certification. So, we are not
doing this alone. The majority of the states are taking a new look either
at teacher preparation or at certification. And in practically all of them
there is a mandatory requirement for a fifth year of preparation. Twelve
states are already requiring this within a period from five to ten years.
Seven other states had the mandatory fifth year up for consideration at
legislative sessions this year. There is then a trend toward this fifth year
of preparation for people who are going to continue in the field of education.
Since direction is definitely toward greater preparation in the field of
service, I hope you will give careful consideration to the requirement of a
graduate program. You will at least have a talking point, along with super-
visors and counselors, as to the importance of your role in the total school
program. I think this is an essential point. If you say it takes only
eighteen hours of nondescript, undergraduate or graduate course work, you
are not going to have what someone has called first class citizenship with
those who are requiring the fifth year of preparation or a master's degree.

Your professions play a vital role in certification. I think there is the possibility that one of these days, not too far off, the profession of teaching and their professional associations are going to determine the qualification for entrance into their profession. When you have met the profession's qualifications, the profession will recommend to the state that you be issued a certificate. The professions are playing increasingly important roles in determining the qualifications of those who will join their ranks. You now have the best chance you ever had to determine the qualifications of the individual who is going to be in charge of the total learning resource centers in the public schools of the state.

In determining qualifications, think too of differentiating standards. We can't all be the district director of a resource center for media. We are going to have to grow in rank and in understanding and in additional preparation. We don't develop people full-fledged over night to do the kind of job that is being done by Elenora Alexander in Houston. And yet we need more people of her stature, of her background, of her understanding, capable of the kind of development that she is bringing about in a total instructional program for the children of a metropolitan center. So you want to hear from your two professional associations because they have a great role to play in the kind of individual that you are going to develop, an individual who is to become important in the development of learning.

Panel on "Certification"

<u>Catheryne Franklin</u>

The dichotomy of being a library educator on one hand and a card-carrying, professionally certified school librarian based on a valid Texas teaching certificate on the other hand, has been challenging, rather difficult, and at times somewhat frustrating. But it is as a school librarian and a member of the Texas Association of School Librarians (TASL) that I would like to speak first.

To give our discussion of certification a chronological focus, I will remind you that Texas Association of Educational Technology (TAET) had a committee working on certification quite some time before there was even an appointment or a decision to have a state-wide, across the board, study on certification. TASL's executive board asked TAET if a committee might be appointed to work with them and such a committee was appointed. It was not a very large committee, but for many reasons, some of them of a personal nature, it became a still smaller committee. All we seemed to be able to do was to circulate among ourselves a great deal of material and to meet in small groups every now and then. Not much came out of all our work except perhaps an understanding of each other's problems.

Later this committee was dissolved and a larger one appointed. The charge of the new committee was to come up with a proposal, a working paper that could be pre-tested prior to field testing. I can assure you that the committee members were not in full agreement as to what we thought this proposal for certification should be or what would make up a viable program. But I do think we were in agreement on two points. First, that whatever proposal we came up with should provide for the needs of the present and serve the needs of the future.

And secondly, it should be a proposal that would provide for an individual who would be sufficiently trained in qualities of leadership. This professional would have to have training in his own field so that he could be a leader there and certainly be a leader in the schools. If this was a bold program, it seemed to the committee that it was about time the school libraries had one.

By agreement of the committee members, the first draft of this proposal was circulated to library training agencies. The statement accompanying the proposal said, and we hoped it was very clear, that this was the first draft of the first draft of the first draft. It was a working paper. We sought, urged, that there be written comments and reactions, and then a little later we submitted the same draft to school library supervisors at a meeting in Amarillo. The committee needed reactions because the proposal was to be reworked and then eventually submitted at the grass-roots level to the membership of TASL. Frankly, some of the reactions and comments took us aback considerabley, and that is putting it mildly. Criticisms were balanced, however, by constructive suggestions,and one that pleased me particularly was the suggestion that, in our field-testing, the proposal be sent to administrators for their reactions, as well as to the librarians in the field. The committee does need the considered reactions of all who are involved. We are grateful for the comments because we think this will help us in whatever proposal finally emerges. We are grateful to many of you for the time and effort that you took to give your reactions. A great deal of time was spent by a great many people in sincerely looking at the proposal in order to react for us.

I would like to think that out of this meeting can come an opportunity for us to provide for school librarians who can achieve professional status commensurate with their skills and their training. I think we all tend to emote a great deal for the sake of the art, rather than putting our minds to it. Certainly TASL's proposal, and I believe TAET's as well, was an attempt to put something down on paper so that we could begin to talk about certification.

I doubt that anyone could devise the perfect certification paper. I doubt that there even is one. But I think we should try to come up with something that is forward looking and something with which we can live for quite some time. I am convinced that if we who are a part of this profession don't create such a program, as sure as you are sitting there, somebody else will do it for us. And it may be that whatever our proposal is, it may be the best of the two. Those of you who saw the original TASL proposal will know that the proposal you find in your packets represents some revisions, and in addition, we printed the competencies and suggestions for various levels of training. We hope to come up with a much better proposal than this.

Now, I don't intend to relinquish the floor without speaking to the library educator. Certification is a tool, whether it's used in law or medicine or engineering. And as a tool, it is used to insure quality in the production of members of a profession. Through certification and the use of certification standards professional people will reach a desired proficiency of performance. Certainly educators, and those who employ the products of education, can be assured that the people we give them have been trained for the tasks

they are to perform. Library education has had its share of unloving

critics and uncritical lovers. And it would be hard to demonstrate

which one of these groups have done harm or good. If you consider

either one of these proposals not as minor reconstruction of school

certification laws, but as total demolition, or if you believe we are

trying to browbeat some training agency, I ask that you consider these

points. The last time we had a chance to revise certification was

fifteen years ago. Everything has changed since then. Can we continue

to support a certification program which looks into a rear-view mirror?

I think we must, somehow, rise above the dictates of our own

programs and orient our goals to those of the profession. We need to

make school librarianship, or learning resources specialists, a

profession with its members prepared to service the public properly.

We need to consider what is best and not what's best for the circum-

stance. I think that our own vested interests, our own recollections

of our old training as school librarians may actually be more of a

hindrance than anything else. We have old philosophies to review; old

controversies to submerge. We have hard decisions to make, and I hope

we have the internal fortitude to be bold enough to make these decisions.

Time, I think, has shown us that nothing grows without a certain

amount of change. It has almost become commonplace to say that change

is a characteristic of our time. But when we look at our certification

program, we have had more time than change in the period of our history.

Old ways die slowly, and some of us are caught between our book-oriented

past and our media-oriented future. I think we must look with awareness

at the present and the future and then build a quality program of

education. We must also provide a career ladder for the people we train.

I think we need to look carefully at the training we offer to see if

some of those competencies that we have so long considered professional

might better be placed in a training program--a program aimed at

providing supportive personnel. It is necessary, I think, that we

accept the truth that right now, in Texas, salary often depends upon

the highest degree earned, and, realizing that, we should point our

school librarians toward a higher degree. Considering the high level

of competencies required by Standards for School Media Programs, can we

accept obsolescence for our school personnel?

Those of you in the field of education technology, since that field

is newer than the field of librarianship, will not have gone through

the years of apathy and self-depreciation that I think school

librarians have gone through. But right now while we are working on

certification problems in all areas, it seems to me that we must take

this opportunity to push forward a program that will move the learning

resources specialist into the forefront and out of the fringe of what

we call "faulty education." I seem to be haunted these days by a

statement that I read not long ago, which said, "Education is catching

on; libraries have yet to catch up." We have to change whatever it is

that we need to change so that our certification program can be a device

for improving the quality of both the librarian and the media specialist.

Unless we do this, we may as well accept the fact that we really are

merely clinging tightly to the status quo. It seems to me that if all

materials are to be combined in a learning resources center, we should

strive for a unified certificate for our learning resources specialists --

two tracks perhaps but at least a unified certificate.

Now, on the threshold of the seventies, it would be as

easy to look backward as it is to look

forward, which gives us the opportunity to learn from the past and to anticipate and mold the future of this emerging profession.

I am reminded of a quotation from a book called The Cat by William Faulkner. When one of the characters was complimented for all of his accomplishments throughout his life, he said, " . . . except it wasn't a monument, it was a blueprint. A monument only says that we got this far, while a blueprint says this is where I was and I moved again." And this, as I see it, means that we must seek, not a monument, but a blueprint.

Panel on "Certification"

Donald Nicholas

Let me say, first of all, that you have a copy of the TAET position paper in the materials that were handed to you. Although the work on the part of TAET toward certification was begun some years before I came to Texas, I became involved with this about a year and a half ago. Since that time, both TASL and TAET have been working somewhat together, as well as separately, in that they've done some conferring with one another. I think that very great strides toward what needs to be done may be made as we talk informally here today.

In trying to wrap-up this panel discussion, I would like to say first of all that I don't disagree with very much that has been said thus far. As a matter of fact, I rather heartily agree with most that I have heard here today. There are, however, some things that I would like to re-emphasize---things to which we as a group or as separate groups, if you will, need to give some thought.

First of all, I hear implications that there should be on one

campus for example, a high school campus---a person, a media

specialist, a librarian, whatever term you want to apply, who is

very much more highly trained than persons previously in this

capacity. The people who have worked for some time as librarians,

or as media specialists, or as teachers have been saying for years

that one librarian, doing an ironically restricted kind of job in

terms of what we're not thinking of, has been unable to do the kinds

of things that he or she ought to be doing. Now for us to think in

terms of these very much more complex tasks being performed by one

person is tremendously naive. I think we'd better start thinking

about not one person, but the several persons necessary to get the

job done. In thinking about specialists, or generalists as the group

I was with a while ago called them, it seems to me that we have got

to think about certification in at least two areas. I would prefer

to think of three, though one is not properly a certification kind of

thing. It seems to me that we are, in fact, going to need three kinds

of people. All of us, I think, recognize this. One of them is a

person who has been called an aide, although the term we've been using

today is technician. I see this technician being in a sense certified

on different levels, that is, in different areas. You might have

technicians or paraprofessionals who perform at different levels. This

is especially necessary as you look at the complexities of operation

that we are developing in some learning resources centers.

Secondly, I think we are going to need persons whose primary

preparation is in the area referred to in the past as audiovisual.

In other words, a non-book speciality. And this person, I also see

as needed in many areas, not, for example, at a single level such as
high school. Also, I see a need for a person who has tremendous
competency in what we have traditionally thought of as a library
situation, but a traditional library certificate will not suffice.
We don't have need for that kind of preparation, and again I see
various levels of preparation necessary there. So, I see two kinds
of professional preparation---for people to be prepared primarily in
the audiovisual area and for people to be prepared primarily in the
library science area, or the print and non-print, if you prefer. I
want to point out again the necessity for the technician, and to say
that for years in certain situations I have seen professionals
performing much of the work of the technician. The realities of today
and for many years to come in some areas suggests to me that we are
going to have professionalsperforming a lot of paraprofessional tasks,
which is what has been happening over the last fifteen years.

Another area, which I think we have to give some real consideration
to and which I brought out in our group meeting a while ago, is one
that I'm told represents rather a national trend. That is, the librarian
is becoming a teaching kind of person, not just in the sense that
Waurine was talking about a while ago where the librarian has a teaching
certificate, but I mean in terms of a librarian spending his or her
time working with students. I don't see that as the function of a
librarian, contrary to what has been happening apparently nationally.
If, as librarians, media specialists, or whatever you want to call us,
we are going to move into a higher pay scale and all that goes with it,
and, incidentally, if we are going to keep the good will of the class-
room teachers, we must not threaten them. We must support them.

It seems to me that if we continually move into the teaching area, we come to threaten them, and they're threatened enough by all the kinds of things we are being threatened by. It seems to me that the role of the learning resources specialist should not be that of teacher of students. We have teachers who ought to be performing that kind of task, and we ought to be assisting them. If we're going to be moving to a higher pay scale and if we're going to be performing tasks commensurate with that higher pay scale, we've got to be doing something other than working with students directly. There is another, I think, more important reason for doing that, which is that you as a more highly trained individual can have a very much greater impact on the total education program if you are working with teachers, administrators, and the like than if you are spending your time working directly with students. Please don't interpret this as meaning that TAET is not in favor of working with the students. I am saying that your influence will be very much multiplied if you work with the teachers rather than spending your time working with the students. I'll say, further, if this bothers persons in the field of library science, or media, or whatever, they should consider changing their fields because I really think we aren't going to have any choice.

In looking at learning centers, to use Dr. Pope's term of this morning, relative to the library person or resources center person teaching the student, I'm not sure I like the concept of the learning center unless we are very careful to re-define the role of the classroom teacher in this situation. I think politically we must be realistic, especially in Texas, if we are going to do anything in terms of certification. We must see this whole certification business

from the standpoint of plain hard-headed politics because before the
task is finished, it is going to become a political concern in order
to get the support of influential groups in the state of Texas. The
classroom teacher group is one of these. And if we attempt to get the
support of TSTA without the support of the classroom teachers, I
think we are being tremendously naive. I think we have to be careful
in using the concept of the learning center and relating the concept
to the total school. And if we are going to use that term, I believe
we must be careful how we define the role of the teacher in that
situation. My own preference is for the concept of a learning resources
center as a support to the classroom teacher, or the learning manager--
a term that is widely used.

I have heard about the support in some circles of an undergraduate
program in this area, and I'd like to re-emphasize the naive thinking
which I believe this viewpoint reflects. I believe that we are
completely out of it if we are talking about an undergraduate program
for preparation of learning resources personnel. I think most of us
here agree that persons who are going to function as learning resources
center personnel must have a background in classroom teaching. I'm
not certain, however, how much background is needed in order that
learning resources specialists will understand the problems of the
teachers who work with students.

I believe that as we move toward a performance based program, we
must give more thought to the implications of such a program. I
believe that many of us who are concerned with preparation programs in
the colleges and universities, as well as librarians and audiovisual
specialists in the field, have not given a great deal of thought to
these implications. It seems to me that it is relatively simple to

list a number of competencies that we want to develop in persons who are
to be learning resources specialists. But there's a great deal more to
it than that. For example, if you're going to go to a competency based
program, it seems to me that you are implying some kind of evaluation
procedure. Very much more than we now have. As a matter of fact we
have almost no evaluation except in terms of A, B, and C awarded in a
class somewhere. I think we should be concerned with something very,
very much more structured than that. As Waurine pointed out, we very
likely are coming to the point where the members of this profession
will certify entering members of the profession with perhaps, State
Boards, or something of the kind. As a matter of fact, I suppose I
might as well say here that I would favor at this moment a move of
that sort. I believe it would strengthen our profession tremendously.
Another implication of the performance based approach is that there
would be some means of updating. We have people in the field---the
audiovisual field -who started out as a science teacher, became
interested in cameras and has been an audiovisual specialist ever
since, and that is the place where he is now in terms of preparation.
I don't think we can live with that kind of thing.

I'm sure that some of you sitting out there have comments or
questions about what has been said by one or another of us. Do we have
time for that, Mickey? [Dr. Boyvey] And would you serve as moderator,
please?

Elenora Alexander: You spoke of the two professions, two kinds of
persons, in addition to the aide or technician. Do you think there
are common areas of knowledge which would be basic for both positions

so that we could think of the first level as being these basic
knowledges?

Donald Nicholas: Yes. That's very much the way we outlined it in
the TAET proposal, and I still support that.

William Truax: You were saying that we need better evaluation
procedures, and I think this is the point. Our evaluation procedures
are very crude. We don't know what kind of a job we are doing; we
don't even know what we are evaluating. It's just a "by guess and
by golly" sort of thing, and that's the reason NCATE and other such
groups are talking about explicit objectives because we can't
evaluate what we're doing right now. We're doing a very poor job, and
as a member of the TLA said, "If we don't do it, somebody else is
going to do if for us." We've got to clean our house. We've got to
stop resisting it, stop dragging our feet. We've got to get on with
the job. Because when this war in Vietnam is over, I'm convinced that
these businesses that have such a tremendous amount invested in capital
equipment are going to be looking around for places to capitalize on
this investment. And they're going to be taking over our job, if we
don't do it ourselves. I'm speaking of such performance based programs
as we have in Dallas and Texarkana. We may not like what they're doing,
but I think we're going to see a lot more of them. If we don't get
on with this business, they're going to be helping us do our job.

Donald Nicholas: Thank you, Dr. Truax. I hoped you would say that
to this group. I'd just like to say in reaction to what Elenora
brought out about the commonalities that exist between us that,
certainly, there is a core that all of us could work around and that

we have in common, but I think that this commonality is going to

be achieved more at the higher levels than at the lower levels I

think specialization is necessary at the lower levels to do some of

the nitty-gritty jobs just above the technician level. As the concept

of the director of the learning resource center develops, more and

more we have to reach an understanding of the commonality of our

capabilities.

Alice Brooks McGuire: I would like to take exception, Don, to your

point about our threatening the teacher when you said you thought

it would be better--we would have greater impact--if we worked

directly with the teachers and administrators instead of with students.

Now I go along with you one hundred per cent that we've got to work

with teachers, and we've got to work with administrators, but I do

believe that if we continue in this learning resources center concept,

we can't just put young people in there, wind them up, and let them

operate. I do believe that we have a function in relation to the

students, which need never threaten the teacher. I'm going to work

with the teacher. And the day when a teacher comes to me and says,

"Listen to this. I need help. What do you think of this?" is the

day when I feel that I am really functioning as I should. So I'm

not going to threaten any teacher.

A Conference Participant: In addition to what Sally [Dr. McGuire]

says, I must say also that we are supporting the teacher when she

sends small groups into the learning resource center for us to work

with those students, and that is what, more and more, the teacher is

expecting when she herself feels the student needs the help of another

specialist.

Donald Nicholas: Let me just say to you (Sally and I have debated this before) if you devote your time to these small groups of students, then, so far as I'm concerned, you ought to be paid on a teacher level---working with these students.

Catheryne Franklin: This is where your differentiation of staff comes in because you're thinking in terms of people serving in so many different capacities. I think some of us are trying to gear up here to a person who is the superwoman that Zella Lewis talked about. In other words, it is necessary to have a person with this broad knowledge and understanding, not only in books and non-book material, but in management, budget, planning, evaluation, and all of this. We see the need for such a person so desperately; but at the same time, we must think in terms of differentiated staff so that there are many different levels where different people can function.

Katherine Ard: I want to point out the Asheim report prepared for librarians which does differentiate the classes of work and preparation of librarians. Perhaps we failed to take this into consideration in our deliberations here today.

Donald Nicholas: I'm familiar with it. I don't necessarily agree with all of the provisions in it. Also, we are talking about the immediate present, not some time way out there. Let me say, too, in terms of this differentiating staffing concept, that many of the things that librarians now do with students could very well be done by some of these paraprofessionals we're talking about.

Zella Lewis: Are we not saying, but in different ways, that we need more than one person in any one situation? Is this not what we're saying?

Maurine Walker: Of course we've been saying this in the ordinary classroom for years —that the teacher, the professional teacher, ought to be relieved of all this minutae and be allowed to concentrate solely on teaching. Now we want to say the same thing, it seems to me, for the librarian. And you know, I know librarians who had rather sit and catalog books than do anything else pertaining to the library. There may be a place for them.

A Conference Participant: I believe most of us would agree that threading projectors, making slides from pictures, and wheeling carts around are technician-level jobs. You [Dr. Nicholas] seem to imply that helping a student find a book on the shelf or pasting the little cards in books, or envelopes on books—things of this sort—are also technician-type work, and that the highly trained people in media, whether they be audiovisual-oriented or library-oriented, should be above this type work and should be on the job developing techniques and resources and procedures in helping the classroom teacher with her job.

Donald Nicholas: I think I would agree almost entirely with that.

Mary Boyvey: There's time for one more comment. We'll hear from Dr. Titus.

Robert Titus: There's one thing I've heard here today that it appears we've overlooked. That is, we're assuming in this discussion that our areas of knowledge, both areas, are our private prerogatives and we're keeping these to ourselves. We haven't mentioned or discussed at all what we're going to propose for the certification of classroom teachers. In our TAET groups we made a recommendation about what type of training, or minimal training, classroom teachers ought to have,

and yet if the classroom teachers have what we recommend, then these technician jobs in terms of media specialists are not going to be there. Also I think the same thing may be true of the library. If there's something about working with students in the library that the librarian ought not to be doing, then maybe the classroom teacher ought to know how to do that. What training does every classroom teacher get that has to do with the library, other than writing a research paper? If we answer such questions as these, then we may be able to deal with professionalism on a different level.

Chapter IV

GROUP REPORTS AND RECOMMENDATIONS

Reports

Group I (Reported by Dorothy Lilley)

We considered the areas of knowledge, or competencies, and, as far as I know, there weren't any areas there with which we disagreed in terms of the position or positions we are talking about. But we felt that this total program could not be accomplished by any one person, so that there would need to be different levels or perhaps even different tracks in education. We completely rejected the idea that one person could be competent in all areas. One of our main discussion topics was how to test for competence on the job and at the university because we felt very strongly that accountability was going to enter into the picture both on the job and at the university level.

Group II (Reported by Zella Lewis)

We went through the competencies that were listed (Appendix V) and felt that all of them would be necessary, although competencies for a professional would vary depending upon whether the professional was the only one on a campus, was one of several, or was responsible for administering the learning resources of an entire district.

In examining "HUMAN BEHAVIOR: DEVELOPMENT AND INTERACTION", we agreed that these areas should be in the curriculum, but we felt that some specific mention should be made of the disadvantaged and of urban patterns of living, particularly for professionals who would be involved in administering districts in such cities as Houston or Dallas. The group also believed that Number 6, "Instructional Systems," and 7, "Communications Theory," need not be listed separately but would be

44

included in Number 8, "Media Strategies for Learning," and that Number 8 was of prime importance for personnel in a learning resource center.

As to "Budgeting Techniques" under "Management," the group agreed that since budgets were usually determined at a higher level than at the campus level, persons in charge of a district should know budgeting. Numbers 13 and 14, "Education Specifications for Facility Design" and "Interpretation of the Media Program to the Total School Community," would be implemented primarily by those responsible for the whole system, but there should be involvement by persons at the campus level.

In considering the section entitled "MEDIA" we ranked the subjects in order of their importance. We placed Number 1, "Selection," first. In second place, we ranked Number 6 and 7, "Interpretation of the Content of Media" and "Integration of Media with the Curriculum and Extension Beyond," believing that the two meant virtually the same. We rated Number 5, "Production Techniques," as third, noting that even though the professional had aides or paraprofessionals to do this work, the professional would need a thorough knowledge in order to direct and supervise.

Under the next heading, "Effective application of the above curriculum areas . . .," we starred Number 8, "Curriculum," because we felt that other things listed, such as "Learning Theory" and "Teaching Methods," were all a part of curriculum, and that all professionals should be completely knowledgeable as to curriculum.

We then moved to the area of "LEARNING AND LEARNING ENVIRONMENT." We believed that Number 9, "The Interpretation of Media," was the most important and that this would be done at the building or campus level

with faculty and with students, and system-wide in working with the
professionals on each campus. We thought second emphasis should be
given Number 4, "Curriculum Application," which we thought included
many of the other areas listed, even to the design of facilities.

In considering "PROFESSIONALISM," we agreed that Number 1, "The
role, function and philosophy of the media specialist," was of first
importance. Next should come Number 5, "Total code of ethics," then
Number 6, "Professional responsibility." We did not include Number 11,
"In-service," since we thought that was a part of total professional
development, but we did stress the importance of Numbers 9 and 10,
"Continuous evaluation and professional development of the individual
and the profession" and "Provide and protect the students' 'right to
access.'"

In considering the section "PLANNING AND EVALUATION," we felt that
although Number 1, "Group Dynamics," was of great importance at the
district level, it was also important to the professional directly
involved on the campus with students and faculty. Number 2, "Knowledge
of Learning Skills and Educational Psychology," was equally important.
In fact, group members stressed over and over that a firm understanding
of learning and educational psychology would be necessary to any person
at any level.

Group III (Reported by Beatrice Murphy)

We spent considerable time in the beginning trying to formulate
a base line from which to work. We agreed that the person Dr. Pope
described was a desirable type of person. We looked over these

competencies and we agreed that they were all good. But by the
time a person achieved all of these, most likely he would have
obtained a doctor's degree. Since we're concerned with certification
for public school personnel, we thought we had better first determine
what level person we're talking about. The group decided that we would
think in terms of two different levels--at least two different levels--
and divide each of these levels into tracks. For example, there might
be a school in which there was a desire for a person who had more
specialization within the area of library science. On the other hand,
there might be a school that needed a person who had a greater
specialization in audio-visual education. Thus having decided there
should be two tracks for each level, we started to work on the com-
petencies. (Appendix IV.)

We used a scale from four to one, with one the highest level, to
designate which level each one of these tracks should reach on each
competency. That was the approach we took, although we were unable to
complete assigning levels to all of the competencies.

Group IV (Reported by Frances deCordova)

Our group started by discussing the curriculum content areas
(Appendix V)
beginning with "Human behavior: development and interaction." We
talked about psychology of learning and psychology of development and
what would be included in each of these. But our discussion became
so involved that we decided to put this aside, pick up our "Objectives
of a School Media Education Program" (Appendix IV) and consider areas
of competencies.

In the first place, we were informed that the behavioral objectives had not been stated in behavioral terms. So we crossed out the words "behavioral objectives" and substituted "goals." In the first area of human behavior, on Number 1, we added the word "psychomoter" to the terms "cognitive, affective, physiological and social." We would like Number 3 to read "to develop an awareness of the needs of learners; to listen critically, and to act upon what is heard; and to formulate pertinent ideas and values and to implement effectively media utilization."

We then went on to "Professionalism." Again we changed the term "behavioral objectives" to "goals" and changed Number 1 to "exercise a key leadership role in the total educational community; to design and administer an effective unified school media program." In Number 3, we would like to see the word "contribution" given some thought. We did not think this applied as it should.

Then going on to "MEDIA," we began working faster. We realized we had a great deal more to discuss. We decided we would not be able to get through today or even in a week, so we started reading only the paragraphs headed "Defined." We accepted media as it was stated. However, when we considered "Management," we felt that, as defined, it certainly involved levels of competencies. We did not like the words at the end of the definition " . . . of recorded knowledge." We thought "recorded" should be deleted. As to "Planning and Evaluation," we suggest that very serious thought be given to having this one simply "Evaluation." Place "Planning" with "Management" and leave this one "Evaluation." In the definition of "Evaluation," the last words are " . . . objectives of the

district and schools." We felt "district and schools" did not mean what it should. After considering several ways of saying it, we agreed upon "educational unit concerned." It would then read " . . . based upon unique educational goals and objectives of the educational unit concerned."

In the definition of "Learning and Learning Environment," we were confused over the statement ". . . learning and learning environment consists of the knowledge. . ." We asked ourselves if learning was one thing and learning environment another. It was suggested that we might say "Design of learning and learning environment consists of the knowledge. . ." We also questioned the word "strategy" and the word "recognizing" in this context. We felt that the entire definition should have additional consideration.

Recommendations

Group I

We took a vote tally on several issues. The first was that initial certification should be permissable at the baccalaureate level. The vote on this was five to five. On the second, that one year of classroom teaching experience should be a prerequisite for initial certification, we had eight for and two against.

The group voted unanimously that the learning resources center director, on whatever level, ought to have education in both audio-visual and library science. The group also voted unanimously that the level of preparation of learning resources center directors should be at a level comparable to building principals, and appropriate provisions should be made in the salary structure.

Group II

Group II makes the following recommendations:

(1) That we are working toward a staff, not a person, and that in the public schools, all members of this staff should be persons who can communicate with children. (2) That we need new terminology and definitions. (3) That instruction that integrates all types of media training in the common areas should be offered, such as selection and organization. (4) That there should be different levels of certification for which criteria are defined for professional, paraprofessional, technicians, aides, and that the skills and abilities be defined, and that some provision be made for continued growth at whatever level a person chooses to work. (5) That professional persons must hold a fifth year of preparation. (6) That paraprofessionals' certification could be below the bachelor's level and that there could be some certification for technicians and aides.

Group III

We supported a dual track, multi-level certification program for the training of the personnel of the learning resources center. We considered the recommendations of TAET (Appendix I), but we got no further than the provisional certificate. We did approve a multi-level in terms of provisional, professional, and supervisor's certificates. We decided to use the term "audio-visual" along with "educational technology," for the uninformed, and thought that library science would do until we find something else.

For the provisional certificate with the two tracks, audio-visual

or educational technology and library science, the requirements would be an approved teacher certification program and a minimum of twenty-four semester hours beyond the bachelor's degree, divided as follows: a minimum of twelve semester hours in the learning resources specialty, either educational technology or library science; and a minimum of twelve semester hours selected from other professional education areas and the behavioral sciences.

As to the number of years of teaching experience, a majority approved the phrase ". . . has taught a minimum of 3 years in an approved school." The minority advocated changing the words "teaching experience." to include the idea that this could be experience in a learning resources center.

Group IV

We were a large group, quite articulate, and, although we did not tabulate votes, there was a general concensus of opinion on the following points. There should be several levels of certification based on job competencies. There should be variant patterns in the total certification program. There should be a core curriculum with opportunity to specialize in many areas—printed materials, audio-visual, cataloging, production, etc. Certification should begin at the graduate level and the highest level of certification should be at the supervisory lev

A PROPOSED PATTERN FOR CERTIFICATION OF
LEARNING RESOURCES SPECIALISTS
(Educational Technology)--(Library Science)

Today's unprecedented interest in and support of educational
innovations in schools has brought about new relationships among
academic disciplines, creative arts, behavioral sciences,
communications technology, school personnel, and students.
These new relationships among people, theories, and things are
producing major changes in the use of human resources and in
the materials, facilities, and techniques of instruction.

Such relationships reflect the realization that schools
must be served by good teachers, that good teaching requires
adequate learning resources, and that these, in turn, require
well prepared learning resources specialists.

To provide for the preparation of learning resources
specialists who can meet these needs, we propose two levels of
certification, or of endorsements to the teaching certificate:

1. A Level I Learning Resources Specialist Certificate
(Provisional Certificate).

2. A Level II Learning Resources Specialist Certificate
(Professional Certificate).

The Level I Learning Resources Specialist Certificate--
(Educational Technology) or (Library Science)

The Level I certificate relates to minimum competencies for
performance of the necessary functions of a learning resources
specialist on individual campuses.* It is issued upon recommenda-

tion of a college to a person who:

1. Has completed an approved teacher certification program.

2. Has taught a minimum of three years in an approved school.

3. Has completed a minimum of 24 semester hours beyond the bachelor's degree, divided as follow:

a) A minimum of 12 semester hours in the learning resources specialty, either Educational Technology or Library Science.

b) A minimum of 12 semester hours selected from other professional education areas such as curriculum, educational psychology, and learning theory.

The Level II Learning Resources Specialist Certificate

The Level II certificate relates to minimum competencies for performance of the necessary functions of a learning resources specialist on a district-wide basis or on a supervisory level at the campus level.**

The Level II Learning Resources Specialist certificate shall be issued upon the recommendation of a college to a person who:

1. Has completed the requirements for a Level I Learning Resources Specialist certificate, (Educational Technology) or (Library Science).

2. Has completed the requirements for a supervisor's certificate or for an administrator's certificate.

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* See attached list of Level I Competency Requirements
** See attached list of Level II Competency Requirements

3. Has completed an additional 6 graduate semester hours
in Library Science and 6 graduate semester hours in Educational
Technology beyond the Level I certification, for a total of 24
hours in the learning resources specialization.

LEVEL 1 COMPETENCY REQUIREMENTS

The minimally trained Level 1 Learning Resources Specialist
(Provisional Certificate) shall have a broad knowledge of
instructional materials, curriculum, and instructional methods.
While the following lists of competencies are quite general and
meant to be suggestive only, they are indicative of the type of
preparation needed by Learning Resources Specialists.

Educational Technology. The minimally trained Level I
Learning Resources Specialist (Educational Technology) shall be
competent to perform the following professional activities or
demonstrate the knowledge specified:

1. Shall be able to demonstrate a knowledge of the unique
characteristics of the various forms of instructional materials
and equipment which affect their selection and utilization in
solving specific instructional problems.

2. Shall be able, given specific content or teaching-learning
goals, to translate such content or goals into specific instructional
objectives, the accomplishment of which can be demonstrated.

3. Shall be able, given specific instructional objectives,
to apply technology to develop instructional sequences to achieve
the objectives.

4. Shall be able to analyze an instructional task and design a training program to satisfactorily accomplish the instructional task.

5. Shall be able to develop and apply specific criteria to the evaluation and selection of materials and equipment for the accomplishment of specific instructional objectives.

6. Shall be able to demonstrate knowledge of and skill in graphic and photographic techniques for producing instructional materials.

7. Shall be able to demonstrate an - understanding of basic television writing and production techniques.

8. Shall be able to demonstrate an understanding of the basic principles of the communications process through the production of photographic materials for the accomplishment of specific educational objectives.

9. Shall be able to combine photography and sound in the preparation of instructional sequences.

10. Shall be able to demonstrate competence in basic cinematography techniques, such as: camera operation, story boarding, and editing.

11. Shall be able to specify factors which affect both sound and image quality and develop criteria for evaluating their degree of excellence (in terms of technical quality and effectiveness in communication).

12. Shall be able to prepare inexpensive instructional materials using such equipment as mechanical lettering devices, dry mounting

presses, thermal type office copy machines, and diazo materials.

13. Shall be able to demonstrate an awareness of the theory, application, production and role of motion picture films and their usage in education.

14. Shall be able to demonstrate a knowledge of communications theory.

15. Shall be able to demonstrate proficiency in the operation and use of instructional equipment.

16. Shall be able to demonstrate an awareness of the strengths and limitations inherent in the use of the visual image for communication.

17. Shall be able, when given such evaluative criteria as EFLA prescribes, to apply these criteria to the evaluation and selection of instructional materials.

18. Shall be able to operate all the diff rent types of audio-visual equipment commonly found in elementary ﾞ secondary schools.

19. Shall be able to apply the most appr iate utilization techniques with specific media to maximize lea ing.

20. Shall be able to list, compare, and use the major sources of information about instructional materials and equipment.

21. Shall be able to define the principles of management as they apply to the operation of an instructional media program.

22. Shall be able to develop criteria for and to evaluate an instructional media program in terms of the accomplishment of educational objectives.

Library Science. The minimally trained Level 1 Learning Resources Specialist (Library Science) shall be competent to perform the following professional activities or demonstrate the knowledge specified:

1. Establish policies of technical processing procedures.

2. Plan and direct the organization, operation, and maintenance of resources and services.

3. Formulate and implement the center's program of services to students and teachers.

4. Prepare inexpensive instructional materials, and operate the a/v equipment normally available at the building level.

5. Assist teachers in locating, evaluating, selecting developing, and using materials in all formats, as an integrated element of the curriculum.

6. Supervise and direct clerical or para-professional personnel.

7. Prepare bibliographic listings of instructional aids.

8. Implement an integrated, sequential program of teaching students use of materials.

9. Prepare reports based on data and statistics determined as necessary.

10. A knowledge of criteria and sources used in evaluation and selection of material in all formats.

11. A knowledge of technical processing procedures.

12. A knowledge of the nature, content, and effective use of a variety of instructional materials.

13. Formulating and implementing an integrated sequential program of teaching students use of materials.

LEVEL 11 COMPETENCY REQUIREMENTS

The minimally trained Level 11 Learning Resources Specialist (Professional Certificate) shall have demonstrated abilities of leadership, breadth of vision, efficiency, and competencies based on a broad preparation in educational media, and is an authoritative specialist for all formats of material, with a working knowledge of their distinctive characteristics and their unique contribution to the learning process.

Educational Technology. The minimally trained Level 11 Learning Resources Specialist should be competent to perform the following professional activities and demonstrate the knowledge specified:

1. Shall be able to demonstrate competency in those activities listed under Level 1 Competency Requirements;

2. Shall be able to demonstrate a knowledge of factors involved in curriculum development and in the design and implementation of instructional programs and/or systems.

3. Shall be able to demonstrate a knowledge of techniques and applications of instructional systems design and analysis.

4. Shall be able to demonstrate knowledge of and the application of learning theory in the solution of instructional problems.

5. Shall be able to demonstrate a knowledge of research in educational technology, the ability to apply research to the solution of instructional problems, and a knowledge of methods of conducting research.

6. Shall be able to demonstrate a knowledge of communications theory.

7. Shall be able to demonstrate a knowledge of the sociological effects of the mass media.

8. Shall be able to demonstrate a knowledge of all aspects of administering learning resources programs.

9. Shall be able to demonstrate a knowledge of design of physical facilities for implementation of educational technology.

10. Shall be able to plan for space and facilities required for comprehensive learning resources centers and/or system-wide media centers for print and non-print materials and equipment, information retrieval systems and other related services.

11. Shall be able to specify the considerations of importance in writing specifications for facilities and equipment.

12. Shall be able to plan and manage a budget based upon established needs, justifiable on the basis of educational objectives.

13. Shall be able to demonstrate a knowledge of techniques for designing and implementing faculty and staff development programs.

14. Shall be able to determine learning resources staff requirements and participate in the selection, training, and super-vision of appropriate professional, clerical, and technical personnel.

15. Shall be able to identify needs and plan and organize programs for the inservice development of media competencies.

16. Shall be able to apply sound organizational principles to the control of materials and equipment.

17. Shall be able to exercise leadership in organizing the efforts of others to carry out the objectives of the instructional media program.

18. Shall be able to gather and disseminate information relating to significant new developments in instructional materials, communications, and technology.

Library Science. The minimally trained Level 11 Learning Resources Specialist (Library Science) should be competent to perform the following professional activities and demonstrate the knowledge specified.

1. Shall be able to demonstrate competency in those activities listed under Level 1 Competency requirements (Provisional Certificate).

2. Determine staff requirements of the learning resource center(s), recommending criteria for, and assisting in, the selection, appointment and promotion of professional, technical and clerical staff.

3. Formulate and implement staff development programs.

4. Gather and disseminate information relating to significant developments affecting education and the learning resources center.

5. Maintain lines of communication with the administration at building and/or system level.

6. Plan for space and facilities required for comprehensive learning resource centers and/or system-wide media centers for print and non-print materials and equipment, production centers, and other related services.

7. Plan, conduct, and participate in programs for the inservice development of competencies on the part of teachers and beginning librarians.

8. Formulate and administer a budget.

9. Prepare and analyze statistical reports based on predetermined records and data.

Appendix II

TEXAS ASSOCIATION OF SCHOOL LIBRARIANS
PROPOSAL FOR CERTIFICATION PROGRAM
FOR LEARNING RESOURCES SPECIALIST-LIBRARIAN

A review of the literature and a careful analysis of trends
that are discernable in quality school library programs clearly
delineate the philosophy of a unified program of audiovisual
and printed services and resources in the individual school.
This fusion of multi media resources and services provides
optimum benefits for students and teachers.

In the past decade the rapid expansion and continuing change
in knowledge communications, curricular developments and tech-
nology have resulted in sharply increased demands upon school
library resources and services. The technological revolution
has produced a new educational environment in which school
library responsibilities, roles, functions and relationships
have been reappraised and realigned for a more rational approach
to the organization and the processes of education. It is
recognized today that educational programs of vitality, worth
and significance to students and to society depend upon excellent
media library services and resources in the school.

In view of the ongoing changes in education and particularly in
the increasing dependence placed upon media library resources
and services in the new programs, the whole area of professional
education for librarianship requires careful consideration and
advancement. The school library certification program is a

relevant aspect of professional education and is the focus of this proposal.

In order to prepare media librarians qualified to make instructional decisions, offer appropriate leadership in the educational process, plan and implement the media library program, and extend individualized media library services to students and teachers, an expanded program of professional education is imperative. Therefore, the Texas Association of School Librarians proposes to the Certification Review Committee the following recommendations:

1. That school library certification courses be offered at the graduate level within the framework of a graduate degree:

   . to take advantage of interdisciplinary approaches to library training (that is with Schools of Education, Communication, Computer Sc' es etc.) and in recognition of the fact that of he rants into the library program come from the ranks of trained teachers who are working at the post baccaulaureate level. (Furthermore, the present 18 hour library certification program is often difficult to accomplish within the framework of a four-year undergraduate program and it is not recognized for pay purposes or other benefits as an addition to the teacher preparation program).

   to eliminate the present penalty incurred by school librarians who wish to complete a master's degree in school librarianship. (At present most school librarians who

complete certification requirements of 18 semester hours in
Library Science at the undergraduate level must add an
additional 30 to 36 semester hours of graduate work for a
master's degree -- a total of 48 to 54 semester hours.
Prospective college, public and special librarians with a
bachelor's degree in a subject field can enter the library
education program at the graduate level and usually earn
a master's degree with 36 to 42 hours of course work. It
is probable that many more professionally trained school
librarians would become available if the 18 hour certifi-
cation program were offered at the graduate level within
the framework of a graduate degree program.)

. to assure a supply of professionally-trained, degree
librarians by making the present provisional certificate
an essential part of the professional program, thus
offering encouragement and incentive toward the acquisi-
tion of a master's degree with a learning resources speciali-
zation emphasizing the unified media concept, and providing
the education and vision to implement the program.
(Learning resources specialists could meet requirements
for the professional certificate within the framework of
a master's degree in library science or a master's degree
in education.)

2. That the professional preparation of school librarians be expanded in scope and sequence at the graduate level to develop the unified media concept of library service for the provisional, professional and supervisory certificates. (National guidelines for programs of professional preparation for school media librarians have been generated from a comprehensive school library personnel task analysis survey. Leading library schools in Texas have already initiated extensive curriculum revision and expansion to meet the demands of today's schools for professional Learning Resources Specialists to work with teachers and students in the utilization of materials in all formats, in the production of materials, and in curriculum development and instructional design.)

PROPOSED QUALIFICATIONS FOR LEARNING RESOURCES SPECIALIST-LIBRARIAN

The Learning Resources Specialist Certificate Program shall be based upon:

    1. A bachelor's degree

    2. A valid Texas teacher's certificate

PROVISIONAL CERTIFICATE

    18 semester hours of library science (12 of which must be graduate level).

This area provides:

- the knowledge, skills and techniques concerned with the evaluation, selection and acquisition of printed and audio-visual materials; the administration and organization of audiovisual and printed materials and services; and the objectives, functions and program of the learning resources (audiovisual/library) center.

- an understanding of the procedures for the utilization of audiovisual materials and equipment and the production of materials.

- a knowledge of information sources and of materials.

The minimally trained librarian specialist with the Provisional Certificate, has a broad knowledge of instructional materials, an understanding of curriculum and instructional methods, and is qualified to organize and administer a learning resources center at the building level.

This individual shall be able to demonstrate the following knowledge and/or competencies:

1. Establishing policies of technical processing procedures

2. Planning and directing the organization, operation,

and maintenance of resources and services

3. Formulating and implementing the center's program
    of services to students and teachers

4. Preparing inexpensive instructional materials, and
    operating the a/v equipment normally available at
    the building level

5. Assisting teacher in locating, evaluating, selecting,
    developing and using materials in all formats, as an
    integrated element of the curriculum

6. Supervising and directing clerical or paraprofessional
    personnel

7. Preparing bibliographic and instructional aids

8. Implementing an integrated, sequential program of
    teaching students use of materials

9. Preparing reports based on data and statistics
    determined as necessary

PROFESSIONAL CERTIFICATE

(3 years of successful experience is required for a professional certificate. This experience may be in school libraries exclusively, or may represent both teaching and library experience).
12 additional hours of graduate library science

Course content which will provide expertise in such areas as:
. information science, research, systems analysis and design, trends in librarianship, and services to children and young people
6 hours of professional development

Course content shall provide expertise in such areas as:
. curriculum structure, student growth and development, instructional methods and psychology, communication theory, audiovisual education, and learning resources.

The trained Librarian Specialist, with the Professional Certificate, has demonstrated abilities of leadership, breadth of vision, efficiency, and competencies based on a br   preparation in educational media, and is an authoritative specialist for all formats of material, with a working knowledge of their distinctive characteristics and their unique contribution to the learning process.

This individual shall be able to demonstrate the following

knowledge and/or proficiencies:

1. Those activities listed under Provisional Certification requirements.

2. All aspects of administering a unified program of resources and services involving both print and non-print materials.

3. Planning for space and facilities required for comprehensive learning resource centers and/or system-wide media centers for print and non-print materials and equipment, production centers, and other related services.

4. Planning, conducting, and participating in, programs for the inservice development of competencies on the part of teachers and beginning librarians.

5. Formulating and administering a budget. Preparing and analyzing statistical reports based on predetermined records and data.

6. Determining staff requirements of the learning resource center(s), recommending criteria for, and assisting in, the selection, appointment and promotion of professional, technical and clerical staff.

7. Formulating and implementing staff developement programs.

8. Gathering and disseminating information relating to significant development affecting education and the learning resources center.

9. Maintaining lines of communication with the administration

at building and/or system level.

10. Serving as resource consultant to committees, or policy-making groups concerned with curriculum matters or instructional strategies.

11. Formulating and implementing an integrated sequential program of teaching students. use of materials.

SUPERVISOR'S CERTIFICATE

(This area is proposed for preparation of supervisors of learning resource centers.)

The Learning Resources Specialist Supervisor's Certificate Program shall be based upon:

1. A master's degree

2. A Professional Certificate

Elements for the program of preparation of supervisors of school libraries include:

12 additional semester hours in Resource Areas.

Course content should include:

. Leadership for instructional improvement (at least 9 semester hours). This area provides the additional knowledge, skills and techniques necessary for effective supervision of school libraries to facilitate instructional improvement.

. The learning process (3 hours). This area should emphasize the use of materials in the learning process.

The Supervisor is a Resources Specialist who has demonstrated the knowledge, abilities and proficiencies listed under Professional Certification requirements, and who is able to perform the necessary functions of a Learning Resources Specialist at the school district level. The supervisor shall have the personal qualities, the professional

background, and the administrative abilities to work with
the total school community in the attainment of instructional
goals.

The Texas Association of School Librarians further proposes to
the Certification Review Committee two additional and related
recommendations:

3. That new educational trends emphasize the library as a
   learning resource center, and in order to provide essential
   media library services at a base level to all teachers and
   students, attention be directed toward the Foundation
   School Program in an effort to reclassify librarians as a
   separate professional position unit rather than one of
   five special service personnel as currently designated.
   (At present school districts which have twenty (20) or
   more approved classroom teacher units are eligible for
   one (1) special service teacher unit for each twenty (20)
   classroom teacher units. Special service teachers include
   librarians, school nurses, school physicians, visiting
   teachers and itinerant teachers. This procedure of having
   to choose among the special service personnel penalizes
   many Texas students in either the important areas of health
   services, visiting teacher services or in an equallu im-
   portant area of instructional services.)

4. That graduate preparation together with increased responsi-
   ities and duties in a unified media library program be
   :ognized and considered in respect to pay grade and class

title assigned to school librarians as delineated in House

Bill 240. (Current salary scales do not enable school

districts to compete favorably with other library agencies

in the employment of professional librarians with graduate

degree.)

Appendix III

TENTATIVE DRAFT
OCCUPATIONAL DEFINITIONS

POSITION TITLE: District Media Director   SUPERVISES:
(may include) Heads of

REPORTS TO: Designated Administrative   Media Centers District
Authority   Center Supportive Personnel

NATURE OF POSITION:

The primary role of the district media director is to provide

leadership in all aspects of the district media program. The district

media director serves on the school district administrative staff and

is responsible for planning and co-ordinating district wide programs to

provide media services which may include educational radio and television,

programmed and computer-based teaching systems, information storage and

retrieval and display facilities. These programs may be at a single

school, district or multi-district level. The incumbent provides

leadership for the education of the individual by guiding media center

personnel and school administrators in the planning, development,

evaluation and analysis of programs and services of the media center.

The district media director serves as a consultant in the selection

and evaluation of school media center personnel. The incumbent selects,

supervises and evaluates district media center personnel. The district

media director is a member of the curriculum staff and relates the media

program to the educational objectives of the district. The incumbent

administers the district media center which may embody such services

as a professional library, a curriculum library, a materials exam-

ination center, a district media and equipment center, production of

materials, and computer services. He makes recommendations for the

recruitment and qualifications of school and district media center

personnel and supportive staff, and is responsible for representing and communicating the objectives and scope of the media program to the community.

MAJOR DUTIES:

The district media director plans and develops the direction for the media program of the district and makes recommendations to the district administration for the improvement of instruction through the media program. The incumbent contributes to curriculum planning and re-evaluates the educational goals of the district with district curriculum personnel.

The district media director participates in district curriculum staff meetings and serves in a consultative capacity to subject and grade level specialists, heads of media centers and supportive staff, and building and district level administration.

The district media director systematically explores current developments and innovations in the field of instructional media. He relates these to trends in education and communicates pertinent infor-mation to district administration, building level administrators, faculty and media center personnel. The incumbent plans, initiates, and develops the district media program to meet the educational goals and to permit flexibility for differences unique to individual schools. He provides the leadership for implementation of the adopted program.

The district media director coordinates all media programs within the district and makes provisions for the use of inter-district and

community library resources. Provision for free access by all schools to district and external media resources; optimum staffing of media centers; district-wide scheduling of presentations and exhibits; review of individual school media programs for the prescribed educational functions; the centralized processes essential to the selection, acquisition, cataloging, preparation and supply of materials and equipment; and the exercise of budget controls within the framework of the system are examples of some of the coordinating activities.

The district media director plans and develops policy recommendations and implements and interprets established policy in such areas as: evaluation, selection and use of media and equipment performance standards; budget expenditures; and personnel practices. The incumbent consults with heads of media centers and school administrators for the purpose of reviewing, analyzing and making recommendations for school media center budget proposals. After such consultation he plans, develops, proposes, justifies and defends immediate and long range budget requests for the district media program.

The district media director plans, schedules and conducts media related in-service and continuing education programs for faculty, administrators, media staffs and community groups.

The district media director interviews and makes recommendations for staff appointments to school and district media center positions based on media personnel needs. He may serve as a consultant in the evaluation of school media center personnel. He supervises and evaluates supporting staff in the district media center. The incumbent administers services of: centralized media processing center,

repair and maintenance facility, media collection, equipment testing and production of instructional materials and other services provided for district wide use.

The district media director uses his knowledge of construction design to plan for new and remodeled school and district media centers. He consults with school architects and makes recommendations to assure the inclusion of optimum facilities for media services in a variety of settings.

A district liaison function is performed by the district media director to interpret and carry out within his division all directions and policies formulated by the Superintendent and/or School Board. A liaison function is also performed with county, state, regional and national educational agencies. The incumbent provides appropriate reports to these agencies and to the district administration. He maintains lines of communication with the community, professional organizations, broadcasting and telecasting companies and stations, and producers and distributors of media and equipment and their agents. The district media director is aware of new developments in the field of media and related technology through his participation in various organizations, seminars, workshops and conferences.

The district media director constantly examines and appraises existing media programs to determine their continuing feasibility and effective- ness, incorporating new features when required, and changing objec- tives, methods, and estimates of resources as circumstances demand. The district media director is alert to changing community resources, evolving community problems and their effect upon the objectives of the media program. He develops immediate and long-range plans for media program development based on this knowledge.

Every district media director has the expertise as stated above. Through attainment of additional knowledge and/or experience, he may elect to concentrate further in a particular area such as: curriculum, administration, personnel management, organization and control of materials, media production and design, or media technology.

KNOWLEGES AND ABILITIES:

The nature of the services and responsibilities of the district media director's position makes it necessary to have special competencies beyond those of the head of the media center. The knowledges and abilities listed for the district media director are in addition to those identified for the head of the media center.

KNOWLEDGES:

The district media director must have knowledge of:

1. school and community characteristics.

2. government educational agencies including their organization, programs, requirements and services.

3. educational specifications for facility design and construction.

4. organization and operation of centralized services, such as: cataloging and processing, information networks, warehousing and traffic management.

5. school law.

6. school finance.

7. school administration.

8. principles of supervision and personnel management.

9. principles of service for special programs in the school community, such as: special education, exceptional children, programs for minority groups, vocational education and the disadvantaged.

10. publishing, producing and manufacturing markets.

ABILITIES:

The district media director must have the ability to:

1. conceive, synthesize, promote and direct broader gauged, geograph-ically dispersed media programs as they relate to the many variables and complexities of the total school community, organization and objectives.

2. coordinate staff and operational activities to achieve harmony in the functions and services of the unified media program.

3. determine personnel needs and assignments.

4. supervise and evaluate personnel.

5. justify budget requests and resolve fiscal problems.

6. develop, interpret and implement policy.

7. contribute to the planning and design for new and remodeled media centers and other facilities related to the media service.

8. project the enthusiasm, commitment and self-confidence necessary for working with district, county, regional, state, and national level organizations, officials, academic authorities, mass media executives, contractors and other allied individuals and groups.

9. evaluate needs and demands from particular community sources and school authorities in the interest of achieving balanced district wide programs.

POSITION TITLE: Head of Media Center

REPORTS TO: Designated Administrative Authority

SUPERVISES:
(may include) Media Specialist
Secretary
Clerk
Technician

NATURE AND SCOPE OF POSITION:

The head of the media center has the responsibility to plan, develop and administer the total program of the media center to accomplish the educational objectives of the school and the community. He provides one of the primary leadership roles in the education of the individual through active participation in curriculum planning, program

development and implementation. Within the individual building
administrative authority, he may also have designated responsibilities
to district level authority. The scope of the job assignment may range
from being the sole professional with the responsibility for operating
a media center program encompassing all media functions, to supervising
departmentalized centers in a very large school with a staff of
professional specialists, technicians, and other supporting personnel
who perform the many different services provided. The services of the
school media center may incorporate print and non-print materials and
services, educational radio and television services, programmed and
computer related systems ancillary to teaching and learning, and other
information storing, retrieving, and display processes utilized in
modern school organization.

MAJOR DUTIES:

    The head of the media center makes recommendations to the adminis-
tration and faculty regarding the improvement of instruction by effective
and economic use of educational media. He contributes to the
determination of desirable educational outcomes of the particular
institution. He consults with teachers regarding curriculum and
plans and guides the integration of appropriate materials in the
teaching and learning process. A systematic exploration of current
developments in the field of instructional media enables him to relate
this information to trends in education and to communicate pertinent
facts to administration and faculty. Through direct observation or
acquaintance with appropriate research, he evaluates and applies the
results to the development of an increasingly productive program for

the utilization of media. He continuously evaluates and assesses the effectiveness and potentials of the program resulting in substd- tution, rejection, modification, reinforcement, and renewal of the media program to meet the present and changing needs of the educational objectives of the school. The incumbent plans and contributes to the in-service education programs for teachers and media center staff related to educational media and its use.

The head of the media center applies initiative, direction and leadership for the planning and development of policies and procedures for the optimum function of the media center. He develops the educational program of the media center cooperating and coordinating the program with other media centers and libraries within the community. He delegates duties, responsibilities, and the proper authority to the media center staff. The incumbent exercises desirable controls and provides adequate guidance and support to the staff. The head of the media center evaluates staff performance and provides educational and experience opportunities for their professional development. He serves as a liaison with the administration, other school and district personnel, the community, professional organiza- tions, and creators, producers and distributors of educational media and equipment. After consulting with staff and administration he develops, plans, proposes, defends and justifies budget requests for immediate and long-range needs of the media center program. The head of the media center establishes performance standards for media center equipment, supplies, and furnishings in cooperation with the district media director. He plans and supervises the distribution and control

of the center's materials and equipment. The incumbent may plan and supervise the organization of materials when this service is not performed at the district level.

The incumbent plans and applies communication and public relation techniques to convey the philosophy and goals of the media center to the students, faculty, adminstration and community. The head of the media center is responsible for creating an environment conducive to learning and personal development.

KNOWLEDGE AND ABILITIES:

The head of the media center has the same knowledges and abilities required for the media specialist. The knowledges and abilities required for the head of the media center are in addition to those identified for the media specialist. He may also have additional expertise in areas of specialization such as: subject discipline and/or grade level; organization of materials; media production and design; media technology; or adminstration.

KNOWLEDGES:

The head of the media center must have knowledge of:

1. theory of educational media technology.

2. message design.

3. materials and methods of research.

4. administration and personnel practices.

5. principles and techniques of leadership.

6. behavioral science.

7. communication theory.

8. systems analysis and design techniques.

9. public relation principles and techniques.

ABILITIES:

The head of the media center must have the ability to:

1. apply the appropriate media technology.

2. interpret and utilize message design.

3. analyze, interpret and apply appropriate research findings.

4. recognize the implications of new developments in the media field for the learning processes.

5. synthesize, evaluate, communicate and utilize the implications of educational trends for media program planning and development.

6. apply the principles of administration and personnel practice.

7. conceptualize and verbalize the contribution of the media program to curriculum goals.

8. uphold established policies and mediate differences.

9. communicate orally and in writing to a variety of audiences.

10. elicit and provide channels for free interchange of ideas and feelings.

11. relate in acceptable human terms to a variety of individuals and groups.

POSITION TITLE: Media Specialist

REPORTS TO: Head of Media Center

SUPERVISES:
(may include) Clerk
              Technician
              Student Assistant
              Media Aide

NATURE AND SCOPE OF POSITION:

The media specialist represents the first level of professional

responsibility on the media center staff. This role includes expertise

in the broad range of both print and non-print materials and related

equipment. It incorporates the evaluation, selection, classification,

scheduling and utilization of print and non-print; the evaluation,

selection, scheduling and utilization of related equipment;

and the continuous analysis of the materials collection and related

equipment to provide the basis for long range program change and development.

The incumbent participates as a specialist in instructional media applying knowledge of media categories to the development and implementation of curriculum. In addition the media specialist fills an active teaching role in the instructional program of the school through instruction in the effective use of media and equipment.

MAJOR DUTIES:

The media specialist applies expertise in selection of all materials, both print and non-print. This includes the evaluation, selection, and acquisition of materials in terms of the criteria established to meet the needs of the instructional program and the variation of pupil, faculty and community characteristics and interests. The incumbent relates the utilization of materials and equipment to learning situations to serve effectively various instructional and organizational patterns encompassing subject area and grade level instructional needs. The incumbent provides supplementary resources through local production of materials and use of community resources.

The media specialist participates in the development and implementation of policies and procedures for the organization of the physical facilities, materials and equipment to assure optimum accessibility. This includes the organization of circulation procedures and schedules. The incumbent may be responsible for the organization of materials when this service is not performed at the district level.

The media specialist serves as a full participating member of curriculum committees and study groups at grade, subject or department levels. As such, he applies knowledge of both educational principles and media technology to enrich the instructional program. One of the primary responsibilities of the media specialist is to know and support the educational goals of the school and community. The incumbent is aware of teacher goals and classroom activities necessary to expedite services in the media center. Since this liaison function provides the incumbent with information for long-range planning and program proposals to meet the needs of the school, the media specialist analyzes and evaluates the present program and makes recommendations to substantiate projected programs.

The media specialist provides reading, listening and viewing guidance for students and teachers and instills an appreciation for the knowledge acquired through the utilization of a variety of media. He instructs and encourages students and teachers, both individually and in groups, to use materials, equipment, and production techniques effectively, and contributes to the in-service education programs for teachers. The incumbent answers inquiries and asists students and teachers to locate resources valuable to their educational needs and to the growth of their personal interests and abilities.

The media specialist supervises supporting staff as assigned. The incumbent designates duties and trains subordinate staff members based on the established criteria for instructional, technical and clerical positions. This supervision includes the diagnosis of the strengths and weaknesses of the staff and the assignment of tasks according to the strengths, while providing opportunities to improve the weaknesses.

Based on the knowledge of instructional goals requirements, the incumbent participates in the development of procedures and the recommendation of policies. These procedures and policies must provide an acceptable program for evaluation, correction and improvement which permits the flexibility necessary to meet the objectives and instructional methods of the schools.

The media specialist informs the faculty and administration of materials, equipment, innovations, research and current developments in the field of instructional technology. The incumbent participates in implementing an appropriate public relations program designed to communicate the philosophy and goals of the media center to the students, faculty, administration and community.

The media specialist has the expertise as stated above. Through the attainment of additional knowledge and/or experience, he may elect to pursue a particular field of specialization, such as:

Subject Area and/or Grade Level: an expertise in a particular subject discipline or grade level and a depth of knowledge in materials appropriate to the educational objectives of the subject discipline and/or grade level.

Organization of Materials: an additional expertise in the organization of media including the classification of print and non-print materials.

Media Production and Design: additional expertise in such areas as message design, production, photography, graphic arts.

Media Technology: additional expertise in such areas
as reading and language laboratories, programmed instruc-
tion, dial access, computer technology, random access,
electronics, radio and educational television, and communi-
cation systems.

KNOWLEDGES:

The media specialist must have knowledge of:

1. content of a broad range of print and non-print materials.

2. evaluation selection criteria for print and non-print materials.

3. organization of media collections.

4. print and non-print materials related to literature for children
and adolescents.

5. reference materials.

6. reading, listening, and viewing skills to assure proper guidance for
the utilization of print and non-print materials.

7. evaluation, selection and utilization of equipment.

8. administration of school media programs.

9. theory and function of school media programs.

10. instructional methods and techniques.

11. curriculum development.

12. learning theory.

13. student growth and development.

14. human behavior.

15. communication techniques.

16. production techniques.

ABILITIES:

The media specialist must have the ability to:

1. interpret content of print and non-print materials.

2. determine and apply suitable criteria for the evaluation and selection of materials and equipment.

3. involve faculty and students in the evaluation of materials.

4. organize materials and equipment.

5. communicate knowledge of materials and equipment and their appropriate use.

6. apply administrative principles within a structural framework.

7. implement established policy.

8. apply the results of institutional experience to the future develop- ment of the materials collection and the utilization of this collection and related equipment.

9. understand the relationship of educational policy to the achievement of educational goals.

10. contribute effectively to curriculum development.

11. analyze, evaluate, and apply basic research data.

12. establish rapport with students and faculty.

13. plan cooperatively programs involving many variables.

14. work cooperatively and effectively with the head of the media center, other media center staff and teachers.

15. teach students how to use materials and equipment critically and independently.

16. assume a leadership role.

POSITION TITLE: Media Center Technician

REPORTS TO: Designated Administrative
              Authority

SUPERVISES:
(may include) Technician
              Clerk
              Student Assistant

(cont.)

NATURE AND SCOPE OF POSITION:

The media technician performs technical functions unique to specialized operations of the media center within the limits of delegated authority and responsibilities. The scope of the position may range from trainee in a particular area of specialization to supervisor of all technical operations under the general supervision of the designated administrative authority. Depending upon the size of the media center staff, the technician may be responsible for the supervision of other technicians, clerks or student assistants. The incumbent contributes his expertise as a team member of the media center staff and provides the technical services which support the media center program.

The media technician has the responsibility for the technical details of the area to which he is assigned. The assignment may be in one or more of the functional media center operations, such as: acquisition, processing and maintenance of materials and equipment; circulation and dissemination of materials; inventory and records control; information and bibliographic services; production of instructional materials; repair and adaptation of materials and equipment; media presentations; and operational aspects of computer technology.

MAJOR DUTIES:

The media center technician orders and receives materials and equipment and verifies invoices on approved requisitions. He maintains informational files and catalogs about characteristics of items, prices, delivery, and special features. The incumbent completes

ordering processes, maintains order records, inspects materials and

handles returns and credits. Following established guides and procedures,

the media technician prepares catalogs and instructional materials for

reference use and circulation, and under supervision prepares and adapts

catalog cards and maintains card catalogs. The incumbent issues,

receives and recalls instructional materials, implements circulation

policies and procedures, inventories materials, and maintains circulation

and inventory records. The media center technician locates readily

accessible bibliographic data, answers ready reference questions and

directs students and teachers to materials and equipment available.

The media center technician designs, lays out, and produces graphic,

photographic, and audio-instructional materials and displays to conform

to requests and instructions from teachers, utilizing technical skills

generally appropriate to each category of materials. He provides tech-

nical guidance, assistance and direction in planning, preparing and

producing media presentations.

The media center technician maintains and repairs instructional

materials and equipment and adapts these to meet specific needs within

limits of their normal capacity. The incumbent advises regarding

equipment replacement, runs tests and draws up specifications for new

equipment within his area of training and competence. He arranges

for and schedules the preview and evaluation of instructional materials

and equipment and schedules the use of these items to insure the best

possible utilization. The media center technician operates and

demonstrates a variety of audiovisual equipment and sophisticated

electronic devices as they are incorporated within the instructional

program. The incumbent is alert to new developments in the technical field and prepares recommendations for the improvement of the media center program.

The media center technician has the stated expertise required for his specific assignment in the media center. Through attainment of additional knowledge and/or experience, he may elect to pursue other fields of specialization, such as:

Materials organization and control: additional expertise in such areas as photocopying, microforms, long distance reprography and production of visuals.

Graphics design: additional expertise in such areas as design, printing and reprographic techniques and production of instructional materials and graphic displays, mechanical drawing and drafting.

Photography: additional expertise in such areas as managing photographic studio and film production functions, processing and developing, composition and color techniques and photographic design.

Electronics: additional expertise in such areas as recording and reproduction of audio and video tapes, broadcasting services, repair and use of electronic equipment, and equipment specifications and testing.

Computerized services: additional expertise in such areas as conventional computer systems, data processing, information retrieval and computer assisted instruction.

KNOWLEDGES:

The media center technician must have those knowledges below which

relate to the specific assignment:

1. general and specific policies, procedures and practices in effect
   in the educational system and media center.

2. basic reference techniques, customary media terminology, tools and
   devices and standard testing procedures for materials and equipment
   as they relate to the media program.

3. preparation and processing of materials.

4. sources for bibliographic data.

5. circulation services.

6. production and reproduction including basic design fabrication
   and adaptation of instructional materials and displays.

7. procurement, maintenance and operation of various types of
   audiovisual equipment.

8. operation and utilization of electronic and other sophisticated
   devices and systems used for instruction.

ABILITIES:

The media center technician must have those abilities below which

relate to the specific assignment:

1. understand and follow oral and written direction.

2. perform clerical skills required in such areas as: acquisitions,
   maintaining records, receiving and issuing materials, taking
   inventory, (note: ability to type and take dictation may be
   specified by the employer.)

3. operate various office machines and equipment.

4. organize materials in accordance with an established system.

5. use catalogs, indexes, and similar references to locate materials,
   equipment, individuals, organizations and bibliographic data.

6. prepare and produce graphic and photographic material for projection
   and other means of display.

7. apply principles and techniques of color, composition, design and layout in developing and producing instructional materials.

8. operate, maintain, adapt and test photographic, audiovisual, electronic, and other equipment.

9. recognize, evaluate, and recommend technical characteristics of equipment which make it useful for specified purposes.

10. develop clear, concise specifications for supplies and equipment.

11. work harmoniously with media center staff, teachers, students and other users of media center services and resources.

12. explain and teach, in nontechnical language, the use of technical materials and equipment.

Appendix IV

OBJECTIVES OF A SCHOOL MEDIA EDUCATION PROGRAM

To develop in students the competencies and attitudes required for designing, selecting, acquiring, organizing, and evaluating media; for serving as responsible mediators with potential users; and for planning and managing a total media program related to general educational goals and specific school objectives.

AREAS OF COMPETENCIES

Persons completing a program of school media education should be able to perform within the areas indicated below in a school media program. The level of independence and scope of activities that may be achieved will be determined by the academic level and the orientation of the media education program. The instructional objectives are grouped for convenience under headings representing aspects of the school media program that are in practice completely interrelated.

MAJOR AREAS OF COMPETENCIES
FOR
EDUCATION OF MEDIA SPECIALIST

Media
Human Behavior: Development and Interaction
Learning and Learning Environment
Professionalism
Planning and Evaluation
Management
Research

HUMAN BEHAVIOR: DEVELOPMENT AND INTERACTION

Defined: Human Behavior is an evolving series of physical, mental, emotional, and social processes occurring in human beings. The total mode of learning, including the effective utilization of media and the media program, is dependent upon a knowledge of the human behavior processes and the application of this knowledge to inter-action with people.

Behavioral Objectives:

1. To identify the major characteristics of human growth and the factors affecting development from infancy through adulthood in cognitive, affective, physiological and social terms.

2. To relate this knowledge to effective media utilization.

3. To listen critically and act upon what is heard, and to enunciate ideas and values precisely and clearly to implement media utilization.

4. To exercise leadership and diplomacy in assisting individuals and groups in the learning process.

5. To establish and maintain an atmosphere in which media staff, faculty and students work harmoniously at optimum levels.

6. To establish rapport with other groups and individuals in the school and community.

PROFESSIONALISM

Define: Professionalism is the conduct of qualified people who share responsibilities for rendering a service; for engaging in continued study; and for maintaining high standards of achievement and practice within the principles, structure and content of a body of knowledge.

Behavioral Objectives:

1. To exercise a key leadership role in the total educational community, design, and administer a unified school media program.

2. To practice effective interpersonal relationships with colleagues working toward common goals.

3. To engage in continuous study for professional growth, including the study of current information and trends affecting message design and system analysis and contribution to the creation of such processes.

4. To help colleagues implement clearly defined specific instructional objectives through the utilization of appropriate media.

5. To participate in and initiate research activities that diagnose, assess, and evaluate learning environments and media support systems.

6. To support and play a constructive role in professional organizations and activities.

7. To adhere to a code of ethics which defines a high level of performance and conduct.

8. To advocate and support opportunities to improve the profession.

MEDIA

Defined: Media are the printed and audiovisual forms of communication and their accompanying technologies. The media program provides a totality of services focused on the best utilization of these media to facilitate, improve and support the learning process.

Behavioral Objectives:

1. To locate and select reliable sources of information about media.

2. To develop a collection of bibliographic tools essential for keeping abreast of output in media and technology.

3. To differentiate between the processes of assessment based on professional judgement and evaluation based upon prescribed criteria and/or satisfaction of the user.

4. To identify and apply appropriate criteria for assessing and evaluating materials and equipment in terms of their purported function and the needs (cognitive, physiological and affective) of the potential user.

5. To provide accessibility to resources and equipment through processing and a systematic physical arrangement amenable to the user.

6. To apply and adapt principles of classifying, cataloging, and indexing to the media collection.

7. To appraise systems and aids for classifying and cataloging of resources available from other agencies.

8. To create, produce or adapt resources, programs and/or technology to meet special needs.

9. To instruct students and teachers in the use of printed and audio-visual materials and equipment.

10. To interpret the content and intent of media and equipment to students and teachers.

11. To plan, arrange and conduct in-service education for teachers and media staff in the effective use of media.

12. To motivate and guide students and teachers in developing reading, viewing and listening competencies, including skills, attitudes and appreciation.

13. To demonstrate by example, effective ways to utilize media.

14. To apply instructional methodology and knowledge of instructional objectives to the place and utilization of media in the educational program.

MANAGEMENT

Defined: Management is the operational direction and leadership exercised for optimum operation of the school media program. It includes the identification, acquisition, organization, administration, supervision and evaluation of the use of funds, personnel, resources and facilities to support a program for utilization of recorded knowledge.

Behavioral Objectives:

1. To apply the philosophies and principles of management.

2. To relate the direction of management to accepted standards of performance.

3. To relate and interpret the functions and goals of the school media program to the instructional program.

4. To apply system analysis to the media program operations.

5. To develop and implement policies and procedures for the school media program.

6. To prepare appropriate plans for the media program and to interpret them effectively to the administration of the school and of the school system.

7. To establish process for periodic appraisal of program.

8. To establish process to provide for necessary experimentation with aspects of the program.

9. To maintain flexibility for the expedition of the school media program.

10. To cooperate with the collective school staff in the direction and management of the school media program.

11. To coordinate the operations of the media center with curriculum planning, the instructional program and the facilities of the total school.

12. To work within the channels and structure of the school and district administration.

13. To comprehend the contribution of information science through its application to the processes and support services of the school media program.

Personnel

14. To specify the qualifications for a given position classification.

15. To assess personal, educational, and experiental characteristics in personnel selection as related to a given position description.

16. To establish staffing patterns and deploy staff.

17. To supervise and evaluate personnel in relation to the effective use of their time and talents and to encourage their personal and professional growth.

18. To develop and maintain staff harmony.

19. To provide opportunity and flexibility for staff development and creativity.

Resources

20. To establish and administer procedures for identifying, previewing, evaluating, and selecting media.

21. To pursue constant investigation of products and services available in order to choose the best ones to accomplish the desired purposes.

22. To establish priorities with school staff for selection and acquisition of materials and equipment.

23. To establish and administer process for acquisition of media.

24. To establish and administer procedures for systematic arrangement, indexing, maintenance, and inventory of media.

25. To establish, facilitate, and administer procedures for the generation of message design and production of instructional media.

Facilities

26. To write educational specifications for design and construction of media facilities (centralized and/or decentralized).

27. To arrange and allocate space for effective utilization and maximum accessibility.

28. To apply knowledge of technological developments for the improvement of media facilities.

29. To plan systems for housing media in terms of their characteristics and potential use.

Budget

30. To prepare, document, and justify the budget to implement the media program.

31. To establish and administer procedures for allocation and account-ability for expenditure of funds.

Utilization

32. To establish and administer procedures for the retrieval, circulation, and distribution of media.

33. To establish and administer procedures for systematic dissemination of information about media resources.

34. To plan and direct a comprehensive program of instruction and guidance to users in reading, listening, viewing, and use of the media center and its resources.

35. To contribute to the planning and execution of in-service training programs for the school media staff and faculty.

PLANNING AND EVALUATION

Defined: Planning is the design and methods for achieving the goals of the school media program involving the identification, inter-pretation, development, implementation and evaluation of all the inherent components of the program. It incorporates assessment, analysis, synthesis, evaluation and recommendations for program development based upon unique educational goals and objectives of the district and schools.

Behavioral Objectives:

1. To determine the philosophy for the media program with the members of the educational team.

2. To convey the generic components of a school media program.

3. To assess the current status of the program through observation and/or planned research.

4. To analyze and relate the assessment ot the educational objectives of the school.

    a. Identify the population characteristics and needs both for school and community.

    b. Identify goals of the community, school district and school.

    c. To identify objectives of school's learning program and apply them for the development of the school media program.

    d. Identify the specific components for school media program.

    e. Formulate guidelines for the development of the school's media program.

    f. Establish short-term and long-range goals.

5. To communicate the analysis of the assessment.

6. To identify a sequence of goals, methods, means and evaluation to design the school media program.

    a. To define efficient ways for incorporating the goals, methods, means and evaluation into a program.

    b. To formulate policy and establish priorities for recommendations on budget, staff, facilities, collections and equipment necessary to implement the proposed school media program.

7. To reevaluate the operational strengths and weaknesses of the program in order to plan for improvement.

    a. To achieve feed-back from students and teachers through surveys, tests, conferences, observation and informal means.

    b. To process and act on the feed-back from students and teachers.

    c. To modify and revise the school media program when necessary, with due regard to the original and/or changing objectives.

LEARNING AND LEARNING ENVIRONMENT

Defined: Learning and learning environment consists of the knowledge, abilities and attitudes associated with curriculum; learning theories as they relate to human growth and behavior; and strategies for teaching and learning within the life-space of the individual, recognizing the home and the total community as contributing elements in his education.

Behavioral Objectives:

1. To apply principles of learning theories as they relate to human growth and development in helping the learner pursue individual search and inquiry.

2. To recognize that the learning environment encompasses the total live-space of the individual.

3. To plan learning experiences with educational staff utilizing a knowledge of learning theories and learning strategies.

4. To evaluate, utilize, and design media technology to facilitate learning.

5. To participate in curriculum design and construction as a full member of the educational team.

6. To relate media to methods of instruction and curriculum design.

7. To participate in a continuous program of assessment and evaluation of the curriculum content to determine its effectiveness in relation to the objectives of the educational program.

8. To interpret the goals and functions of the total media program as it relates to a variety of audiences who support learning. e.g. School Boards, P.T.A., Civic organizations, and industry.

9. To provide media for learning within the home and family setting.

10. To define and communicate the role of the media program in relation to the goals of the family and school.

11. To involve the members of the family unit in the accomplishment of the individual learner's goals.

12. To recognize and identify the potential of human, natural, industrial, and cultural resources to extend the learning environment.

13. To supplement the media resources of the school media program with community resources.

a. To plan with others for the utilization of community resources.

b. To support and contribute to mass media programming.

c. To organize and distribute information about community resources.

14. To design physical settings conducive to self-directed learning.

15. To utilize the influence of peer groups in designing learning experiences.

16. To interpret the influence of adult models in developing attitudes toward learning.

RESEARCH

Defined: Research as a process is searching, documenting, evaluating, and applying information. Research as a product is a body of recorded and documented knowledge. The process and product of research are integral parts of all aspects of the school media program.

Behavioral Objectives:

1. To recognize and identify a need for research in the school media program.

2. To identify and differentiate among research methods.

3. To locate pertinent research.

4. To interpret findings of existing research.

5. To determine the need for conducting research related to the school media program.

6. To design and conduct research.

a. To design a research plan.

b. To state hypotheses.

c. To select a method.

d. To gather data.

e. To organize information.

f. To assess information and draw conclusions.

7. To evaluate and apply research findings for the improvement of the school media program.

Appendix V

OUTLINE FOR DISCUSSION OF CURRICULUM CONTENT

The morning group sessions were devoted to recommending essential
areas of emphasis within broad curriculum areas tentatively identified
as required for the education of a media specialist.

The areas considered are listed below, preceded by the explanation
given to the groups.

Discussion: The broad curriculum content areas listed on the
attached sheet have been tentatively identified as a requirement for
the education of a _Media Specialist_. Within each of these curricular
areas what do you recommend for the essential areas of emphasis? If in
your discussion your group wishes to make additions, deletions or
changes, please feel free to incorporate such modifications in your
recommendations.

I. HUMAN BEHAVIOR: DEVELOPMENT AND INTERACTION

    A. Psychology of learning
    B. Psychology of development
    C. Basic Sociology
    D. Group Theory
    E. Organization Theory
    F. Instructional Systems
    G. Communications Theory (includes perception theory)
    H. Media Strategies for Learning
    I. Budgeting Techniques
    J. Evaluation Techniques
    K. Education Specifications for Facility Design
    L. Interpretation of the Media Program to the Total School
       Community

II. MEDIA

    A. Selection
    B. Organization
    C. Physical Arrangement of Facilities
    D. Information Retrieval
    E. Production Techniques
    F. Interpretation of the Content of Media
    G. Integration of Media with the Curriculum and Extension
       Beyond
    H. Curriculum

I. Teaching Methods
J. Learning Theory
K. Behavioral Sciences
L. In-service--Instruction and Method

III. LEARNING AND LEARNING ENVIRONMENT

A. Education Psychology
B. Social Foundations
C. Instructional Systems
D. Curriculum Application
E. Home, Family and Community Life
F. Physical Settings and Layout Designs Trends
G. Environmental Planning
H. Research and Evaluation Techniques
I. Interpretation of Media

IV. PROFESSIONALISM

A. The role, function and philosophy of the media specialist
B. Principles and practices of education
C. Media Resources
D. Teaching methods
E. Total code of ethics
F. Professional responsibility
G. Learning theory
H. Guided field experience
I. Continuous evaluation and professional development of
   the individual and the profession
J. Provide and protect the students' "right to access"
K. In-service
L. Utilization of research

V. PLANNING AND EVALUATION

A. Group Dynamics
B. Knowledge of Learning Skills and Educational Psychology
C. Communication Skills
D. Educational Statistics
E. Educational Tests and Measurements
F. Survey and Research Techniques
G. Design, Construction and Validation of Instruments for
   Assessment
H. Interpretation and Application of Research Findings
I. Comparative Analysis in Parallel Research Studies
J. Systems Analysis as Techniques for Planning
K. Design, Execution and Evaluation of Pilot Projects
'.. and Programs
L. Manpower and Cost Analysis Systems
M. Continuous Assessment before Evaluation and Diffusion
   after Evaluation
N. Techniques for Mediating Curriculum

VI. RESEARCH

    A. Statistics
    B. Research Procedures
    C. Research Bibliographies and Interpretation of Research
    D. Practicum Research Project with Emphasis on Procedure rather than Results
    E. Message Design for Communicating Research Results
    F. Learning Theory
    G. Human Relations
    H. Team Research
    I. Potential of Information Storage and Retrieval

VII. MANAGEMENT

    A. Philosophy and Principles of General Management
    B. Group Dynamics and Interpersonal Relationships
    C. Job Descriptions and Staff Utilization
    D. Interpretation and Application of School Law, Government Educational Agencies and Local Policy
    E. Techniques in Organization, Administration and Utilization of Media
    F. Program Development in Services, Instruction and Guidance
    G. Systems Analysis and Design
    H. In-service Planning and Execution
    I. Design of Environment for Learning
    J. School Finance

Appendix VI

REACTIONNAIRE

In the afternoon group sessions, the conference participants were given a list of thirty-one statements, which they were to consider and discuss. Reactions to each statement were to be indicated by checking, in the space provided, "Accept," "Reject," "No opinion," or by a written comment.

The statements are given below, preceded by an explanatory note as to their source and nature:

Reactionnaire: Unless otherwise indicated, the following statements are extracted from field reactions to the proposed TASL Certification Program. Synthesis and paraphrasing was sometimes necessary in the interest of brevity, but a serious attempt was made to retain the original context. Your comments are of utmost importance.

1. Study and redefinition of certification requirements need to be undertaken in the light of currently accepted objectives of media centers, or services performed by media specialists of types of positions in centers having more than one media specialists ....
                        Standards for School Media Programs

2. As in the matter of professional education, the problems must be resolved concerning the dichotomy of certification----one for school librarians and one for audiovisual specialists. Some kind of certification allowing for all the variant patterns that have been recognized seems essential. This not only would speed the development of unified media centers but would also help to correct the serious man-power problem and promote recruiting.
                                        Ibid

3. "A danger of the undergraduate programs in librarianship is that they tend to concentrate on skills, techniques and routines most readily mastered in the undergraduate classroom, rather than on the philosophy of library service and the professional aspects of the discipline."

4. "Until some title or certificate can be devised which will indicate the holder of an undergraduate degree in librarianship is a technician or aide but not a fully qualified librarian, I think the Association (ALA) will be loath to put its official seal of approval on the undergraduate program."
                        Asheim.

5. "Undergraduate courses in library science, leading to the Provisional Certificate, would permit decisions concerning career commitments to be made and entry level preparation started, and possibly completed, during the undergraduate years when young people are most actively weighing and sorting opportunities open to them."

6. "Library education programs at the undergraduate level permits us to attract young people at a point when they are making career decisions."

7. "Forced postponement of entry into the field of school librarianship until the graduate level would reduce the number of candidates for the program. This could well result in a critical shortage if, as suggested, the position of librarian should become a "bonus" position under the Minimum Foundation program."

8. "Every other profession has a foothold in the undergraduate college. Why should not the library also? Are we not losing out on some good four year prospects by confining library education to the 5th year."

9. "Making the program of preparation strictly graduate level could possibly create an even greater shortage of certified librarians than is currently being experienced."

10. "Can we justify undergraduate programs purely in order to increase the number of recruits into the profession?"

11. "If 80% of the entrants into library programs come from the ranks of trained teachers working at the post baccalaureate level, because the requirement of a classroom teachers certificate as a pre-requisite to librarian certification coupled with the decision to disallow a library science minor as an academic area for certification purposes virtually eliminated the possibility of combining library certification with baccalaureate degree requirements."

12. "Both professional teacher education and professional library science courses cannot be taken concurrently within a bachelor degree frame-work, but does it matter which block of courses comes first. Which-ever discipline is taken at the master's level will supplement, not repeat, the discipline taken at the undergraduate level."

13. "A concerted effort should be made to increase the flexibility of undergraduate certificate programs for classroom teachers to better accomodate the possibility of single teaching field certification."

14. "The medium-sized or large public library would only be able to offer a clerical position to the individual whose library science hours were undergraduate. The individual with graduate hours in library science might qualify for the Junior Librarian position if he presented a planned program for the completion of the master's degree within a stated period of time."

15. "If 6 hours of the library science course work could be considered common to the field of media education, then it would follow that 12 additional hours of library science and 12 hours of media education would provide a viable program for the training of the school media specialist."

16. "The undergraduate minor or major, common in library science, is rare in audiovisual education. Integration of the two programs would seem to present difficulties."

17. "A significant number of graduates with the undergraduate library science major later decide to go into school libraries, and then take their required education courses. If they could not use their undergraduate library science credits they would be lost to school librarianship."

18. An introductory program of education for librarianship may legitimately be given at the undergraduate level, but the amount of such work in library science shall not be so great as to limit seriously the amount of general education .... ALA Standards for Undergraduate Library Science Programs, 1959.

19. "Certainly, in my experience at _____ Library School, we much preferred a good student from a good college with no introducation to librarianship, than most of the students with undergraduate library courses who rather expected a reduction in their program in recognition of their professional course work."

20. "A truly respectable professional program must be firmly grounded in General Education, and not merely provide certain special techniques and skills. This is not a problem of librarianship alone."

21. Library education must be built upon sound intellectual foundations, but at the same time it cannot ignore the vocational skills needed in the practice of librarianship. The vocational needs of the profession are great, and the skills not difficult to recognize, but their intellectual content is often obscure and subject to divided opinion. We suggest here that this intellectual content is just that aspect that does stand the test of time. For education to respond solely to today's needs may result in failure to produce tomorrow's leaders, so the search for proper foundations is more than academic interest.
Don Swanson. The Intellectual Foundation of Library Education. 1965

22. "There is no particular penalty upon the person who manages the Provisional Certificate within the framework of the undergraduate degree. He then may complete the Master's program with 30 hours study beyond this degree. The penalty falls upon the individual who <u>adds</u> 18 undergraduate hours for the provisional certificate, and <u>then</u> decides to pursue the Master's program. True, some colleges allow graduate credit for 6 to 9 semester hours of upper division work, but the time limitations of the Master's program often negate this advantage."

23. "The many single purpose library science departments in colleges of education are in an excellent position to administer a coordinated media program. If 12 hours in library science were to be offered at the graduate level and integrated with graduate courses in media education, the resulting MEd degree would provide qualified professional personnel for school media centers. ("This comment reflects the opinions of several individuals, who also pointed out that position requirements for school library science" or Graduate of an ALA accredited school"[<u>sic</u>]).

24. "It is our sincere belief that a few technique courses, taken at the undergraduate level at the expense of some parts of the student's liberal education, will not provide us with the kind of professional librarianship that librarianship needs and that library users deserve. And when those library users are school children, the need for truly knowledgeable and professional librarians is likely to be greater rather than less."

25. "There is an aspect of recruitment which many librarians seem to overlook. Recruitment is not merely the shanghaiing of any body that can be lured into library work. It is a selection of those best qualified to work on a high level, and to improve and enhance the profession. In other words, recruitment is as much concerned with keeping out those who should not be in, as in attracting the best."

26. "The requirement of courses at the "Graduate level" does not necessarily assume that individuals will either need, or want, to meet Graduate School requirements other than that of the Baccalaureate degree. Enrollment in courses and Graduate credit can be obtained on a "non degree" basis."

27. "The title "Librarian" carries with it the connotation of "Professional" in the sense that professional tasks are those which require a special background and education . . . Positions which are primarily devoted to the routine application of established rules and techniques, however useful and essential to the effective operation of a library's ongoing services, should not carry the word "Librarian" in the job title." <u>Library Education and Manpower</u>... ALA Policy Proposal, 1970

28. "Course content for a provisional certificate should contain basic courses in librarianship ... For example, materials selections should not be limited to a study of sources specifically for elementary and secondary school media centers. School librarians should be able to move into positions in junior colleges and public libraries or into supervised professional positions in university libraries." (This comment accompanied the suggestion that the 18 hours of library science for the provisional certificate be taken either on the graduate or under-graduate level.)

29. "The recommendation of the STANDARDS for a unified program or a coordinated program leading to a joint degree may deprive the "new" school media specialist of the security of the professional library degree as an insurance policy against the time he might wish to switch to public or college librarianship. Since I strongly believe that only the individual who is vitally interested in the education of children and youth is qualified for school library or media serive, the possible loss of manpower and recruitment problems do not trouble me."
Margaret H. Grazier.
Library Trends, April, 1969.

30. "Regardless of the form of the final Certificate Program, we urge that all programs be articulated so that library practitioners may change from one type of library to another and students may move readily from the beginning library courses to further professional library education."

31. "We recommend that the Professional Certificate be given only to those persons with a master's degree. (Degree may be either in library science or education.) [A prior statement opted for 12 additional hours in library science at the graduate level, which, with the 18 hours for the provisional certificate (graduate or undergraduate) would total 30 hours of library science].

32. "Professional certification should be based on a minimum of an additional 12 semester hours of library science at the graduate level."

33. "The argument that high standards of certification will thwart recruitment is often used in an attempt to lower requirements. Although this argument may appear valid in the light of unfilled positions around the state, it is questionable for the profession to support the certification of inadequately trained persons, since poor library service may be a greater disservice to boys and girls than no library service at all."

34. Do school librarians need the same core courses as college librarians?
School librarians say "no." There is increasing pressure to treat
school librarianship as a separate discipline of almost equal
stature with the rest of the librarianship. School librarians
are said to need a separate curriculum, partly because of the
extensiveness of the children's and young adult literature with
which they deal, because of their concern to learn more of that
literature than adult specialists learn about theirs, and because
there is now a rapidly increasing per cent of school-bound students
in the library schools. It seems clear that such separate treatment
is increasingly common and that this trend will continue with school
as well as other specialties, also.
Richard Darling in
Drexel Library Quarterly

35. "This whole approach is wrong. We should be working on a unified
certification program which will relate to the personnel required
by the unified media program in the schools."

Appendix VII

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