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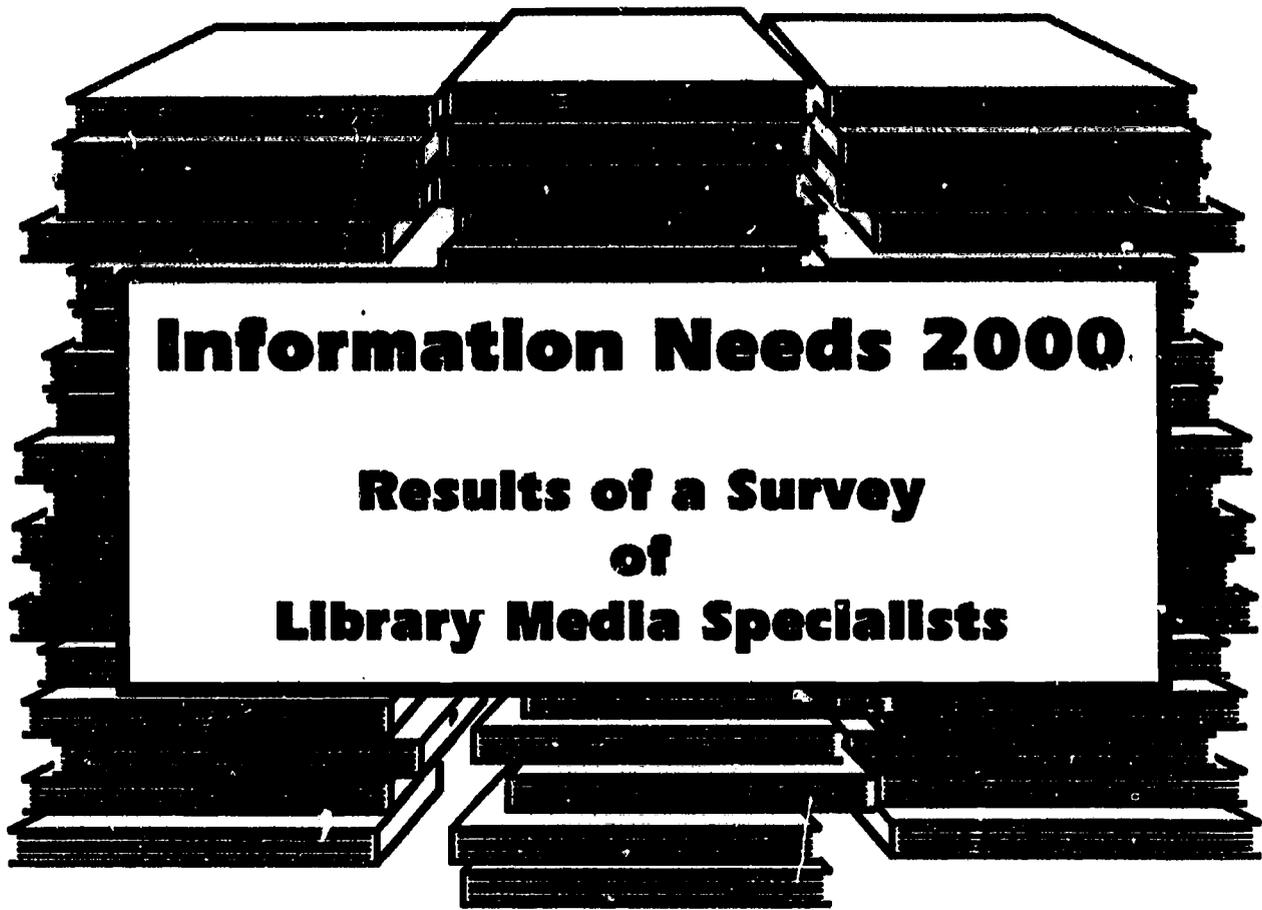
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## ABSTRACT

School library media specialists in Kentucky, Tennessee, Virginia, and West Virginia were surveyed in April 1990 to determine their perceptions of their training needs as they are being called upon to use the latest information technologies to access, transfer, and store information. The 2,202 responses received represented a response rate of 37.9%. Over 90% of the respondents were building-level school library media specialists and were certified either as librarians or as media specialists. About 44% had a master's degree, and 57% had more than 10 years of experience. The questionnaire contained 42 statements generated by a select group of 12 practitioners on the role of library media specialists; factors enabling them to fulfill their professional role; and the skills, knowledge, and experience necessary to further their professional development. Analyses of the responses revealed that, while the respondents consistently agreed with the survey statements and showed a high degree of interest in professional trends and in keeping on top of new developments in their field, they were less interested in specific items of change and specific information technologies. It was also found that elementary and high school library media specialists had differing perceptions in two areas as the former tended not to agree that their role in the school included non-teaching tasks and/or that technology could help them fulfill their professional role, while the latter tended to agree with both statements. Differing perceptions were also found between media specialists with different levels of preparation as bachelor's degree holders valued certain professional competencies (e.g., skills facilitating teaching) less highly than did master's degree holders. This report highlights the major findings and includes multiple tables that profile the respondents and display the rank order of their responses in various categories. A copy of the questionnaire and a breakdown of survey results by state are appended. (SV)

ED340393



# Information Needs 2000

## Results of a Survey of Library Media Specialists

by

**Patricia E. Ceperley**

**State Policy Program  
Appalachia Educational Laboratory  
Charleston, West Virginia**

**June 1991**

**Funded by  
Office of Educational Research and Improvement  
U.S. Department of Education**

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## INTRODUCTION

This report summarizes the results of a survey conducted by AEL. The purpose of the survey was to identify the training needs of school library media specialists in Kentucky, Tennessee, Virginia, and West Virginia--the four-state Region served by AEL.

School library media centers are more and more being called upon to use the latest technologies to access, transfer, and store information. While the need for expanded use of microcomputers reached the school library some time ago, technology advances at a rapid rate. To use information technologies to offer better services, school library media specialists likely need new or increased skills.

At the request of AEL's Technology Collaborative, which was formed by AEL's Policy and Planning Center staff and includes representatives of the state departments of education in the Region, AEL agreed to undertake an assessment of needs and produce regional and state-by-state reporting of data. These data could be used to guide state-level decisions regarding training, whether it be developed and provided regionally or by the state.

To obtain the needed information, a survey was mailed in April 1990 to the Region's school library media specialists. Returned surveys were accepted through May 31, 1990. By that date, 2,202 responses had been received--a response rate of 37.9 percent.

This report highlights the major findings and includes multiple tables that profile the respondents and display the rank order of their responses in various categories.

## METHOD

In February 1990, AEL convened a group of library media specialists who were selected by their state's department of education because of their professional awareness of the rapidly changing field of school library media resources. This group of 12 was considered by AEL to be a select group of practitioners.

The 12 practitioners prepared for the working session by studying professional association--American Association of School Librarians and Association for Educational Communication and Technology--guidelines that describe contemporary roles and responsibilities of school library media specialists and of preservice programs in teacher training institutions.

Using a group process called DAP--which was developed by AEL--the group identified, clarified, and ranked individual and common needs. The result was a preliminary list of 44 statements. Two duplicate statements were eliminated, leaving 42 unique statements that described what the participants believed about three issues:

- (1) the role of library media specialists,
- (2) factors that enable library media specialists to fulfill their professional role, and
- (3) the skills, knowledge, and experience necessary to further their professional development.

### The Survey

The 42 statements developed by the select group of school library media specialists were used as items on the survey. Some very minor editing was done to make the items parallel and more clear. The

statements were grouped by issue into three sections. Each statement was followed by two response columns using Likert-type scales to increase the amount of information the survey would yield. The surveys were coded by state, so that AEL researchers could recognize the state from which the survey had come. A copy of the survey is in Appendix A.

A cover letter, signed by the four appropriate state department personnel, explained the purpose of the survey and encouraged librarians to complete and return the form to AEL. A pre-addressed envelope was also included.

#### Participants

Nearly 6,000 state-specific surveys were mailed by the four state departments of education to their state's school library media specialists. Kentucky surveyed at least 1,350; Tennessee and West Virginia surveyed 1,300; and Virginia surveyed more than 1,860.

#### Procedure

Survey data were coded and entered into a database for analysis. Frequencies, means, and standard deviations were obtained for each item by Region and by state (see Appendices B, C, D, and E for state-by-state data). In addition, certain correlations were obtained, a factor analysis was performed, and ANOVAs were run to determine whether any of the variance could be explained by demographic elements.

### FINDINGS

Survey results are based on analysis of 2,202 surveys that were completed and returned--a Regional response rate of 37.9 percent.

Virginia had the highest response rate--992 surveys (53.2 percent) were returned. Kentucky school library media specialists returned 592 (43.9 percent); Tennessee, 373 (28.7 percent); and West Virginia, 245 (18.8 percent).

### Profile of Respondents

Across the Region, slightly more than one-half of the respondents (51.9 percent) were assigned to elementary schools; 19.1 percent to middle/junior high schools; 24.3 percent to high schools; and 4.7 percent served in other capacities. Individual states' respondents showed similar patterns except for West Virginia. In that state, most respondents (59.6 percent) were assigned to junior or senior high schools, while only 35.5 percent were assigned to elementary schools.

Most (90.2 percent) respondents were building-level school library media specialists; nearly half (47.9 percent) have a bachelor's degree; and 44 percent also have a master's degree. Virginia respondents had the highest rate of library media specialists with a master's degree (51.6 percent).

Most respondents were certified either as librarians (57.5 percent) or as media specialists (35.9 percent). It appears that most survey respondents were well-qualified for their professional positions. However, more than half of the respondents (57.1) had served as school library media specialists for more than 10 years, suggesting that their professional preparation may have predated the advent of computers and other information technologies in schools and libraries.

Table 1 profiles the respondents by nature and level of their primary assignment, professional preparation, certification, and length

of service. The total number of responses varies from item to item due to either multiple responses or unanswered items.

Table 1  
Profile of Respondents in AEL Region

<u>Response Category</u>	<u>Percent of Responses*</u>
<u>Primary Assignment</u>	(n = 2201)
Primary/Elementary	51.9
Middle/Junior High	19.1
High School	24.3
Other	4.7
<u>Nature of Assignment</u>	(n = 2223)
Classroom teacher	6.7
Building-level library media specialist	89.5
Building-level principal	1.4
District-level library media supervisor	0.8
Library/media educator (college/university)	0.4
Other	1.1
<u>Professional Preparation</u>	(n = 2235)
Bachelor's degree	47.9
Master's degree	44.0
Other	8.1
<u>Certification</u>	(n = 1838)
Noncertified	2.0
Certified librarian	57.5
Certified library media specialist	35.9
Other	4.6
<u>Length of Service</u>	(n = 2056)
0-5 years	16.7
6-10 years	17.1
11-15 years	23.7
16-20 years	23.4
More than 20 years	00.3

\*Percentages may not total 100 due to rounding.

### The Role of Library Media Specialists

Ten of the statements generated by the select group of practitioners appeared to describe what the group believed the role of library media specialists should be in local schools. Those 10 statements formed Section One of the survey--The Role of Library Media Specialists. In the first response column--Column A--participants indicated to what degree they agreed with those statements on a four-point Likert-type scale: Agree very much = 4, agree = 3, disagree = 2, and disagree very much = 1.

In the second response column--Column B--participants indicated to what degree they wanted to fulfill each of the roles listed. Respondents checked a six-point Likert-type scale: Really want to = 6, want to = 5, probably want to = 4, probably don't want to = 3, don't want to = 2, really don't want to = 1. Tables 2 and 3 summarize the responses in both columns of Section One.

Table 2 lists the 10 statements (ranked from most important to least important) and descriptive statistics (means and standard deviations) of responses in Column A. Mean scores were used to determine the rankings. Overall, respondents agreed very much with each of the 10 role statements. For example, the mean response for the top-ranked statement was 3.92 out of a possible 4.0--92 percent of the respondents agreed very much that school library media specialists should be considered an integral part of the curriculum. Not only was the mean score high for the item, but the low standard deviation (.275) shows a high degree of consistency among the respondents. Even on the lowest-ranked item, agreement among the respondents remained relatively strong.

Table 2

## AEL Region

Rank Order of Roles Library Media Specialists Should Fulfill  
(n = 2202)

Rank	Mean	Std. Dev.	Library media specialists should:
1	3.920	.275	be considered an integral part of the school curriculum.
2	3.909	.369	be considered equal with teachers.
3	3.777	.427	assist teachers in integrating media into their instructional process.
4	3.765	.457	facilitate the teaching of library media skills within the curriculum.
5	3.647	.535	use technology to more efficiently and effectively manage their time.
6	3.551	.606	use computers in daily tasks.
7	3.389	.645	work with other school staff in collegial relationships.
8	3.098	.679	utilize business partnerships.
9	3.039	.693	conduct more inservice sessions for teachers.
10	3.033	.749	be involved in the production of instructional materials.

Table 3 presents the means and standard deviations of the responses in Column B, and ranks statements from most important to least important based on mean scores. Mean scores ranged from 4.347 to 5.851 indicating that respondents agreed that all of the roles listed were appropriate for them to fulfill.

Responses in both columns showed that statements reflecting a desire for equality and belonging, however, ranked higher than statements suggesting the use of technology to support library services. Statements suggesting that library media specialists provide services to other school staff ranked lowest, but still showed agreement.

Table 3

AEL Region  
Roles Library Media Specialists Want to Fulfill  
(n = 2202)

Rank	Mean	Std. Dev.	Library media specialists should:
1	5.851	0.616	be considered equal with teachers.
2	5.790	0.490	be considered an integral part of the school curriculum.
3	5.635	0.632	assist teachers in integrating media into their instructional process.
4	5.588	0.721	facilitate the teaching of library media skills within the curriculum.
5	5.460	0.842	use technology to more efficiently and effectively manage their time.
6	5.326	1.021	use computers in daily tasks.
7	5.055	1.068	work with other school staff in collegial relationships.
8	4.491	1.208	utilize business partnerships.
9	4.432	1.250	conduct more inservice sessions for teachers.
10	4.347	1.363	be involved in the production of instructional materials.

### Factors That Enable Library Media Specialists to Fulfill Their Professional Role

Twelve of the 42 statements generated by the select group of library media specialists appeared to describe what factors the group felt enabled library media specialists to fulfill their professional role. These 12 statements constituted Section Two of the survey.

In Column A, participants indicated to what degree they agreed with those statements. Respondents checked a four-point Likert-type scale: Agree very much = 4, agree = 3, disagree = 2, and disagree very much = 1. In Column B, the participants indicated how necessary they believed these factors to be for fulfilling their professional role. Respondents checked a six-point Likert-type scale: Very necessary = 6, Necessary = 5, Probably necessary = 4, Probably not necessary = 3, Not necessary = 2, Very unnecessary = 1.

Tables 4 and 5 present the means and standard deviations of the responses from the two columns and rank the statements from most to least important. Mean scores in Column A ranged from a low of 3.376 to a high of 3.787, and in Column B from 4.719 to 5.651. Thus, results show that respondents felt all of these factors were both important and necessary elements that enable them to do their work.

In addition, the statements were ranked identically in both columns, showing a high degree of consistency among respondents regarding the relative importance of each item. A review of the highest ranked statements reveals a strong desire on the part of library media specialists to keep abreast of current professional and library trends.

Table 4

AEL Region  
Degree of Agreement With Factors That Enable Library Media Specialists  
to Fulfill Their Professional Role  
(n = 2202)

Rank	Mean	Std. Dev.	Statement:
1	3.787	.428	Library media specialists should keep abreast of current professional trends.
2	3.762	.442	Library media specialists should be aware of future library trends.
3	3.713	.480	Library media specialists should attend professional meetings.
4	3.708	.593	Telephone service should be available in library media centers.
5	3.629	.519	Library media specialists should have information in the selection of hardware technology.
6	3.626	.591	Library media specialists should have released time for continuing education.
7	3.586	.678	Library media specialists should serve on curriculum committees.
8	3.570	.635	Data processing [automation of libraries] should be completed.
9	3.486	.613	Regional inservice sites should be available for library media specialists.
10	3.433	.655	More library media inservices should be offered.
11	3.431	.590	Library media centers should have a systematic plan for implementing AASL's <u>Information Power</u> guidelines.
12	3.376	.737	All library media centers should have access to technology (CD-ROM, E-Search, electronic bulletin board networking, online capability).

Table 5

AEL Region  
Degree to Which Factors That Enable Library Media Specialists  
to Fulfill Their Professional Role Are Necessary  
(n = 2202)

Rank	Mean	Std. Dev.	Statement
1	5.651	0.627	Library media specialists should keep abreast of current professional trends.
2	5.615	0.627	Library media specialists should be aware of future library trends.
3	5.510	0.731	Library media specialists should attend professional meetings.
4	5.439	1.040	Telephone service should be available in library media centers.
5	5.436	0.746	Library media specialists should have information in the selection of hardware technology.
6	5.387	0.956	Library media specialists should have released time for continuing education.
7	5.275	0.937	Library media specialists should serve on curriculum committees.
8	5.240	1.049	Data processing [automation of libraries] should be completed.
9	5.137	0.990	Regional inservice sites should be available for library media specialists.
10	5.101	1.009	More library media inservices should be offered.
11	5.078	0.932	Library media centers should have a systematic plan for implementing AASL's <u>Information Power</u> guidelines.
12	4.719	1.234	All library media centers should have access to technology (CD-ROM, E-Search, electronic bulletin board networking, online capability).

However, when current professional and library trends were specifically listed on the survey (e.g., AASL's Information Power guidelines and access to CD-ROM, E-Search, electronic bulletin board networking, and online capability) they received the lowest rankings.

Another item of interest is the relative ranking of attending professional meetings (third) as opposed to inservices (tenth). It appears that professional meetings have greater value for these professionals.

### Professional Development

Twenty statements generated at the working session seemed to describe a desirable level of professional expertise--skills, knowledge, or experiences--that library media specialists need to possess. Those statements composed Section Three of the survey--Professional Development. In Column A, participants indicated to what degree they agreed with those statements by checking a four-point Likert-type scale: Agree very much = 4, agree = 3, disagree = 2, and disagree very much = 1. In Column B, the participants indicated the degree to which they felt it was necessary to possess that professional expertise by checking a six-point Likert-type scale: Very necessary = 6, Necessary = 5, Probably necessary = 4, Probably not necessary = 3, Not necessary = 2, Very unnecessary = 1.

Tables 6 and 7 present means and standard deviations of the responses in Section Three and rank the statements from most to least important. Mean scores in Column A ranged from a low of 3.279 to a high of 3.892, and Column B from 4.815 to 5.829. Thus, results show respondents strongly agreed with the statements. Although the statement

rankings in Section Three were not identical in Columns A and B, they were still highly correlated. For example, statements ranked one through five in Column A are also found among the top five items in Column B.

Table 6

AEL Region  
Rank Order of Skills, Knowledge, Or Experience  
Library Media Specialists Should Have  
(n = 2202)

Rank	Mean	Std. Dev.	Statement
1	3.892	.334	Library media specialists should have adequate skills for year-to-year maintenance of materials: cataloging, taking inventory, ordering, weeding, etc.
2	3.821	.398	All library media specialist graduates should be prepared in the use of new technology.
3	3.755	.438	Library media specialists should have effective planning skills.
4	3.738	.469	Library media specialists should be computer literate.
5	3.729	.466	Library media specialists should have a plan for using their financial resources.
6	3.726	.473	Library media specialists' skills should reflect the use of new technology.
7	3.710	.467	Library media specialists should be trained to use technology.
8	3.687	.500	Library media specialists should have administrative skills in using computers for library management.
9	3.687	.482	Library media specialists should have effective public relations skills.

Table 6 (Continued)

10	3.679	.476	Library media specialists should be aware of options and choices.
11	3.624	.523	Student teacher training should be varied.
12	3.623	.546	Library media specialists should have technical skills/knowledge to implement automation.
13	3.582	.576	Library media specialists should know how to operate a camcorder.
14	3.540	.541	Library media specialists should be familiar with AASL's <u>Information Power</u> guidelines.
15	3.447	.620	Library media specialists should be trained in curriculum development.
16	3.438	.571	Library media specialists should be aware of and understand the capabilities of distance learning.
17	3.408	.608	Library media specialists should be committed to implementing AASL's <u>Information Power</u> guidelines.
18	3.370	.638	Library media specialists should be skilled in online searching.
19	3.345	.675	Library media specialists should be equipped to plan and design facilities.
20	3.279	.700	Library media specialists should know how to write successful grant proposals.

Table 7

AEL Region  
Rank Order of Skills, Knowledge, or Experience  
Library Media Specialists Want to Have  
(n = 2202)

Rank	Mean	Std. Dev.	Statement
1	5.829	0.459	Library media specialists should have adequate skills for year-to-year maintenance of materials: cataloging, taking inventory, ordering, weeding, etc.
2	5.674	0.568	Library media specialists should have effective planning skills.
3	5.639	0.548	Library media specialists should have a plan for using their financial resources.
4	5.633	0.780	All library media specialist graduates should be prepared in the use of new technology.
5	5.618	0.674	Library media specialists should be computer literate.
6	5.585	0.606	Library media specialists should be aware of options and choices.
7	5.576	0.670	Library media specialists should have effective public relations skills.
8	5.572	0.671	Library media specialists should be trained to use technology.
9	5.569	0.683	Library media specialists' skills should reflect the use of new technology.
10	5.540	0.752	Library media specialists should have administrative skills in using computers for library management.
11	5.446	0.812	Library media specialists should have technical skills/knowledge to implement automation.

Table 7 (continued)

12	5.412	0.764	Student teacher training should be varied.
13	5.389	0.879	Library media specialists should know how to operate a camcorder.
14	5.341	0.776	Library media specialists should be familiar with AASL's <u>Information Power</u> guidelines.
15	5.152	0.970	Library media specialists should be trained in curriculum development.
16	5.146	0.920	Library media specialists should be committed to implementing AASL's <u>Information Power</u> guidelines.
17	5.081	0.916	Library media specialists should be aware of and understand the capabilities of distance learning.
18	5.067	0.996	Library media specialists should be skilled in online searching.
19	5.034	1.070	Library media specialists should be equipped to plan and design facilities.
20	4.815	1.243	Library media specialists should know how to write successful grant proposals.

### Factor Analysis

Factor analysis (Varimax Rotated with Kaiser Normalization) was employed to detect common traits that underlie the survey items and to reduce the many variables on the survey to a few more meaningful dimensions for further analysis of the survey responses. Once identified, the factors were interpreted and labeled. Those factors that emerged from the factor analysis are described below.

Section One. The factor analysis of Section One--The Role of Library Media Specialists--yielded 10 survey items clustered into two factors. Table 8 displays the factors and factor loadings for this section. Factor 1 explains 30.1 percent of the variance, and Factor 2 explains 12.0 percent. The two factors together explain 42.1 percent of the variance in the responses.

The first factor, called "non-teaching roles" included tasks such as using computers, business partnerships, and technology; conducting in-services; working with school staff; and producing instructional materials.

The second factor, called "teaching," included tasks such as being an integral part of the curriculum, assisting teachers to integrate technology into instruction, teaching library media skills within the curriculum, and being considered equal with teachers.

Table 8

Factors and Factor Loadings for  
The Role of Library Media Specialists

Factor 1	Factor 2	Library Media Specialists Should:
.68146	.13403	(5) conduct more inservice sessions for teachers.
.65851	.10888	(8) use technology to more efficiently and effectively manage their time.
.65755	.07617	(7) utilize business partnerships.
.65440	.03486	(4) use computers in daily tasks.
.58230	.09126	(9) be involved in the production of instructional materials.

Table 8 (Continued)

Factor 1	Factor 2	Library Media Specialists Should:
.50890	.31270	(6) work with other school staff in collegial relationships.
.25917	.65511	(2) assist teachers in integrating media into their instructional process.
.18174	.69970	(3) facilitate the teaching of library media skills within the curriculum.
.16391	.66449	(1) be considered an integral part of the school curriculum.
-.07635	.47035	(10) be considered equal with teachers.

Section Two. A factor analysis of Section Two--Factors That Enable Library Media Specialists to Fulfill Their Professional Role--revealed three factors. These factors and factor loadings are displayed in Table 9. Factor 1 explains 36.1 percent of the variance; factor 2, 12.1 percent; and factor 3, 10 percent. Together, these three factors explain 58.2 percent of the variance.

The first factor, labeled "renewal," included work-related elements such as keeping abreast of professional trends, attending professional meetings, knowing how to select technology hardware, knowing about library trends, serving on curriculum committees, and having released time for continuing education.

The second factor, labeled "technology," referred to work-related elements such as having access to technology, completing data processing, having telephone service, and implementing AASL's Information Power guidelines.

The third factor, labeled "inservice," referred to the offering of more library media inservices and the availability of regional inservice sites.

Table 9

Factors and Factor Loadings for  
Factors that Enable Library Media Specialists  
to Fulfill their Professional Role

Factor 1	Factor 2	Factor 3	Statement:
.81631	.07687	.02797	(8) Library media specialists should keep abreast of current professional trends.
.79385	.04777	.19927	(9) Library media specialists should attend professional meetings.
.77457	.12119	.09358	(11) Library media specialists should be aware of future library trends.
.66995	.25982	.10654	(10) Library media specialists should have information in the selection of hardware technology.
.61434	.21706	.01204	(7) Library media specialists should serve on curriculum committees.
.50039	.26831	.18548	(12) Library media specialists should have released time for continuing education
.39959	.45501	.16439	(6) Library media centers should have a systematic plan for implementing AASL's <u>Information Power</u> guidelines.
.19936	.64868	-.01388	(5) Telephone service should be available in library media centers.

Table 9 (Continued)

Factor 1	Factor 2	Factor 3	Statement:
.19438	.12306	.85175	(3) Regional inservice sites should be available for library media specialists.
.14282	.79102	.13851	(4) Data processing [automation of libraries] should be completed.
.09045	.14352	.87561	(2) More library media inservices should be offered.
.08774	.76571	.15431	(1) All library media centers should have access to technology (CD-ROM, E-Search, electronic bulletin board networking, online capability).

Section Three. The factor analysis of Section Three--Professional Development--yielded three factors. Factor 1 explained 40.8 percent of the variance; factor 2, 6.6 percent; and factor 3, 5.7 percent. These three factors together explain 53.1 percent of the variance.

The first factor, labeled "facilitation skills," included professional competencies that might facilitate instruction such as knowing about distance learning, curriculum development, AASL's Information Power guidelines, grant proposal development, and facility design; implementing AASL's Information Power guidelines; and mastering online searching.

The second factor, labeled "technology skills," tended to refer to professional competencies related to the use of technology: library media specialist graduates should be prepared in the use of new technology, have varied training experiences, know how to use new technology, be computer

literate, use computers for library management, implement library automation, and use a camcorder.

The third factor, labeled "management skills," referred to professional competencies related to managing a library such as planning, public relations, finances, cataloging, taking inventory, weeding, and knowledge of options and choices.

Table 10

## Factors and Factors Loadings for Professional Development

Factor 1	Factor 2	Factor 3	Statement:
.69212	.17278	.08301	(12) Library media specialists should know how to write successful grant proposals.
.68978	.15361	.27514	(19) Library media specialists should be committed to implementing AASL's <u>Information Power</u> guidelines.
.66876	.27448	.12808	(20) Library media specialists should be skilled in online searching.
.65010	.23832	.30456	(9) Library media specialists should be familiar with AASL's <u>Information Power</u> guidelines.
.61085	.18343	.18685	(16) Library media specialists should be equipped to plan and design facilities.
.59485	.20610	.19634	(6) Library media specialists should be trained in curriculum development.
.53844	.35426	.15153	(4) Library media specialists should be aware of and understand the capabilities of distance learning.

Table 10 (Continued)

Factor 1	Factor 2	Factor 3	Statement:
.42097	.61935	.16831	(11) Library media specialists should have technical skills/knowledge to implement automation.
.41507	.19093	.51502	(10) Library media specialists should have effective public relations skills.
.41335	.43180	.25383	(15) Library media specialists should know how to operate a camcorder.
.33121	.70003	.14162	(7) Library media specialists should have administrative skills in using computers for library management
.31097	.28854	.57632	(8) Library media specialists should have effective planning skills.
.30074	.17501	.65602	(18) Library media specialists should be aware of options and choices.
.29331	.70293	.14315	(5) Library media specialists should be computer literate.
.27844	.22898	.65473	(13) Library media specialists should have a plan for using their financial resources.
.27846	.66209	.35690	(14) Library media specialists should be trained to use technology.
.20672	.75432	.22307	(3) Library media specialists' skills should reflect the use of new technology.
.14603	.42816	.32990	(2) Student teacher training should be varied.

Table 10 (Continued)

Factor 1	Factor 2	Factor 3	Statement:
.09018	.73248	.19883	(1) All library media specialist graduates should be prepared in the use of new technology.
.01276	.19402	.73208	(17) Library media specialists should have adequate skills for year-to-year maintenance of materials: cataloging, taking inventory, ordering, weeding, etc.

### Analysis of Variance

After we identified the eight factors in the survey, we performed one-way ANOVAs across four demographic variables: (1) level of assignment, (2) certification, (3) professional preparation, and (4) length of service. The number of respondents differs for each of these ANOVAs since multiple responses were encountered for all of the demographic (independent) variables. Surveys that included multiple responses on the level of assignment, certification, and length of service were not included in the ANOVA. Surveys with multiple responses on the professional preparation demographic variable were used, however; respondents were categorized according to the highest degree they had earned.

The analysis of variance showed no significant F-ratios between groups by demographic variable on five of the factors: teaching, renewal, inservice, technology skills, and management skills. Significant F-ratios did result for three factors: (1) the non-teaching role differed by level of assignment (significant at the .01 level...); (2) the technology factor

differed by level of assignment (significant at the .01 level); and (3) facilitation skills differed by professional preparation (significant at the .05 level). The source of variation for each of these factors is discussed below.

Non-teaching role by level of assignment. When we found a significant F-ratio on the factor non-teaching role by level of assignment, the Scheffe procedure was performed to determine the source of variance. The demographic variable, level of assignment, was composed of three groups--primary/elementary, middle/junior high, and high school. Two of those groups--primary/elementary and high school--differed significantly (at of .05 level) on the non-teaching role. High school library media specialists agreed that their role included non-teaching tasks, while primary/elementary library media specialists did not. Tables 11 and 12 display the data that support this finding.

Table 11

A One-Way Analysis of Variance of the Response to  
the Non-Teaching Factor of Three groups of  
Library Media Specialists by Level of Assignment

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F-ratio	p level
Between Groups	2	9.42	4.71	4.80	.0083
Within Groups	1734	1701.32	.98		
Total	1736	1710.74			

Table 12

Means and Standard Deviations of the Responses to the  
Non-Teaching Factor of Two Groups of Library Media Specialists  
by Level of Assignment

Group	N	Mean	Std Dev
Primary/ Elementary	931	-.0467	1.0241
High School	459	.1034	.9141

Technology by level of assignment. When the F-ratio revealed significant differences on the technology factor by level of assignment, the Scheffe procedure was performed to determine the exact location of the variance. We found that primary/elementary library media specialists differed significantly (at the .05 level) from middle/junior high and high school library media specialists. Primary/elementary library media specialists did not agree that technology would enable them to fulfill their professional role. High school and middle/junior high library media specialists did agree. Tables 13 and 14 display the data that support this finding.

Table 13

A One-Way Analysis of Variance of Responses to the  
Technology Factor of Three Groups of Library Media Specialists  
by Level of Assignment

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F-ratio	p level
Between Groups	2	52.68	26.34	27.42	.001
Within Groups	1763	1693.57	.96		
Total	1765	1746.25			

Table 14

Means and Standard Deviations of the Responses to the Technology Factor of Three Groups of Library Media Specialists by Level of Assignment

Group	N	Mean	Std Dev
Primary/Elementary	956	-.1388	1.0298
Middle/Junior High	350	.1195	.9594
High School	460	.2538	.8851

Facilitation skills and professional preparation. When the F-ratio showed significant differences on facilitation skills by professional preparation, no additional procedures were performed because the professional preparation demographic variable includes only two groups: bachelor's degree and master's degree. Thus, these two groups differed significantly at the .05 level (the same level of significance as the F-ratio). Library media specialists who had earned a bachelor's degree did not agree that library media specialists should have facilitation skills--professional competencies that might facilitate teaching and access to information. Those with master's degrees did agree. Tables 15 and 16 display the data that support this finding.

Table 15

A One-Way Analysis of Variance of Responses of Two Groups of Library Media Specialists to Facilitation Skills Factor by Professional Preparation

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F-ratio	p Level
Between Groups	1	5.54	5.5409	5.5545	.0186
Within Groups	1570	1566.16	.9976		
Total	1571	1571.70			

Table 16

Means and Standard Deviations of the Responses of Two Groups of  
Library Media Specialists to the Facilitation Factor  
by Professional Preparation

Group	N	Mean	Std Dev
Bachelor's Degree	488	-.0542	1.0132
Master's Degree	1084	.0741	.9922

### Reliability

Reliability of the survey was measured by Cronbach's Alpha. The overall internal reliability for Column A of the survey was .9348 and for Column B was .9408. In addition, the internal reliability of each column in each section was measured by Cronbach's Alpha. The results are shown in Table 17.

Table 17

<u>Survey Section/Column</u>	<u>Reliability</u>
Section One, Column A	.7343
Section One, Column B	.7455
Section Two, Column A	.8261
Section Two, Column B	.8484
Section Three, Column A	.9229
Section Three, Column B	.9219

### CONCLUSIONS

Information technologies are changing dramatically, and library media centers and their staffs are being called upon to reflect those changes. This study was undertaken to learn how these changes might alter the training needs of library media specialists. The results of

this study can help guide state and regional leaders' professional development decisions.

Based on the data analysis, we conclude that the survey respondents across the Region form an extremely homogeneous group. Further, the respondents--professional school library media specialists--consistently agreed with the statements generated by the select group of library media specialists from the four-state Region who were brought together by AEL's Technology Collaborative.

Survey respondents also showed a high degree of interest in professional trends and in keeping on top of new developments in their field, but they showed less interest in specific items of change--AASL's Information Power guidelines for library media centers and specific information technologies (CD-ROM, E-Search, electronic bulletin board networking, online capability). At least two possible explanations exist: (1) respondents were not familiar with either the guidelines or the specific technologies; or (2) they do not yet have a vision of their role in providing increased access to information. Additional study is needed to explain this disparity in responses.

Respondents appeared to be open to learning new information, and they seemed to value what they learn at professional meetings more than at inservice sessions. This response might be explained by the fact that professional meetings more closely match the needs of library media specialists than do local inservice sessions. Library media specialists tend to be too few in number--at most, one per building--for local officials to justify inservice programs designed specifically for these

professionals. Again, further research is necessary to learn if this is the case.

Differences that were found among various groups of respondents suggest two ways to differentiate training activities. First, training would be more effective if developed and delivered according to the level to which the library media specialist is assigned. Primary/elementary and high school library media specialists perceive their role in the school to be significantly different. In addition, primary/elementary library media specialists do not believe that technology can help them fulfill their role, while those assigned to middle/junior high and high school do. Clearly, library media specialists assigned to the primary/elementary level would benefit most if training addressed their specific needs, but the other two groups could be trained together.

A second way to make training more effective is to provide different activities for bachelor's and master's degree holders. Library media specialists who have earned a bachelor's degree do not see a need to understand the capabilities of distance learning, how to develop curriculum, AASL's Information Power guidelines, how to write grant proposals, how to plan facilities, or how to do online searching-- professional competencies that library media specialists who have earned master's degrees are much more eager to possess. Holders of bachelor's degrees may first need awareness programs about ways they can benefit from having those skills before they can appreciate training opportunities in those areas.

APPENDIX A

Information Needs 2000--1990 Survey of Library Media Specialists

# Information Needs 2000

## 1990 Survey of Library Media Specialists

May 1990

Dear Library Media Specialist:

School libraries and the role and responsibilities of library media specialists are changing. The American Association of School Librarians (AASL) has published *Information Power*—new guidelines for library media centers and the library media specialists who staff them—NCATE has adopted new curriculum guidelines for accrediting preservice library media specialist programs, and technology and automation are commonplace in libraries today. These and other recent developments have led the state departments of education in the four states served by the Appalachia Educational Laboratory to seek information about the needs of library media specialists that may have emerged as a result of these changes. To do this, we need your help.

Earlier this year, we met with a small group of library media specialists from the four states and brainstormed more than 40 statements that describe what we believe about three issues:

- (1) the role of library media specialists,
- (2) factors that are necessary to enable them to fulfill their professional role, and
- (3) the skills, knowledge, and experience necessary to further their professional development.

We want to know how you feel about these same issues.

Please respond to the statements listed on the following pages—it should only take 15 minutes. Use the enclosed envelope to return the completed survey to AEL by May 11, 1990. AEL staff will compile survey responses and prepare for us a summary report that will be shared with the four states.

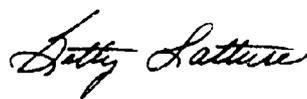
Thank you for your help.



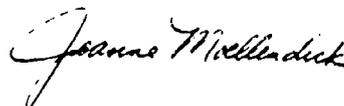
Judy Cooper, Consultant  
Library Media Services  
Kentucky Department of Education



Gloria Barber  
Supervisor of School Library Media Program  
Virginia Department of Education



Betty Latture, Coordinator  
Library Services  
Tennessee Department of Education



Jeanne Moellendick, Coordinator  
Technology Based/Distance Learning  
West Virginia Department of Education

**SPECIAL DIRECTIONS: If other library media specialists in your building did not get this mailing:**

- make extra copies of the survey,
- add extra postage if more than one survey is returned in the enclosed envelope, and
- mail to: AEL Policy and Planning Center, P.O. Box 1348, Charleston, WV 25325.

## The Role of Library Media Specialists

For each item, mark your responses in **BOTH** columns.

- In the first column, tell us if you agree with the statement.
- In the second column, tell us to what degree you want to fulfill this role.

A = agree very much;  
a = agree;  
d = disagree;  
D = disagree very much

6 = Really want to  
5 = Want to  
4 = Probably want to  
3 = Probably don't want to  
2 = Don't want to  
1 = Really don't want to

Library media specialists should:

1. be considered an integral part of the school curriculum.
2. assist teachers in integrating media into their instructional process.
3. facilitate the teaching of library media skills within the curriculum.
4. use computers in daily tasks.
5. conduct more inservice sessions for teachers.
6. work with other school staff in collegial relationships.
7. utilize business partnerships.
8. use technology to more efficiently and effectively manage their time.
9. be involved in the production of instructional materials.
10. be considered equal with teachers.

Circle one

A a d D

A a d D

A a d D

A a d D

A a d D

A a d D

A a d D

A a d D

A a d D

A a d D

Circle one

6 5 4 3 2 1

6 5 4 3 2 1

6 5 4 3 2 1

6 5 4 3 2 1

6 5 4 3 2 1

6 5 4 3 2 1

6 5 4 3 2 1

6 5 4 3 2 1

6 5 4 3 2 1

6 5 4 3 2 1

Comments: \_\_\_\_\_

## Factors That Enable Library Media Specialists to Fulfill Their Professional Role

For each item, mark your responses in **BOTH** columns.

- In the first column, tell us if you agree with the statement.
- In the second column, tell us how necessary these factors are for you to fulfill your professional role.

A = agree very much;  
a = agree;  
d = disagree;  
D = disagree very much

6 = Very necessary  
5 = Necessary  
4 = Probably necessary  
3 = Probably not necessary  
2 = Not necessary  
1 = Very unnecessary

1. All library media centers should have access to technology (CD-ROM, E-Search, electronic bulletin board networking, online capability).
  2. More library media inservices should be offered.
  3. Regional inservice sites should be available for library media specialists.
  4. Data processing [automation of libraries] should be completed.
- Telephone service should be available in library media centers.

Circle one

A a d D

A a d D

A a d D

A a d D

A a d D

Circle one

6 5 4 3 2 1

6 5 4 3 2 1

6 5 4 3 2 1

6 5 4 3 2 1

6 5 4 3 2 1

6. Library media centers should have a systematic plan for implementing AASL's *Information Power* guidelines.

A a d D 6 5 4 3 2 1

Library media specialists should:

7. serve on curriculum committees.

A a d D 6 5 4 3 2 1

8. keep abreast of current professional trends.

A a d D 6 5 4 3 2 1

9. attend professional meetings.

A a d D 6 5 4 3 2 1

10. have information in the selection of hardware technology.

A a d D 6 5 4 3 2 1

11. be aware of future library trends.

A a d D 6 5 4 3 2 1

12. have released time for continuing education.

A a d D 6 5 4 3 2 1

Comments: \_\_\_\_\_

### Professional Development

For each item, mark your responses in BOTH columns.

- In the first column, tell us if you agree with the statement.
- In the second column, tell us to what degree you want to have this skill, knowledge, or experience.

A = agree very much;  
a = agree;  
d = disagree;  
D = disagree very much

6 = Really want to  
5 = Want to  
4 = Probably want to  
3 = Probably don't want to  
2 = Don't want to  
1 = Really don't want to

1. All library media specialist graduates should be prepared in the use of new technology.

Circle one

A a d D

Circle one

6 5 4 3 2 1

2. Student teacher training should be varied.

A a d D

6 5 4 3 2 1

3. Library media specialists' skills should reflect the use of new technology.

A a d D

6 5 4 3 2 1

Library media specialists should:

4. be aware of and understand the capabilities of distance learning.

A a d D

6 5 4 3 2 1

5. be computer literate.

A a d D

6 5 4 3 2 1

6. be trained in curriculum development.

A a d D

6 5 4 3 2 1

7. have administrative skills in using computers for library management.

A a d D

6 5 4 3 2 1

8. have effective planning skills.

A a d D

6 5 4 3 2 1

9. be familiar with AASL's *Information Power* guidelines.

A a d D

6 5 4 3 2 1

10. have effective public relations skills.

A a d D

6 5 4 3 2 1

11. have the technical skills/knowledge to implement automation.

A a d D

6 5 4 3 2 1

12. know how to write successful grant proposals.

A a d D

6 5 4 3 2 1

**Library media specialists should:**

- |  |         |             |
|--|---------|-------------|
| 13. have a plan for using their financial resources.   | A a d D | 6 5 4 3 2 1 |
| 14. be trained to use technology.  | A a d D | 6 5 4 3 2 1 |
| 15. know how to operate a camcorder.   | A a d D | 6 5 4 3 2 1 |
| 16. be equipped to plan and design facilities.   | A a d D | 6 5 4 3 2 1 |
| 17. have adequate skills for year-to-year maintenance of materials:<br>cataloging, taking inventory, ordering, weeding, etc. | A a d D | 6 5 4 3 2 1 |
| 18. be aware of options and choices.   | A a d D | 6 5 4 3 2 1 |
| 19. be committed to implementing AASL's <i>Information Power</i> guidelines.   | A a d D | 6 5 4 3 2 1 |
| 20. be skilled in online searching.  | A a d D | 6 5 4 3 2 1 |

Comments: \_\_\_\_\_

21. The level at which you are primarily assigned is (check one):
- primary/elementary
  - middle/junior high
  - high school
  - other, please explain \_\_\_\_\_

22. The nature of your assignment is (check all that apply):
- classroom teacher
  - building-level library media specialist
  - building-level principal
  - district-level library media supervisor
  - library/media educator (college/university)
  - other, please explain \_\_\_\_\_

23. Professional preparation:
- Bachelors degree in \_\_\_\_\_
  - Masters degree in \_\_\_\_\_
  - Other, please explain \_\_\_\_\_

24. Certification:
- Noncertified
  - Certified librarian
  - Certified library media
  - Other certification, please explain \_\_\_\_\_

25. Length of time as library media specialist:
- 0 - 5 years
  - 6 - 10 years
  - 11 - 15 years
  - 16 - 20 years
  - More than 20 years

**Thank you for completing this survey.**

If you would like information about the results of this survey, please complete the following section:

Name \_\_\_\_\_ Telephone ( \_\_\_\_\_ ) \_\_\_\_\_

School/District \_\_\_\_\_

Address \_\_\_\_\_



APPENDIX B

Kentucky Library Media Specialists Survey Results

Table 1  
Profile of Kentucky Respondents

<u>Response Category</u>	<u>Percent of All Responses*</u>
<u>Primary Assignment</u> (n = 588)	
Primary/Elementary	58.7
Middle/Junior High	14.6
High School	21.1
Other	5.6
<u>Nature of Assignment</u> (n = 588)	
Classroom teacher	5.4
Building-level library media specialist	91.3
Building-level principal	0.2
District-level library media supervisor	0.9
Library/media educator (college/university)	0.7
Other	1.5
<u>Professional Preparation</u> (n = 588)	
Bachelor's degree	52.2
Master's degree	34.0
Other	13.8
<u>Certification</u> (n = 567)	
Noncertified	0.5
Certified librarian	60.4
Certified library media specialist	36.6
Other	2.3
<u>Length of Service</u> (n = 592)	
0-5 years	18.7
6-10 years	17.5
11-15 years	22.9
16-20 years	21.4
More than 20 years	18.3
	1.2

Table 2

Kentucky

Rank Order of Roles Library Media Specialists Should Fulfill  
(n = 592)

Rank	Mean	Std. Dev.	Library media specialists should:
1	3.904	.307	be considered an integral part of the school curriculum.
2	3.902	.379	be considered equal with teachers.
3	3.780	.431	assist teachers in integrating media skills within the curriculum.
4	3.731	.487	facilitate the teaching of library media skills within the curriculum.
5	3.606	.551	use technology to more efficiently and effectively manage their time.
6	3.485	.674	use computers in daily tasks.
7	3.382	.687	work with other school staff in collegial relationships.
8	3.068	.738	utilize business partnerships.
9	3.057	.762	be involved in the production of instructional materials.
10	3.002	.775	conduct more inservice sessions for teachers.

Table 3  
 Kentucky  
 Roles Library Media Specialists Want to Fulfill  
 (n = 592)

Rank	Mean	Std. Dev.	Library media specialists should:
1	5.857	0.564	be considered equal with teachers.
2	5.781	0.534	be considered an integral part of the school curriculum.
3	5.657	0.672	assist teachers in integrating media skills within the curriculum.
4	5.541	0.775	facilitate the teaching of library media skills within the curriculum.
5	5.406	0.896	use technology to more efficiently and effectively manage their time.
6	5.198	1.171	use computers in daily tasks.
7	5.053	1.111	work with other school staff in collegial relationships.
8	4.415	1.290	utilize business partnerships.
9	4.379	1.331	be involved in the production of instructional materials.
10	4.345	1.343	conduct more inservice sessions for teachers.

Table 4

Factors That Enable Library Media Specialists  
to Fulfill Their Professional Role  
(n = 592)

Rank	Mean	Std. Dev.	Statement:
1	3.790	.440	Library media specialists should keep abreast of current professional trends.
2	3.765	.451	Library media specialists should be aware of future library trends.
3	3.736	.467	Library media specialists should attend professional meetings.
4	3.683	.636	Telephone service should be available in library media centers.
5	3.645	.523	Library media specialists should have information in the selection of hardware technology.
6	3.577	.621	Library media specialists should have released time for continuing education.
7	3.555	.580	Regional inservice sites should be available for library media specialists.
8	3.543	.596	More library media inservices should be offered.
9	3.538	.670	Data processing [automation of libraries] should be completed.
10	3.532	.602	Library media specialists should serve on curriculum committees.
11	3.413	.578	Library centers should have a systematic plan for implementing AASL's <u>Information Power</u> guidelines.
12	3.372	.730	All library media centers should have access to technology (CD-ROM, E-Search, electronic bulletin board networking, online capability).

Table 5

Kentucky  
 Factors That Enable Library Media Specialists  
 to Fulfill Their Professional Role  
 (n = 592)

Rank	Mean	Std. Dev.	Statement
1	5.651	0.616	Library media specialists should keep abreast of current professional trends.
2	5.631	0.639	Library media specialists should be aware of future library trends.
3	5.547	0.734	Library media specialists should attend professional meetings.
4	5.449	0.822	Library media specialists should have information in the selection of hardware technology.
5	5.416	1.058	Telephone service should be available in library media centers.
6	5.298	1.061	Library media specialists should have released time for continuing education.
7	5.264	0.913	Regional inservice sites should be available for library media specialists.
8	5.250	0.930	More library media inservices should be offered.
9	5.207	0.948	Library media specialists should serve on curriculum committees.
10	5.182	1.125	Data processing [automation of libraries] should be completed.
11	5.029	0.951	Library media centers should have a systematic plan for implementing AASL's <u>Information Power</u> guidelines.
12	4.749	1.199	All library media centers should have access to technology (CD-ROM, E-Search, electronic bulletin board networking, online capability).

Table 6

Kentucky  
Rank Order of Skills, Knowledge, Jr Experience  
Library Media Specialists Should Have  
(n = 592)

Rank	Mean	Std. Dev.	Statement
1	3.908	.306	Library media specialists should have adequate skills for year-to-year maintenance of materials: cataloging, taking inventory, ordering, weeding, etc.
2	3.806	.421	All library media specialist graduates should be prepared in the use of new technology.
3	3.771	.439	Library media specialists should have a plan for using their financial resources.
4	3.717	.462	Library media specialists should have effective planning skills.
5	3.713	.475	Library media specialists' skills should reflect the use of new technology.
6	3.713	.471	Library media specialists should be trained to use technology.
7	3.707	.505	Library media specialists should be computer literate.
8	3.702	.476	Library media specialists should have effective public relations skills.
9	3.685	.480	Library media specialists should be aware of options and choices.
10	3.665	.514	Library media specialists should have administrative skills in using computers for library management.

Table 6 (Continued)

Rank	Mean	Std. Dev.	Statement
11	3.617	.552	Library media specialists should have technical skills/knowledge to implement automation.
12	3.601	.564	Library media specialists should know how to operate a camcorder.
13	3.590	.429	Student teacher training should be varied.
14	3.527	.546	Library media specialists should be familiar with AASL's <u>Information Power</u> guidelines.
15	3.459	.645	Library media specialists should be equipped to plan and design facilities.
16	3.454	.561	Library media specialists should be aware of and understand the capabilities of distance learning.
17	3.453	.606	Library media specialists should be trained in curriculum development.
18	3.409	.689	Library media specialists should know how to write successful grant proposals.
19	3.401	.592	Library media specialists should be committed to implementing AASL's <u>Information Power</u> guidelines.
20	3.386	.621	Library media specialists should be skilled in online searching.

Table 7

Kentucky  
Rank Order of Skills, Knowledge, or Experience  
Library Media Specialists Want to Have  
(n = 592)

Rank	Mean	Std. Dev.	Statement
1	5.837	.450	Library media specialists should have adequate skills for year-to-year maintenance of materials: cataloging, taking inventory, ordering, weeding, etc.
2	5.707	.548	Library media specialists should have a plan for using their financial resources.
3	5.636	.721	All library media specialist graduates should be prepared in the use of new technology.
4	5.633	.628	Library media specialists should have effective planning skills.
5	5.609	.598	Library media specialists should be aware of options and choices.
6	5.585	.672	Library media specialists should have effective public relations skills.
7	5.569	.769	Library media specialists should be computer literate.
8	5.567	.717	Library media specialists' skills should reflect the use of new technology.
9	5.558	.738	Library media specialists should be trained to use technology.
10	5.521	.798	Library media specialists should have administrative skills in using computers for library management.
11	5.446	.875	Library media specialists should have technical skills/knowledge to implement automation.

Table 7 (continued)

Rank	Mean	Std. Dev.	Statement
12	5.433	.846	Library media specialists should know how to operate a camcorder.
13	5.384	.810	Student teacher training should be varied.
14	5.330	.779	Library media specialists should be familiar with AASL's <u>Information Power</u> guidelines.
15	5.230	.994	Library media specialists should be equipped to plan and design facilities.
16	5.173	.939	Library media specialists should be trained in curriculum development.
17	5.146	.897	Library media specialists should be committed to implementing AASL's <u>Information Power</u> guidelines.
18	5.111	.878	Library media specialists should be aware of and understand the capabilities of distance learning.
19	5.070	.998	Library media specialists should be skilled in online searching.
20	5.036	1.209	Library media specialists should know how to write successful grant proposals.

APPENDIX C

Tennessee Library Media Specialists Survey Results

Table 1

Profile of Tennessee Respondents

<u>Response Category</u>	<u>Percent of All Responses*</u>
<u>Primary Assignment</u>	(n = 373)
Primary/Elementary	50.7
Middle/Junior High	18.2
High School	22.0
Other	9.1
<u>Nature of Assignment</u>	(n = 371)
Classroom teacher	5.4
Building-level library media specialist	90.3
Building-level principal	0.5
District-level library media supervisor	2.4
Library/media educator (college/university)	0.3
Other	1.1
<u>Professional Preparation</u>	(n = 372)
Bachelor's degree	50.3
Master's degree	42.7
Other	7.0
<u>Certification</u>	(n = 373)
Noncertified	2.2
Certified librarian	66.7
Certified library media specialist	28.7
Other	2.5
<u>Length of Service</u>	(n = 373)
0-5 years	20.3
6-10 years	18.3
11-15 years	20.1
16-20 years	27.1
More than 20 years	14.4

Table 2

Tennessee  
 Rank Order of Roles Library Media Specialists Should Fulfill  
 (n = 373)

Rank	Mean	Std. Dev.	Library media specialists should:
1	3.938	0.293	be considered equal with teachers.
2	3.927	0.260	be considered an integral part of the school curriculum.
3	3.781	0.414	assist teachers in integrating media skills within the curriculum.
4	3.766	0.443	facilitate the teaching of library media skills within the curriculum.
5	3.568	0.577	use technology to more efficiently and effectively manage their time.
6	3.429	0.668	use computers in daily tasks.
7	3.334	0.637	work with other school staff in collegial relationships.
8	3.163	0.639	utilize business partnerships.
9	3.046	0.743	be involved in the production of instructional materials.
10	3.000	0.667	conduct more inservice sessions for teachers.

Table 3  
 Tennessee  
 Roles Library Media Specialists Want to Fulfill  
 (n = 373)

Rank	Mean	Std. Dev.	Library media specialists should:
1	5.868	0.579	be considered equal with teachers.
2	5.801	0.503	be considered an integral part of the school curriculum.
3	5.687	0.546	assist teachers in integrating media skills within the curriculum.
4	5.615	0.700	facilitate the teaching of library media skills within the curriculum.
5	5.350	0.893	use technology to more efficiently and effectively manage their time.
6	5.205	1.100	use computers in daily tasks.
7	5.017	1.064	work with other school staff in collegial relationships.
8	4.696	1.135	utilize business partnerships.
9	4.475	1.238	conduct more inservice sessions for teachers.
10	4.415	1.374	be involved in the production of instructional materials.

Table 4

Tennessee  
Factors That Enable Library Media Specialists  
to Fulfill Their Professional Role  
(n = 373)

Rank	Mean	Std. Dev.	Statement:
1	3.735	0.448	Library media specialists should be aware of future library trends.
2	3.733	0.449	Library media specialists should keep abreast of current professional trends.
3	3.673	0.498	Library media specialists should attend professional meetings.
4	3.599	0.587	Library media specialists should have released time for continuing education.
5	3.578	0.678	Telephone service should be available in library media centers.
6	3.577	0.521	Library media specialists should have information in the selection of hardware technology.
7	3.522	0.629	Library media specialists should serve on curriculum committees.
8	3.484	0.576	Regional inservice sites should be available for library media specialists.
9	3.414	0.610	More library media inservices should be offered.
10	3.410	0.687	Data processing [automation of libraries] should be completed.
11	3.385	0.591	Library centers should have a systematic plan for implementing AASL's <u>Information Power</u> guidelines.
12	3.242	0.744	All library media centers should have access to technology (CD-ROM, E-Search, electronic bulletin board networking, online capability).

Table 5

Tennessee  
Factors That Enable Library Media Specialists  
to Fulfill Their Professional Role  
(n = 373)

Rank	Mean	Std. Dev.	Statement:
1	5.601	0.587	Library media specialists should keep abreast of current professional trends.
2	5.598	0.587	Library media specialists should be aware of future library trends.
3	5.454	0.704	Library media specialists should attend professional meetings.
4	5.402	0.714	Library media specialists should have information in the selection of hardware technology.
5	5.333	0.944	Library media specialists should have released time for continuing education.
6	5.193	1.027	Library media specialists should serve on curriculum committees.
7	5.188	1.206	Telephone service should be available in library media centers.
8	5.107	0.964	Regional inservice sites should be available for library media specialists.
9	5.098	0.944	More library media inservices should be offered.
10	5.003	1.151	Data processing [automation of libraries] should be completed.
11	4.944	0.968	Library media centers should have a systematic plan for implementing AASL's <u>Information Power</u> guidelines.
12	4.431	1.236	All library media centers should have access to technology (CD-ROM, E-Search, electronic bulletin board networking, online capability).

Table 6

Tennessee  
Rank Order of Skills, Knowledge, or Experience  
Library Media Specialists Should Have  
(n = 373)

Rank	Mean	Std. Dev.	Statement:
1	3.841	0.367	Library media specialists should have adequate skills for year-to-year maintenance of materials: cataloging, taking inventory, ordering, weeding, etc.
2	3.755	0.431	All library media specialist graduates should be prepared in the use of new technology.
3	3.723	0.448	Library media specialists should have effective planning skills.
4	3.646	0.479	Library media specialists should be aware of options and choices.
5	3.636	0.493	Library media specialists should have a plan for using their financial resources.
6	3.632	0.510	Library media specialists should have effective public relations skills.
7	3.628	0.516	Library media specialists should be computer literate.
8	3.616	0.530	Library media specialists' skills should reflect the use of new technology.
9	3.585	0.531	Library media specialists should have administrative skills in using computers for library management.
10	3.559	0.513	Library media specialists should be trained to use technology.
11	3.543	0.531	Student teacher training should be varied.

Table 6 (Continued)

Rank	Mean	Std. Dev.	Statement:
12	3.504	0.586	Library media specialists should have technical skills/knowledge to implement automation.
13	3.458	0.565	Library media specialists should be familiar with AASL's <u>Information Power</u> guidelines.
14	3.402	0.637	Library media specialists should be trained in curriculum development.
15	3.389	0.634	Library media specialists should know how to operate a camcorder.
16	3.334	0.579	Library media specialists should be committed to implementing AASL's <u>Information Power</u> guidelines.
17	3.332	0.558	Library media specialists should be aware of and understand the capabilities of distance learning.
18	3.282	0.667	Library media specialists should be equipped to plan and design facilities.
19	3.240	0.672	Library media specialists should be skilled in online searching.
20	3.203	0.686	Library media specialists should know how to write successful grant proposals.

Table 7  
Tennessee

Rank Order of Skills, Knowledge, or Experience  
Library Media Specialists Want to Have  
(n = 373)

Rank	Mean	Std. Dev.	Statements:
1	5.820	0.406	Library media specialists should have adequate skills for year-to-year maintenance of materials: cataloging, taking inventory, ordering, weeding, etc.
2	5.658	0.535	Library media specialists should have effective planning skills.
3	5.609	0.595	All library media specialist graduates should be prepared in the use of new technology.
4	5.564	0.579	Library media specialists should be aware of options and choices.
5	5.540	0.590	Library media specialists should have a plan for using their financial resources.
6	5.505	0.681	Library media specialists should have effective public relations skills.
7	5.497	0.723	Library media specialists should be computer literate.
8	5.454	0.702	Library media specialists' skills should reflect the use of new technology.
9	5.438	0.680	Library media specialists should be trained to use technology.
10	5.398	0.796	Library media specialists should have administrative skills in using computers for library management.

Table 7 (Continued)

Rank	Mean	Std. Dev.	Statements:
11	5.327	0.752	Student teacher training should be varied.
12	5.314	0.855	Library media specialists should have technical skills/knowledge to implement automation.
13	5.239	0.779	Library media specialists should be familiar with AASL's <u>Information Power</u> guidelines.
14	5.152	0.937	Library media specialists should know how to operate a camcorder.
15	5.121	0.986	Library media specialists should be trained in curriculum development.
16	5.070	0.881	Library media specialists should be committed to implementing AASL's <u>Information Power</u> guidelines.
17	4.991	0.860	Library media specialists should be aware of and understand the capabilities of distance learning.
18	4.978	1.042	Library media specialists should be equipped to plan and design facilities.
19	4.918	1.041	Library media specialists should be skilled in online searching.
20	4.712	1.263	Library media specialists should know how to write successful grant proposals.

APPENDIX D

Virginia Library Media Specialists Survey Results

Table 1  
Profile of Virginia Respondents

<u>Response Category</u>	<u>Percent of All Responses*</u>
<u>Primary Assignment</u>	(n = 995)
Primary/Elementary	52.4
Middle/Junior High	20.1
High School	25.0
Other	02.5
<u>Nature of Assignment</u>	(n = 1022)
Classroom teacher	4.3
Building-level library media specialist	92.6
Building-level principal	1.9
District-level library media supervisor	0.4
Library/media educator (college/university)	0.3
Other	0.5
<u>Professional Preparation</u>	(n = 1034)
Bachelor's degree	42.0
Master's degree	51.6
Other	6.4
<u>Certification</u>	(n = 673)
Noncertified	0.7
Certified librarian	51.1
Certified library media specialist	40.7
Other	7.4
<u>Length of Service</u>	(n = 866)
0-5 years	15.7
6-10 years	15.4
11-15 years	26.4
16-20 years	24.9
More than 20 years	17.6

Table 2

✓  
 Virginia  
 Rank Order of Roles Library Media Specialists Should Fulfill  
 (n = 992)

Rank	Mean	Std. Dev.	Library media specialists should:
1	3.931	.253	be considered an integral part of the school curriculum.
2	3.915	.368	be considered equal with teachers.
3	3.796	.406	assist teachers in integrating media skills within the curriculum.
4	3.782	.430	facilitate the teaching of library media skills within the curriculum.
5	3.695	.500	use technology to more efficiently and effectively manage their time.
6	3.632	.523	use computers in daily tasks.
7	3.431	.616	work with other school staff in collegial relationships.
8	3.062	.651	conduct more inservice sessions for teachers.
9	3.039	.641	utilize business partnerships.
10	2.985	.745	be involved in the production of instructional materials.

Table 3

Virginia  
 Rank Order of Roles Library Media Specialists Should Fulfill  
 (n = 992)

Rank	Mean	Std. Dev.	Library media specialists should:
1	5.859	0.625	be considered equal with teachers.
2	5.792	0.461	be considered an integral part of the school curriculum.
3	5.628	0.616	assist teachers in integrating media skills within the curriculum.
4	5.601	0.684	facilitate the teaching of library media skills within the curriculum.
5	5.515	0.799	use technology to more efficiently and effectively manage their time.
6	5.433	0.889	use computers in daily tasks.
7	5.091	1.043	work with other school staff in collegial relationships.
8	4.450	1.207	conduct more inservice sessions for teachers.
9	4.353	1.170	utilize business partnerships.
10	4.249	1.380	be involved in the production of instructional materials.

Table 4

Virginia  
 Rank Order of Factors That Enable Library Media Specialists  
 to Fulfill Their Professional Role  
 (n = 992)

Rank	Mean	Std. Dev.	Statement:
1	3.809	0.403	Library media specialists should keep abreast of current professional trends.
2	3.790	0.495	Telephone service should be available in library media centers.
3	3.767	0.426	Library media specialists should be aware of future library trends.
4	3.727	0.463	Library media specialists should attend professional meetings.
5	3.640	0.509	Library media specialists should have information in the selection of hardware technology.
6	3.639	0.572	Data processing [automation of libraries] should be completed.
7	3.638	0.584	Library media specialists should have released time for continuing education.
8	3.634	0.532	Library media specialists should serve on curriculum committees.
9	3.445	0.592	Library centers should have a systematic plan for implementing AASL's <u>Information Power</u> guidelines.
10	3.441	0.636	Regional inservice sites should be available for library media specialists.
11	3.370	0.750	All library media centers should have access to technology (CD-ROM, E-Search, electronic bulletin board networking, online capability).
12	3.347	0.694	More library media inservices should be offered.

Table 5

Virginia  
Rank Order of Factors Necessary for Library Media Specialists  
to Fulfill Their Professional Role  
(n = 992)

Rank	Mean	Std. Dev.	Statement:
1	5.692	0.536	Library media specialists should keep abreast of current professional trends.
2	5.624	0.617	Library media specialists should be aware of future library trends.
3	5.601	0.889	Telephone service should be available in library media centers.
4	5.541	0.736	Library media specialists should attend professional meetings.
5	5.453	0.713	Library media specialists should have information in the selection of hardware technology.
6	5.424	0.921	Library media specialists should have released time for continuing education.
7	5.370	0.938	Data processing [automation of libraries] should be completed.
8	5.352	0.881	Library media specialists should serve on curriculum committees.
9	5.143	0.910	Library media centers should have a systematic plan for implementing AASL's <u>Information Power</u> guidelines.
10	5.083	1.026	Regional inservice sites should be available for library media specialists.
11	4.996	1.067	More library media inservices should be offered.
12	4.758	1.251	All library media centers should have access to technology (CD-ROM, E-Search, electronic bulletin board networking, online capability).

Table 6

Virginia  
Rank Order of Professional Skills, Knowledge, or Experience  
Library Media Specialists Need  
(n = 992)

Rank	Mean	Std. Dev.	Statement:
1	3.894	0.342	Library media specialists should have adequate skills for year-to-year maintenance of materials: cataloging, taking inventory, ordering, weeding, etc.
2	3.848	0.379	All library media specialist graduates should be prepared in the use of new technology.
3	3.791	0.412	Library media specialists should have effective planning skills.
4	3.790	0.424	Library media specialists should be computer literate.
5	3.767	0.451	Library media specialists' skills should reflect the use of new technology.
6	3.753	0.436	Library media specialists should be trained to use technology.
7	3.742	0.465	Library media specialists should have a plan for using their financial resources.
8	3.741	0.465	Library media specialists should have administrative skills in using computers for library management.
9	3.707	0.462	Library media specialists should have effective public relations skills.
10	3.681	0.473	Library media specialists should be aware of options and choices.

Table 6 (Continued)

Rank	Mean	Std. Dev.	Statement:
11	3.666	0.521	Library media specialists should have technical skills/knowledge to implement automation.
12	3.658	0.513	Student teacher training should be varied.
13	3.641	0.547	Library media specialists should know how to operate a camcorder.
14	3.575	0.525	Library media specialists should be familiar with AASL's <u>Information Power</u> guidelines.
15	3.458	0.612	Library media specialists should be trained in curriculum development.
16	3.447	0.619	Library media specialists should be committed to implementing AASL's <u>Information Power</u> guidelines.
17	3.441	0.582	Library media specialists should be aware of and understand the capabilities of distance learning.
18	3.372	0.650	Library media specialists should be skilled in online searching.
19	3.281	0.685	Library media specialists should be equipped to plan and design facilities.
20	3.188	0.703	Library media specialists should know how to write successful grant proposals.

Table 7

Virginia  
Rank Order of Skills Knowledge, or Experience  
Library Media Specialists Want to Have  
(n = 992)

Rank	Mean	Std. Dev.	Statement:
1	5.830	0.469	Library media specialists should have adequate skills for year-to-year maintenance of materials: cataloging, taking inventory, ordering, weeding, etc.
2	5.725	0.499	Library media specialists should have effective planning skills.
3	5.687	0.599	Library media specialists should be computer literate.
4	5.654	0.576	Library media specialists should have a plan for using their financial resources.
5	5.637	0.901	All library media specialist graduates should be prepared in the use of new technology.
6	5.628	0.615	Library media specialists should be trained to use technology.
7	5.616	0.660	Library media specialists' skills should reflect the use of new technology.
8	5.613	0.685	Library media specialists should have administrative skills in using computers for library management.
9	5.611	0.650	Library media specialists should have effective public relations skills.
10	5.590	0.600	Library media specialists should be aware of options and choices.

Table 7 (Continued)

Rank	Mean	S d. Dev.	Statement:
11	5.534	0.756	Library media specialists should have technical skills/knowledge to implement automation.
12	5.459	0.851	Library media specialists should know how to operate a camcorder.
13	5.450	0.730	Student teacher training should be varied.
14	5.388	0.769	Library media specialists should be familiar with AASL's <u>Information Power</u> guidelines.
15	5.197	0.935	Library media specialists should be committed to implementing AASL's <u>Information Power</u> guidelines.
16	5.159	0.974	Library media specialists should be trained in curriculum development.
17	5.079	1.001	Library media specialists should be skilled in online searching.
18	5.078	0.960	Library media specialists should be aware of and understand the capabilities of distance learning.
19	4.924	1.109	Library media specialists should be equipped to plan and design facilities.
20	4.666	1.262	Library media specialists should know how to write successful grant proposals.

APPENDIX E

West Virginia Library Media Specialists Survey Results

Table 1

## Profile of West Virginia Respondents

<u>Response Category</u>	<u>Percent of All Responses*</u>
<u>Primary Assignment</u>	(n = 245)
Primary/Elementary	35.5
Middle/Junior High	26.9
High School	32.7
Other	4.9
<u>Nature of Assignment</u>	(n = 242)
Classroom teacher	22.3
Building-level library media specialist	70.7
Building-level principal	3.7
District-level library media supervisor	0.4
Library/media educator (college/university)	2.9
<u>Professional Preparation</u>	(n = 241)
Bachelor's degree	59.3
Master's degree	37.8
Other	2.9
<u>Certification</u>	(n = 245)
Noncertified	8.5
Certified librarian	54.5
Certified library media specialist	31.5
Other	5.5
<u>Length of Service</u>	(n = 245)
0-5 years	27.0
6-10 years	20.7
11-15 years	21.1
16-20 years	17.3
More than 20 years	13.9

Table 2

West Virginia  
 Rank Order of Roles Library Media Specialists  
 Agree They Should Fulfill  
 (n = 245)

Rank	Mean	Std. Dev.	Library media specialists should:
1	3.902	0.298	be considered an integral part of the school curriculum.
2	3.864	0.448	be considered equal with teachers.
3	3.779	0.505	facilitate the teaching of library media skills within the curriculum.
4	3.690	0.506	assist teachers in integrating media skills within the curriculum.
5	3.675	0.543	use technology to more efficiently and effectively manage their time.
6	3.568	0.602	use computers in daily tasks.
7	3.321	0.656	work with other school staff in collegial relationships.
8	3.299	0.691	utilize business partnerships.
9	3.140	0.731	be involved in the production of instructional materials.
10	3.097	0.685	conduct more inservice sessions for teachers.

Table 3

West Virginia  
 Rank Order of Degree to Which Library Media Specialists  
 Want to Fulfill This Role  
 (n = 245)

Rank	Mean	Std. Dev.	Library media specialists should:
1	5.790	0.475	be considered an integral part of the school curriculum.
2	5.780	0.745	be considered equal with teachers.
3	5.610	0.761	facilitate the teaching of library media skills within the curriculum.
4	5.536	0.768	use technology to more efficiently and effectively manage their time.
5	5.532	0.710	assist teachers in integrating media skills within the curriculum.
6	5.390	0.950	use computers in daily tasks.
7	4.969	1.074	work with other school staff in collegial relationships.
8	4.905	1.136	utilize business partnerships.
9	4.557	1.332	be involved in the production of instructional materials.
10	4.504	1.200	conduct more inservice sessions for teachers.

Table 4

West Virginia  
Rank Order of Factors That Enable Library Media Specialists  
to Fulfill Their Professional Role  
(n = 245)

Rank	Mean	Std. Dev.	Statement:
1	3.783	0.534	Library media specialists should have released time for continuing education.
2	3.779	0.472	Library media specialists should be aware of future library trends.
3	3.775	0.456	Library media specialists should keep abreast of current professional trends.
4	3.658	0.540	Library media specialists should attend professional meetings.
5	3.642	0.651	Telephone service should be available in library media centers.
6	3.627	0.541	Library media specialists should have information in the selection of hardware technology.
7	3.624	0.607	Library media specialists should serve on curriculum committees.
8	3.619	0.653	Data processing [automation of libraries] should be completed.
9	3.606	0.638	All library media centers should have access to technology (CD-ROM, E-Search, electronic bulletin board networking, online capability).
10	3.531	0.652	More library media inservices should be offered.
11	3.504	0.638	Regional inservice sites should be available for library media specialists.
12	3.485	0.609	Library centers should have a systematic plan for implementing AASL's <u>Information Power</u> guidelines.

Table 5

West Virginia  
 Rank Order of Factors That Enable Library Media Specialists  
 to Fulfill Their Professional Role  
 (n = 245)

Rank	Mean	Std. Dev.	Statement:
1	5.563	0.694	Library media specialists should be aware of future library trends.
2	5.560	0.656	Library media specialists should keep abreast of current professional trends.
3	5.531	0.819	Library media specialists should have released time for continuing education.
4	5.386	0.728	Library media specialists should have information in the selection of hardware technology.
5	5.381	0.816	Library media specialists should attend professional meetings.
6	5.256	0.962	Library media specialists should serve on curriculum committees.
7	5.233	1.164	Telephone service should be available in library media centers.
8	5.222	1.044	Data processing [automation of libraries] should be completed.
9	5.152	1.014	More library media inservices should be offered.
10	5.139	0.900	Library media centers should have a systematic plan for implementing AASL's <u>Information Power</u> guidelines.
11	5.092	1.037	Regional inservice sites should be available for library media specialists.
12	4.928	1.176	All library media centers should have access to technology (CD-ROM, E-Search, electronic bulletin board networking, online capability).

Table 6

West Virginia  
 Rank Order of Professional Skills, Knowledge, or Experience  
 Library Media Specialists Need  
 (n = 245)

Rank	Mean	Std. Dev.	Statement:
1	3.922	0.311	Library media specialists should have adequate skills for year-to-year maintenance of materials: cataloging, taking inventory, ordering, weeding, etc.
2	3.852	0.355	All library media specialist graduates should be prepared in the use of new technology.
3	3.764	0.435	Library media specialists' skills should reflect the use of new technology.
4	3.762	0.445	Library media specialists should be computer literate.
5	3.758	0.457	Library media specialists should be trained to use technology.
6	3.745	0.455	Library media specialists should have effective planning skills.
7	3.713	0.480	Library media specialists should have a plan for using their financial resources.
8	3.711	0.472	Library media specialists should be aware of options and choices.
9	3.696	0.513	Student teacher training should be varied.
10	3.679	0.526	Library media specialists should have administrative skills in using computers for library management.

Table 6 (continued)

Rank	Mean	Std. Dev.	Statement:
11	3.654	0.526	Library media specialists should have effective public relations skills.
12	3.642	0.545	Library media specialists should have technical skills/knowledge to implement automation.
13	3.588	0.564	Library media specialists should know how to operate a camcorder.
14	3.552	0.547	Library media specialists should be familiar with AASL's <u>Information Power</u> guidelines.
15	3.534	0.548	Library media specialists should be aware of and understand the capabilities of distance learning.
16	3.521	0.534	Library media specialists should be skilled in online searching.
17	3.453	0.656	Library media specialists should be trained in curriculum development.
18	3.449	0.662	Library media specialists should know how to write successful grant proposals.
19	3.422	0.677	Library media specialists should be equipped to plan and design facilities.
20	3.375	0.635	Library media specialists should be committed to implementing AASL's <u>Information Power</u> guidelines.

Table 7

West Virginia  
Rank Order of Skills, Knowledge, or Experiences  
Library Media Specialists Want to Have  
(n = 245)

Rank	Mean	Std. Dev.	Statement:
1	5.820	0.516	Library media specialists should have adequate skills for year-to-year maintenance of materials: cataloging, taking inventory, ordering, weeding, etc.
2	5.643	0.610	All library media specialist graduates should be prepared in the use of new technology.
3	5.642	0.604	Library media specialists should be computer literate.
4	5.591	0.705	Library media specialists should have effective planning skills.
5	5.586	0.680	Library media specialists should be trained to use technology.
6	5.561	0.664	Library media specialists should have a plan for using their financial resources.
7	5.557	0.639	Library media specialists' skills should reflect the use of new technology.
8	5.540	0.679	Library media specialists should be aware of options and choices.
9	5.519	0.715	Library media specialists should have effective public relations skills.
10	5.502	0.798	Library media specialists should have administrative skills in using computers for library management.

Table 7 (continued)

Rank	Mean	Std. Dev.	Statement:
11	5.469	0.777	Library media specialists should have technical skills/knowledge to implement automation.
12	5.457	0.786	Student teacher training should be varied.
13	5.353	0.867	Library media specialists should know how to operate a camcorder.
14	5.328	0.784	Library media specialists should be familiar with AASL's <u>Information Power</u> guidelines.
15	5.238	0.865	Library media specialists should be skilled in online searching.
16	5.154	0.899	Library media specialists should be aware of and understand the capabilities of distance learning.
17	5.117	1.006	Library media specialists should be trained in curriculum development.
18	5.092	1.057	Library media specialists should be equipped to plan and design facilities.
19	5.055	0.961	Library media specialists should be committed to implementing AASL's <u>Information Power</u> guidelines.
20	5.042	1.111	Library media specialists should know how to write successful grant proposals.