In 1994, the Wisconsin Department of Public Instruction repeated its 1988 survey of public school library media programs. Included in this report are statistics considered most significant, and those most often requested. The 147-item survey included questions about staffing, services, operation, automation, and facilities related to the library media program. The survey's return rate was 91%, with 386 of the 427 Wisconsin school districts responding. To ensure accuracy, survey question data was entered by the respondents directly onto computer diskettes, from which it was merged into a database, with no manual data entry. Wisconsin schools with library media centers (LMCs) increased from 95% to 98%, exceeding the national average. The number of schools with full-time certified library media staff went up in all but high schools; high schools with library media staffing dropped five points, to 73%.

Library media programs have expanded their services, despite a heavier student load. A large majority of library media specialists (85%) help teachers develop teaching and learning activities, up from 67% in 1988. Schools that provide interlibrary loan rose to 82% from 63% in 1988. CD-ROM availability rose to 76% and videodisc availability rose to 40% of all LMCs, both up from only 1% in 1988. LMCs in 35% of Wisconsin schools provide online database searching for teachers, and 32% provide the service to students, compared to only 6% of LMCs who had online database access in 1988. Job expectations of library media specialists have also expanded dramatically with new technologies; 62% of library media programs are responsible for coordinating instructional computing, compared to 53% in 1988. Automated library catalogs now exist in two-thirds of LMCs, up from only 2% in 1988. More than half of all LMCs have some type of "hypertext" software for students to use, 42% have at least one multimedia station, 19% provide access to a still video camera, and 30% have a computer graphics/motion program, all of which were unavailable in 1988. A copy of the survey is provided.
1994 Survey of School Library Media Programs in Wisconsin
1994 Survey of School Library Media Programs in Wisconsin

A Brief Report of Statistics

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Instructional Media and Technology Team

Wisconsin Department of Public Instruction
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Madison, Wisconsin
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Bulletin No. 96330

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<td>School Library Media Program Survey</td>
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</tbody>
</table>
Introduction

In 1994, the Department of Public Instruction repeated the 1988 survey of public school library media programs. Included in this brief report are the statistics felt to be most significant and those most often requested.

The 147-item survey asked about staffing, services, operation, automation, and facilities related to the library media program. A copy of the survey instrument is included at the end of this report. Some of the data was requested in a form identical to the 1988 survey and some questions paralleled the library media section of the “Schools and Staffing Survey” done by the United States Education Department’s Center for Education Statistics in 1994.

The return rate for the survey was good, with 386 of the 427 (91 percent) Wisconsin school districts responding. Accuracy was assured by having the library media specialists responsible for the programs enter the data directly onto diskettes, from which it was merged into the database with no manual data entry.

The complete database is currently maintained on the DPI Local Area Network, and can be made available to persons needing the data for research. Persons who would like access to this data, or who would like an analysis of some portion of it, should contact Richard Sorensen at the Department of Public Instruction, P.O. Box 7841, Madison, WI 53707-7841 (telephone: (608) 266-1924; e-mail: sorenjr@mail.state.wi.us). Copies of the survey program diskette and instructions are also available on request.
Highlights

The 1994 survey revealed improvements in significant areas. Wisconsin schools* with library media centers (LMCs) increased overall from 95 to 98 percent, exceeding the national total by 2.5 percentage points (NCES, 1990-91 survey). The greatest improvement took place at the elementary level, with LMCs in 1,018, or 97 percent, of the elementary schools that responded, up from 92 percent in 1988. Nationally, 96.9 percent of public elementary schools have LMCs.

The staffing of library media programs shows a mixed condition. The number of schools with full-time certified library media staff went up in all but high schools. Thirty-six percent of the elementary schools now have library media specialists full time in their LMCs, a 6 percent increase over 1988. Middle/junior high school LMCs with full-time certified staff went up four points, to 74 percent, and LMCs that serve all grades in one building and have full-time certified staff went up 5 percent, to 79 percent. However, the number of high schools with full-time certified library media staff dropped five points, to 73 percent. In addition, staff additions in all schools did not keep pace with enrollment growth. The staff-to-student ratios worsened, with 47 percent of our schools falling into the “more than 600 students to one certified library media staff person” categories, compared to 40 percent in 1988.

Despite the heavier student load, library media programs have expanded their services. The survey shows that library media specialists are more involved in direct support of teaching and learning. Today 85 percent of the library media specialists say they help teachers develop teaching and learning activities routinely or occasionally, up from 67 percent in 1988. Schools that provide interlibrary loan for students rose from 63 percent to 82 percent. Traditional services held steady on average. For example, the number of library media specialists reporting that they “offer reading, listening, and viewing guidance” either occasionally or routinely rose two points, to 98 percent, and those “helping students locate information and resources” dropped from 98 percent to 97 percent.

More noticeable changes took place in the range of resources students can find in their LMCs. CD-ROMs, for example, are now available in 76 percent of all LMCs, and videodiscs in 40 percent, both up from only 1 percent in 1988. LMCs in 35 percent of our schools provide online database searching for teachers, and 32 percent do this for students. In 1988 only 6 percent of the LMCs could access online databases.

The job expectations of library media specialists have also expanded dramatically. Sixty-two percent of today’s school library media programs are responsible for coordinating instructional computing, compared to 53 percent in 1988. Two-thirds of the library media specialists have automated the library catalog, compared to 2 percent in 1988. In some areas, the nature of the service shifted. For example, the number of schools providing “coordination of in-house production of instructional materials” actually fell, from 55 percent to 54 percent. However, more than half of the LMCs have added some type of “hypertext” software for student use, 42 percent have at least one multimedia station, 19 percent provide access to a still video camera, and 30 percent have a computer graphics/motion program such as “QuickTime” or “Microsoft Video.” These media were unavailable in 1988.

* “Schools” as used in this report always mean public schools. This survey gathered no data on private schools.
Library Media Centers and Staffing

The number of schools with LMCs increased overall from 95 to 98 percent, exceeding the national total by 2.5 percentage points (NCES, 1990-91 survey). The greatest improvement took place at the elementary level, with LMCs in 1,018, or 97 percent, of the elementary schools that responded, up from 92 percent in 1988. Nationally, 96.9 percent of public elementary schools have LMCs.

![Figure 1](image)

<table>
<thead>
<tr>
<th>Schools with a Central LMC, 1988-94</th>
</tr>
</thead>
<tbody>
<tr>
<td>1988</td>
</tr>
<tr>
<td>All schools</td>
</tr>
<tr>
<td>High schools</td>
</tr>
<tr>
<td>Middle/junior high schools</td>
</tr>
<tr>
<td>Elementary schools</td>
</tr>
<tr>
<td>K-12 (in one building)</td>
</tr>
</tbody>
</table>

* Note: The only K-12 school with no LMC is on Washington Island, where, as an exception to administrative rules, the adjacent public library provides school library services for students and teachers.

There was a slight improvement overall in student access to professional library media staff. Figure 2 shows that full-time certified library media staff went up in all but high schools. Thirty-six percent of elementary schools now have library media specialists full time in their LMCs, a 6 percent increase over 1988. Middle/junior high school LMCs with full-time certified staff went up four points, to 74 percent, and LMCs that serve all grades in one building went up five points, to 79 percent. However, the number of high schools with full-time certified library media staff dropped five points, to 73 percent.

![Figure 2](image)

<table>
<thead>
<tr>
<th>Changes in Professional Staffing of Library Media Programs, 1988-94</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time</td>
</tr>
<tr>
<td>All schools</td>
</tr>
<tr>
<td>High schools</td>
</tr>
<tr>
<td>Middle/junior high schools</td>
</tr>
<tr>
<td>Elementary schools</td>
</tr>
<tr>
<td>K-12 (in one building)</td>
</tr>
</tbody>
</table>
Another way to check access to staff is to look at the number of students served by each professional LMC staff person. Figure 4 shows that schools are spread over five staff-to-student ratio categories, with the largest number of schools providing one library media professional to between 400 and 599 students. It should be noted that professional library media staff includes audiovisual specialists as well as library media specialists. Professional staff additions in library media programs did not keep pace with enrollment growth. The staff-to-student ratios worsened between 1988 and 1994, with 47 percent of our schools falling into the “more than 600 students to one certified library media staff person” categories, compared to 40 percent in 1988.
Still another way to check access to staff is to examine how many students are served by every LMC staff person, whether professional or support staff. If we combine both professional (licensed) and support staff, the total staff-to-student ratio improves, as shown below. Clearly, most of our schools fall somewhere between one adult staff person to 100 students (1:100) and one adult staff person to 500 students (1:500).

![Figure 5](image)

<table>
<thead>
<tr>
<th>One library media staff person for every:</th>
<th>Elementary schools</th>
<th>Middle/junior high schools</th>
<th>High schools</th>
<th>K-12 schools*</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 or fewer students</td>
<td>7</td>
<td>5</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>101-200 students</td>
<td>179</td>
<td>17</td>
<td>49</td>
<td>2</td>
</tr>
<tr>
<td>201-300 students</td>
<td>306</td>
<td>84</td>
<td>112</td>
<td>12</td>
</tr>
<tr>
<td>301-400 students</td>
<td>261</td>
<td>73</td>
<td>86</td>
<td>10</td>
</tr>
<tr>
<td>401-500 students</td>
<td>139</td>
<td>37</td>
<td>43</td>
<td>6</td>
</tr>
<tr>
<td>501-600 students</td>
<td>51</td>
<td>16</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>601-700 students</td>
<td>21</td>
<td>3</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>701-800 students</td>
<td>22</td>
<td>3</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>801-900 students</td>
<td>6</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>901-1,000 students</td>
<td>11</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>1,001-1,500 students</td>
<td>16</td>
<td>0</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>1,501-2,000 students</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2,001 or more students</td>
<td>10</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>No certified or support staff in the LMC</td>
<td>20</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

* Note: K-12 schools are those where all grades are housed in a single building.

**Library Media Program Services**

Wisconsin’s school library media programs provide a high level of service in a wider range of areas than was true in 1988. The survey asked whether the library media program provided the following services routinely, occasionally, or not at all. The charts in this section show the percent of schools in which the library media program provides the service **routinely**.

The library media program **routinely integrates information literacy skills**. The 1988 and 1994 surveys asked if the library media program provided a sequential program of information literacy skills instruction and if this program is coordinated with the classroom curriculum. Nearly all respondents said that there is a sequential skills instruction program. Figure 6 shows that integrating that skills program into classroom curriculum improved slightly over the years.
The library media program routinely helps teachers develop teaching and learning activities. Respondents who checked “routinely” for this question indicated that their library media program is quite strongly involved in the instructional program in their school. Overall, only about 25 percent of the schools have reached this high level.

*Note: K-12 schools are those where all grades are housed in a single building.*
The library media program routinely provides reading, listening, and viewing guidance to students. Over all, the number of library media specialists reporting that they "offer reading, listening, and viewing guidance" either occasionally or routinely rose two points, to 98 percent. Figure 8 shows that the percent of schools offering this basic service routinely rose even more between the two surveys.

![Figure 8](image)

The Library Media Program Routinely Provides Reading, Listening, and Viewing Guidance to Students

![Figure 9](image)

The library media program routinely provides interlibrary loan services to students. The survey asked if the library media program "provides information and materials from other libraries for students." One might expect the greatest demand for interlibrary loan at the high-school level, so it is not surprising to see the highest percentages answering "routinely" at that level. As "finding tools" continue to improve, interlibrary loan activity should increase at all levels.

![Figure 9](image)

The Library Media Program Routinely Provides Interlibrary Loan Services to Students

*Note: K-12 schools are those where all grades are housed in a single building.*
The library media program routinely coordinates in-house production of instructional materials. Just over half of the library media specialists reported that they are responsible for the traditional production of instructional materials either occasionally or routinely. Figure 10 shows that the number of library media programs coordinating production routinely is low and falling. Perhaps access by individual teachers to computer graphics programs is replacing the more traditional “AV production” in Wisconsin schools.

![Figure 10](image)

The Library Media Program Routinely Coordinates In-House Production of Instructional Materials

*Note: K-12 schools are those where all grades are housed in a single building.

The library media program routinely coordinates instructional computing for the school. In contrast to traditional production of instructional materials, 62 percent of the school library media programs reported that the library media program is responsible (either occasionally or routinely) for coordinating instructional computing, compared to 53 percent in 1988. Figure 11 shows that over a third of the library media programs offer this service routinely.

![Figure 11](image)

The Library Media Program Routinely Coordinates Instructional Computing for the School

*Note: K-12 schools are those where all grades are housed in a single building.
Some new areas of service not covered in the 1988 survey were charted in 1994. The following tables show the **number of schools** in which the library media program provided these services, and the extent to which they provided them.

### Figure 12

**The Library Media Program Helps to Integrate Computer Technology into Teaching and Learning**

<table>
<thead>
<tr>
<th>1994</th>
<th>Routinely</th>
<th>Occasionally</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>High schools</td>
<td>147</td>
<td>122</td>
<td>69</td>
</tr>
<tr>
<td>Middle/junior high schools</td>
<td>121</td>
<td>76</td>
<td>44</td>
</tr>
<tr>
<td>Elementary schools</td>
<td>443</td>
<td>352</td>
<td>257</td>
</tr>
<tr>
<td>K-12 (in one building)</td>
<td>10</td>
<td>16</td>
<td>7</td>
</tr>
</tbody>
</table>

### Figure 13

**The Library Media Program Provides Technical Hands-On Support for Computer Technology in the School**

<table>
<thead>
<tr>
<th>1994</th>
<th>Routinely</th>
<th>Occasionally</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>High schools</td>
<td>132</td>
<td>104</td>
<td>102</td>
</tr>
<tr>
<td>Middle/junior high schools</td>
<td>124</td>
<td>70</td>
<td>47</td>
</tr>
<tr>
<td>Elementary schools</td>
<td>470</td>
<td>310</td>
<td>278</td>
</tr>
<tr>
<td>K-12 (in one building)</td>
<td>9</td>
<td>15</td>
<td>10</td>
</tr>
</tbody>
</table>

### Figure 14

**The Library Media Program Helps Integrate Television Programming into Teaching and Learning**

<table>
<thead>
<tr>
<th>1994</th>
<th>Routinely</th>
<th>Occasionally</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>High schools</td>
<td>173</td>
<td>112</td>
<td>52</td>
</tr>
<tr>
<td>Middle/junior high schools</td>
<td>114</td>
<td>83</td>
<td>40</td>
</tr>
<tr>
<td>Elementary schools</td>
<td>412</td>
<td>324</td>
<td>312</td>
</tr>
<tr>
<td>K-12 (in one building)</td>
<td>18</td>
<td>8</td>
<td>7</td>
</tr>
</tbody>
</table>
Technology in the Library Media Program

The most noticeable difference between library media programs of 1988 and those of today is the proliferation of electronic resources and the automation of library procedures.

School LMCs with a telephone. School library media programs have traditionally lagged behind their public and academic library counterparts in their access to the most basic level of telecommunications technology—the telephone. Figure 15 shows that gap has been narrowed.

![Figure 15](image)

**School LMCs with a Telephone**

<table>
<thead>
<tr>
<th>Year</th>
<th>1988</th>
<th>1994</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Schools</td>
<td>49%</td>
<td>75%</td>
</tr>
<tr>
<td>High</td>
<td>65%</td>
<td>89%</td>
</tr>
<tr>
<td>Mid./Jr. High</td>
<td>68%</td>
<td>92%</td>
</tr>
<tr>
<td>Elementary</td>
<td>39%</td>
<td>67%</td>
</tr>
<tr>
<td>K-12*</td>
<td>26%</td>
<td>73%</td>
</tr>
</tbody>
</table>

*Note: K-12 schools are those where all grades are housed in a single building.

School LMCs with an automated circulation system. Perhaps the most dramatic change is the percentage of schools that have automated LMC operations. Automated circulation systems showed tremendous growth surpassing just slightly the growth in online public access catalogs.

![Figure 16](image)

**School LMCs with an Automated Circulation System**

<table>
<thead>
<tr>
<th>Year</th>
<th>1988</th>
<th>1994</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Schools</td>
<td>12%</td>
<td>59%</td>
</tr>
<tr>
<td>High</td>
<td>20%</td>
<td>76%</td>
</tr>
<tr>
<td>Mid./Jr. High</td>
<td>16%</td>
<td>77%</td>
</tr>
<tr>
<td>Elementary</td>
<td>8%</td>
<td>51%</td>
</tr>
<tr>
<td>K-12*</td>
<td>14%</td>
<td>47%</td>
</tr>
</tbody>
</table>

*Note: K-12 schools are those where all grades are housed in a single building.
School LMCs with an online public access (automated) catalog. Figure 17 shows the dramatic growth in online public access catalogs in school LMCs. The great majority of these are microcomputer-based systems, with only a few opting for a larger scale system.

![Figure 17](image)

*Note: K-12 schools are those where all grades are housed in a single building.

School library media programs that provide database searching for students. Figure 18 shows the response to the question, “Do students in this school have access to online databases?” This includes bibliographies and informational data services such as Dialog, BRS, Prodigy, and NEA Online.

![Figure 18](image)

*Note: K-12 schools are those where all grades are housed in a single building.*
School library media programs with videodisc players. Figure 19 shows that a medium that was relatively new in 1988 has become commonplace, at least at the secondary level. The advent of computer-videodisc interfaces has given added usefulness and popularity to a medium that has great educational potential.

**Figure 19**

<table>
<thead>
<tr>
<th>School Library Media Programs with Videodisc Players</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="chart19" alt="Chart showing percentage of schools with videodisc players" /></td>
</tr>
<tr>
<td><em>Note: K-12 schools are those where all grades are housed in a single building.</em></td>
</tr>
</tbody>
</table>

School library media programs with CD-ROM drives. No other medium has seen the sudden rise in popularity of the CD-ROM. Figure 20 shows the growth of library use of CDs from nearly zero in 1988 to almost 100 percent at the secondary level.

**Figure 20**

<table>
<thead>
<tr>
<th>School Library Media Programs with CD-ROM Drives</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="chart20" alt="Chart showing percentage of schools with CD-ROM drives" /></td>
</tr>
<tr>
<td><em>Note: K-12 schools are those where all grades are housed in a single building.</em></td>
</tr>
</tbody>
</table>
The Leadership Role of School Library Media Programs

Research has told us what helps young people learn and what inhibits learning. What are Wisconsin's school library media programs doing to help colleagues adopt promising educational practices? The following tables indicate how many library media programs provide certain leadership activities, and the extent to which they are involved.

### The School Library Media Program Provides Leadership in Implementing Educational Reform

<table>
<thead>
<tr>
<th>1994</th>
<th>Routinely</th>
<th>Occasionally</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>High schools</td>
<td>90</td>
<td>157</td>
<td>91</td>
</tr>
<tr>
<td>Middle/junior high schools</td>
<td>76</td>
<td>100</td>
<td>65</td>
</tr>
<tr>
<td>Elementary schools</td>
<td>297</td>
<td>453</td>
<td>302</td>
</tr>
<tr>
<td>K-12 (in one building)</td>
<td>11</td>
<td>14</td>
<td>8</td>
</tr>
</tbody>
</table>

### The School Library Media Program Collaborates in the Delivery of Classroom Instruction

<table>
<thead>
<tr>
<th>1994</th>
<th>Routinely</th>
<th>Occasionally</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>High schools</td>
<td>56</td>
<td>190</td>
<td>92</td>
</tr>
<tr>
<td>Middle/junior high schools</td>
<td>54</td>
<td>127</td>
<td>60</td>
</tr>
<tr>
<td>Elementary schools</td>
<td>194</td>
<td>385</td>
<td>479</td>
</tr>
<tr>
<td>K-12 (in one building)</td>
<td>5</td>
<td>15</td>
<td>14</td>
</tr>
</tbody>
</table>

### The School Library Media Program Helps Teachers Learn to Use Computers and Other Technology

<table>
<thead>
<tr>
<th>1994</th>
<th>Routinely</th>
<th>Occasionally</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>High schools</td>
<td>156</td>
<td>147</td>
<td>35</td>
</tr>
<tr>
<td>Middle/junior high schools</td>
<td>143</td>
<td>73</td>
<td>255</td>
</tr>
<tr>
<td>Elementary schools</td>
<td>508</td>
<td>374</td>
<td>170</td>
</tr>
<tr>
<td>K-12 (in one building)</td>
<td>12</td>
<td>17</td>
<td>4</td>
</tr>
</tbody>
</table>
## Figure 24

**The School Library Media Program Supports the Reading Program Through Various Activities**

<table>
<thead>
<tr>
<th>1994</th>
<th>Routinely</th>
<th>Occasionally</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>High schools</td>
<td>70</td>
<td>156</td>
<td>112</td>
</tr>
<tr>
<td></td>
<td>21%</td>
<td>46%</td>
<td>33%</td>
</tr>
<tr>
<td>Middle/junior high schools</td>
<td>119</td>
<td>96</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>49%</td>
<td>40%</td>
<td>11%</td>
</tr>
<tr>
<td>Elementary schools</td>
<td>862</td>
<td>146</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>82%</td>
<td>14%</td>
<td>4%</td>
</tr>
<tr>
<td>K-12 (in one building)</td>
<td>26</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>79%</td>
<td>12%</td>
<td>9%</td>
</tr>
</tbody>
</table>
Wisconsin Department of Public Instruction
School Library Media Program Survey

General Information

Dist. No.: ______ District Name: ____________________________

Sch. No.: ______ School 1 Name: ____________________________

School 1 Address: __________________________________________

City: __________________________________________, WI Zip: ________

*School 2: __________________________________________

*School 3: __________________________________________

1. Name of Person Completing Survey: ____________________________

2. Telephone Area/Number: (____) __________

3. Is there a library media center (LMC) in this school building? (0 = Not answered, 1 = Yes, 2 = No): [ ____ ]

   Note: Complete the survey even if you answered No. Services will be weaker, and you may have to answer zero to questions not applicable.

   Grades served by this LMC __________________________________________________________________ from [ ____ ] to [ ____ ]

   Enrollment served by this LMC __________________________________________________________________ [ ____ ]

   Number of teachers served by this LMC ____________________________________________________________ [ ____ ]

4. Do classroom teachers have specific time set aside to plan as a team with other teachers in their same unit, house, grade level, or department? (0 = Not answered, 1 = Yes, 2 = No) ................................ [ ____ ]

5. If number 4 is yes, does the school schedule generally permit the library media specialist to meet with the teacher planning team? (0 = Not answered, 1 = Yes, 2 = No) ................................ [ ____ ]

Staff

Fill in the appropriate numbers of certified (1) and support staff (2) in full-time equivalent (FTE). See the printout of staff enclosed.

1. FTE library media program certified staff __________________________________________________ [ ____ ] FTE

2. FTE library media program support staff __________________________________________________ [ ____ ] FTE

3. Who has primary responsibility for the on-site, day-to-day provision of library media services to this building? (Select 1 to 6) __________________________________________________ [ ____ ]

   1 = Librarian (Position Code 86)  4 = Library Media Specialist (87)  2 = AV/Technology Specialist (88)

   5 = District Library Media Sup (91)  3 = Classroom Teacher (53)  6 = Library Media Aide (97)

4. Adult Volunteers

   a. Average weekly number of adult volunteers in this LMC __________________________________________ [ ____ ]

   b. Total hours of service contributed per week by all the adult volunteers in this LMC ............ [ ____ ]

5. Student Volunteers

   a. Average weekly number of student volunteers in this LMC ______________________________________ [ ____ ]

   b. Total hours of service contributed per week by all the student volunteers in this LMC .... [ ____ ]

* Sometimes a single library media center (LMC) serves a combination of an elementary and middle school (K-8), or a middle and high school (6-12), or all three (K-12), in a single building. If this is the case in this school building, write in the names of the additional “schools” on these lines. Do NOT complete a separate survey for the additional school(s). The goal is to have one survey for each LMC rather than each school.
Using the codes listed, indicate the extent to which the services are provided in this school building and who provides the services all or most of the time. Answer all questions even if this building has no LMC. Use only one answer per blank.

**Answer Codes:**

<table>
<thead>
<tr>
<th>Extent Provided</th>
<th>Provided by Whom</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 = Question not answered</td>
<td>0 = Question not answered</td>
</tr>
<tr>
<td>1 = Not done or provided</td>
<td>3 = Paid library media support staff</td>
</tr>
<tr>
<td>2 = Occasionally done or provided</td>
<td>4 = Volunteers</td>
</tr>
<tr>
<td>3 = Routinely done or provided</td>
<td>5 = District-level library media staff</td>
</tr>
<tr>
<td></td>
<td>library media staff</td>
</tr>
<tr>
<td></td>
<td>6 = Classroom teacher</td>
</tr>
</tbody>
</table>

In this school, the library media program:

1. Provides a sequential program of information literacy (library media) skills instruction

2. Coordinates (integrates) library media skills instruction with classroom instruction

3. Takes part in curricular planning at either building or district level

4. Collaborates with teachers in the instructional process by:
   a. Identifying and gathering resources for teachers to use in teaching
   b. Cooperating with teachers to identify objectives for instruction
   c. Cooperating with teachers in developing teaching/learning activities
   d. Participating in the delivery of classroom instruction
   e. Participating in the process of evaluating students

5. Helps students locate information and resources relevant to their educational needs and personal interests

6. Provides reading/listening/viewing guidance to students

7. Provides information and materials from other libraries (interlibrary loan) to teachers

8. Provides information and materials from other libraries (interlibrary loan) to students

9. Provides supplementary library services to members of the community at large

10. Coordinates in-school production of instructional materials

11. Provides technical assistance in producing materials to teachers

12. Provides technical assistance in producing materials to students

13. Coordinates operation of cable, ITFS, fiber optic, satellite, or other television reception in the school

14. Facilitates integration of television programming into teaching and learning

15. Coordinates instructional computing for the school

16. Facilitates integration of computer technology into teaching and learning

17. Helps teachers learn to use computers and other electronic technology

18. Provides hands-on technical support for computer technology in the school

19. Participates in the textbook selection process
20. Scans professional journals to identify items of interest and routes them to teachers and administrators

21. Supports the reading program through such activities as story telling, book talking, reading aloud, motivational campaigns, and outreach to parents

22. Provides leadership in implementing new educational developments (for example, whole language, cooperative learning, interdisciplinary teaching, technology)

23. Participates in planning staff development for teachers

24. Coordinates communication between classroom teachers and public library staff

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### Access to Resources

**Important Note:** The questions are initialized with a zero and, if not changed, will be viewed by DPI as having not been answered.

**Answer Codes:**

0 = Question not answered
1 = Yes
2 = No

(1 to 3 for question 5)

1. Do students in this school have access to instructional software:
   a. in the LMC? ................................................................. [ ___ ]
   b. through a network connected to classrooms? ........................................ [ ___ ]
   c. in an open computer laboratory? ...................................................... [ ___ ]
   d. via modem from their homes? ......................................................... [ ___ ]

2. Do students in this school have access to:
   a. Videodiscs? .................................................................................... [ ___ ]
   b. CD-ROM? ........................................................................................ [ ___ ]
   c. Hypercard software? ......................................................................... [ ___ ]
   d. Linkway software? ............................................................................ [ ___ ]
   e. Textbook software? ........................................................................... [ ___ ]
   f. Multimedia Station? .......................................................................... [ ___ ]
   g. Photo CD? ........................................................................................ [ ___ ]
   h. Still video equipment (using videodisc in place of film)? ..................... [ ___ ]
   i. Computer graphics/motion programs such as QuickTime or Microsoft Video? [ ___ ]

3. Do students in this school have access to:
   a. Online databases? ............................................................................ [ ___ ]
   b. Electronic mail? ................................................................................ [ ___ ]
   c. Electronic bulletin board? ................................................................. [ ___ ]

4. Do teachers in this school have access to:
   a. Online databases? ............................................................................ [ ___ ]
   b. Electronic mail? ................................................................................ [ ___ ]
   c. Electronic bulletin board? ................................................................. [ ___ ]

5. In this LMC, materials are shelved (select 1, 2, or 3):
   1 = In a segregated fashion (for example, all videocassettes together).
   2 = All books are located in one area; all audiovisual materials are intershelved among themselves, but are located in an area separate from the books.
   3 = Integrated (that is, all books and almost all other types of materials are intershelved).
6. Can teachers/students in this school receive TV programs by way of:
   a. Broadcast television? ................................................................. [ ___ ]
   b. ITFS (instructional TV fixed service)? ............................................ [ ___ ]
   c. Cable television? ................................................................ [ ___ ]
   d. Fiber optic cabling? ................................................................. [ ___ ]
   e. Satellite dish? .................................................................. [ ___ ]

7. Does this school have a central distribution system to distribute video programs via cable to classrooms from one location in the building? .................................................... [ ___ ]

8. Can programs be sent via cable from the school to the local cable TV system for distribution to the community? ........................................................... [ ___ ]

9. Is there a telephone in the LMC? .................................................... [ ___ ]

10. Does this LMC have a phone line with long distance call capability? ....... [ ___ ]

11. Does this LMC have a phone line that can be used for online data communication without interruption? ................................................................. [ ___ ]

12. Does this LMC have a fax machine or a fax modem? ................. [ ___ ]

13. Does this LMC have a modem? ................................................... [ ___ ]

14. Do this building's library media program staff members use any of these regularly?
   (Answer 1 or 2 for each part)
   a. WiseNet................................................................................ [ ___ ]
   b. Learning Link ................................................................... [ ___ ]
   c. Applelink .......................................................................... [ ___ ]
   d. Internet ............................................................................... [ ___ ]
   e. Other ............................................................................ [ ___ ]

       If yes, specify:

**Operation of the LMC**

*Important Note: The questions are initialized with a zero and, if not changed, will be viewed by DPI as not answered.*

<table>
<thead>
<tr>
<th>Answer Codes:</th>
<th>0 = Question not answered</th>
<th>1 = Yes</th>
<th>2 = No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(1 to 5 for multiple choice questions)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Number of hours (60 minutes, not class periods) this LMC is open to students per week ...... [ ___ ]

2. How is this LMC scheduled for use? (Use zero if no LMC) ........................................ [ ___ ]
   1 = Fixed: all classes regularly scheduled.
   2 = Flexible: classes, small groups, and individuals are scheduled for varying time periods.
   3 = Semi-flexible: some classes are regularly scheduled, others flexible appropriate to need.

3. Frequency of use by class size groups of students (Use zero if no LMC) ................................................ [ ___ ]
   1 = More than once a week
   2 = Once a week
   3 = Once every two weeks
   4 = Monthly
   5 = Less frequently

4. Number of hours per week this LMC is used for regularly scheduled study halls ............... [ ___ ]
   (This does not mean that students have the option to come to the LMC, but that they are scheduled into the LMC as their regular study hall location. Answer zero if this is an elementary school or otherwise a school that has no regularly scheduled study halls.)

5. When entire classes use the LMC, teachers accompany the students (Use zero if no LMC) .... [ ___ ]
   1 = Always
   2 = Frequently
   3 = Sometimes
   4 = Never
6. Does the library media specialist(s) providing services in this building have a scheduled preparation period? ................................................................. [ ___ ]

7. Does the library media specialist(s) providing services in this building have scheduled periods to plan with teachers? ................................................................. [ ___ ]

8. Is this LMC open during the summer? (Use zero if no LMC) ................................................................. [ ___ ]

9. Is this LMC open during other vacation periods? (Use zero if no LMC) ................................................................. [ ___ ]

10. Is this LMC open any evenings during the school year? (Use zero if no LMC) ................................................................. [ ___ ]

11. What is the school's policy regarding use of this LMC by the general public? (Use zero if no LMC) [ ___ ]
   1 = Encourages public use
   2 = Permits the use
   3 = Discourages the use
   4 = Prohibits the use

12. How frequently do members of the general public use this LMC? (Use zero if no LMC) ................................................................. [ ___ ]
   1 = Fewer than five non-student users per week
   2 = Five to ten non-student users per week
   3 = Ten to 20 non-student users per week
   4 = More than 20 non-student users per week

---

**Library Automation**

**Section 6 of 7**

**Important Note:** The questions are initialized with a zero and, if not changed, will be viewed by DPI as not answered.

**Answer Codes:**
0 = Question not answered
1 = Yes
2 = No
(1 to 17 for multiple choice questions)

---

1. Which online public access catalog software does this school's library media program use? (Answer 1 to 17) ................................................................. [ ___ ]
   1 = Our library catalog is not automated
   2 = Our microcomputer-based online catalog software was developed locally
   3 = Calico LION
   4 = Caspr Library Works
   5 = Chancy's MacSchool
   6 = Columbia CLS
   7 = Companion Alexandria
   8 = Data Trek Card Datalog
   9 = Dynix Scholar
   10 = Educational Solutions Surpass
   11 = Follett Catalog plus
   12 = Library Corp. Bibliofile Intelligent Cat.
   13 = Media Flex Mandarin
   14 = Nichols Advanced Technologies Molli
   15 = Winnebago Catalog
   16 = Mini or mainframe system (Name?)
   17 = Other microcomputer OPAC (Name?)

2. Which circulation system does this school's library media program use? (Answer 1 to 17) ................................................................. [ ___ ]
   1 = Our library catalog is not automated
   2 = Our microcomputer-based online catalog software was developed locally
   3 = Calico LION
   4 = Caspr Library Works
   5 = Chancy's MacSchool
   6 = Columbia CLS
   7 = Companion Alexandria
   8 = Data Trek Card Datalog
   9 = Dynix Scholar
   10 = Educational Solutions Surpass
   11 = Follett Catalog plus
   12 = Library Corp. Bibliofile Intelligent Cat.
   13 = Media Flex Mandarin
   14 = Nichols Advanced Technologies Molli
   15 = Winnebago Catalog
   16 = Mini or mainframe system (Name?)
   17 = Other microcomputer OPAC (Name?)

3. Indicate which of the following operations are handled by computer in this school's library media program. (Answer 1 or 2 for each part)
   a. Serials control ........................................ [ ___ ]
   b. Acquisition ........................................ [ ___ ]
   c. Interlibrary loan ....................................... [ ___ ]
   d. Inventory control .................................... [ ___ ]
   e. Overdue notices ...................................... [ ___ ]
   f. Bibliographies ....................................... [ ___ ]
4. Does this school's library media program have an online public access catalog that is accessible (answer 1 or 2 for each part):
   a. in the LMC? [__]  
   b. through a network connected to classrooms? [__]  
   c. in a computer laboratory networked to the LMC? [__]  
   d. from one or more other schools in the district? [__]  
   e. via modem from students' homes? [__]

5. What holdings does this school's online public access catalog contain? (Select 1 to 4) [__]
   1 = Not applicable. This school does not have an online catalog.
   2 = Only the holdings of this school's LMC.
   3 = The holdings of this school's LMC and some others in the district.
   4 = The holdings of all schools in this district.

6. Does this school have WISCAT on CD-ROM on site? (Answer 1 or 2) [__]

Facility Section 7 of 7

1. Has this LMC been expanded or substantially improved since the spring of 1988? (Answer 1 or 2; use zero if no LMC) [__]

2. This LMC (or, the area generally considered part of the library media program) contains rooms or areas for the following (answer 1 or 2; use zero if no LMC):
   a. Periodical storage [__]  
   b. Office [__]  
   c. Small group work (conference rooms) [__]  
   d. Professional library [__]  
   e. Media production for teachers [__]  
   f. Media production for students [__]  
   g. Processing of new media [__]  
   h. Equipment storage [__]  
   i. Equipment maintenance [__]  
   j. Microcomputer use [__]  
   k. Distance learning [__]  
   l. Quiet reading or study [__]  
   m. Large group presentations [__]

3. Please estimate the total area assigned to the library media program in square feet. (Be sure to include all relevant areas from question 2 above; use zero if no LMC) [__] sq. ft.

4. The total seating capacity (chairs, not floor space) of this LMC. (Use zero if no LMC) [__] persons

5. Is there a room equipped for distance learning in this building somewhere other than the LMC? (1 = Yes; 2 = No) [__]

6. Access to electrical power in this LMC. (Select 1 to 3; use zero if no LMC) [__]
   1 = More than adequate  
   2 = Adequate  
   3 = Less than adequate

7. Does this school have a television production studio with appropriate equipment and lighting? (1 = Yes; 2 = No) [__]

8. If a full class is working in the LMC, could other activities be accommodated concurrently (for example, browsing, small groups, production, circulation)? (1 = Yes; 2 = No; use zero if no LMC) [__]
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