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## Instructional Leadership: The Role of the Director of Library Services for the Grand Rapids, Michigan, Public School District

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INSTRUCTIONAL LEADERSHIP: THE ROLE OF THE DIRECTOR OF  
LIBRARY SERVICES FOR THE GRAND RAPIDS, MICHIGAN,  
PUBLIC SCHOOL DISTRICT

by

Judy A. DeRuyter

A Project Report  
Submitted to the  
Faculty of The Graduate College  
in partial fulfillment of the  
requirements for the  
Degree of Specialist in Education  
Department of Educational Leadership

Western Michigan University  
Kalamazoo, Michigan  
August 1986

INSTRUCTIONAL LEADERSHIP: THE ROLE OF THE DIRECTOR OF  
LIBRARY SERVICES FOR THE GRAND RAPIDS, MICHIGAN,  
PUBLIC SCHOOL DISTRICT

Judy A. DeRuyter, Ed.S.

Western Michigan University, 1986

The purpose of this project was to familiarize the intern with the position of director of library services. A review of the district's media program enabled the intern to assist in the district's media program and work on the curriculum development changes that would be occurring during the duration of the internship.

The major results of the internship were a district handbook detailing policies and procedures for the media specialists and, using Appleworks (Lissner, 1983), a computer program was written for library management and utilization.

Important aspects of the project were curriculum work sessions and the resulting plans for implementing, evaluating, and revising the curriculum changes.

## ACKNOWLEDGMENTS

Two very special words to those people who helped me along the way:

Thank you to Miss Whitley for being my supervisor.

Thank you to the administrative staff of the Grand Rapids Public Schools for offering me a site for my internship.

Thank you to Dr. Cowden for taking the time to read and comment on the final draft of my report.

Thank you to Dr. Sheffer, who is my advisor, mentor, and friend, for her continued support and encouragement as she broadened my thinking and guided me through new challenges.

Judy A. DeRuyter

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## CHAPTER I

### INTRODUCTION

#### Rationàle

The libraries in the Grand Rapids, Michigan, area were originally operated by the Board of Education. In 1904 this changed and the city established a library commission to direct the public library with funding from the city of Grand Rapids. Which buildings were used and how they were maintained remained the board of education's responsibility, while the staff and books were provided by the city.

During the years of the depression, libraries had to be closed due to the lack of funds. As the public libraries were closed, those books were given to the school library branches and the school libraries were able to build excellent library collections.

The school libraries and their staffing began to improve in 1960. Each secondary school could serve its students with one professional librarian at each of the middle schools and two professionals at each of the high schools. The librarians selected, purchased, and maintained the total collection at each building. Elementary schools did not have libraries at that time.

Later on in the 1960s, libraries witnessed a drastic change in their function. In Grand Rapids and other school systems throughout the country, "libraries" became "media centers," and the term "librarians" was replaced with the title "media specialists."



Library collections were expanded and included more than just print material. They began to include both print and nonprint material and audiovisual equipment. In the 1970s, television and Michigan Occupational Information System (MOIS) were added. The concept of "media center" was succeeding. The school system recognized the media center as an essential unit in the district.

The Grand Rapids School District continued to grow and in 1970 an Instructional Media Center was established. A director was named to administer library media staff, budget, and programs for the school system. In addition to this, one paraprofessional was placed at each high school to assist media specialists. One media aide was placed at each elementary school where library media centers were now being established.

In 1974, the media aides were withdrawn due to the lack of funds and by 1982 all paraprofessionals had literally disappeared from the media centers. Ten years later the system was able to reinstate one paraprofessional in the high school media centers and in 1985 five paraprofessionals were assigned to about 35 of the elementary schools in Grand Rapids.

In February 1984, a new superintendent of the Grand Rapids Public Schools was appointed. Subsequently, policies and procedures within the school program were reviewed and evaluated. The quality of the educational system in Grand Rapids was revived and changes were implemented in classrooms in the form of curricular changes, student conduct and disciplinary policies, school text and library book policies, and suspension policies.

"The responsibility for improving the quality of schools resides in a combination of responsible parties--teachers, parents, administrators, and community representatives--acting together" (Joyce, Hershe, & McKibbin, 1983, p. 5). Joyce et al. exemplify the style and attitude the superintendent in Grand Rapids followed. From the beginning the new superintendent opened hours at his district office to meet with concerned parents, staff, and students and to discuss any educational concerns they might have. The information and concerns were considered and from these and other sources a new curriculum plan was developed. Each director and supervisor was asked to examine their subject area and make revisions during the spring and summer of 1984.

The library media program experienced changes during the 1984-85 school year. The administration of the K-12 program was housed in the Junior College Learning Center. This resulted in a new organizational structure. It was through this reorganizational period that the intern became involved in the media program. The dean of academic services requested the director of library services to complete a needs assessment survey. The director of planning and evaluation assisted the director of library services in this task. The purpose of the survey was to focus on budget needs, facility needs, and professional needs.

The Grand Rapids Public Schools (GRPS) library media specialists believed that the library media program needed to be examined and in 1984 a representative committee was called to discuss the status of the program. A written report outlined the major concerns of the

library media specialists. Inadequate budget was at the core of the problem. Materials, staffing, services, and equipment were affected. Students would bear the greatest impact from the budget crunch and an alternative plan of operation needed to be implemented quickly if the program was to be effective in the district.

The intern's primary role was to acquire insight into the position of director of library services and at the same time address the major concerns of library media specialists. The intern could assist in the design of a library media program that would be operational under the new budget. Her role would further include the following activities:

1. Prioritize the activities necessary to meet the goals and objectives that resulted from the 1984 study of the media centers at the secondary level.
2. Conduct and participate in 4 days of curriculum development work with media specialists.
3. Collate a policies and procedures handbook for the district's media program.
4. Attend administrative meetings.
5. Meet with the department heads to work out an in-service program for professional growth and development for all media specialists.
6. Establish a computerized library management system using Appleworks (Lissner, 1983) and later write the step-by-step procedures for a hands on course for the media specialists.
7. Become familiar with the organizational structure.

8. Read and interpret budget and job descriptions.

Internship approval was given by the Educational Leadership Department of Western Michigan University after the submission of a prospectus. The prospectus follows.

Major Internship Prospectus

Intern: Judy DeRuyter

Sponsoring organization: Grand Rapids Public Schools

Field supervisor: Director of Library Services,  
Grand Rapids Public Schools

Major focus of experience: Experience the role of an administrator who is planning, presenting, and communicating with staff. Observe leadership skills for implementing curriculum changes.

Rationale:

As an administrator a person is expected to be a leader in their field. It calls for directing, communicating, and implementing programs that will meet the goals and objectives set down by the district. In the process of attaining and meeting the goals, the director works with other directors and supervisors, media specialists, and paraprofessionals. In long range planning it is necessary to be involved with the Regional Educational Media Center (REMC), the public library system, and national and state media organizations. It is vital that the director work closely with these groups in order to be effective.

The intern will take an active leadership role in the implementation of the new curriculum plan for improving the secondary media program for the Grand Rapids Public Schools (GRPS).

## Phases of the Internship

<u>Objectives</u>	<u>Activities</u>	<u>Final product</u>
A. Conceptual	The role of the intern will be:	The intern will:
1. Learn the steps involved in setting up curriculum development work sessions.	Work with my supervisor for setting up the agenda for the curriculum development work.	Outline an activities schedule for work sessions.
2. Collect the necessary material and information to direct curriculum development work.	Prioritize goals and activities to be accomplished.	Present pertinent information and write an agenda.
3. Gain knowledge of the leadership role for an effective media program at the district level.	Observe my supervisor as she displays a leadership role in curriculum planning and implementing.	Identify the appropriate leadership style to use in each situation.
B. Human	The role of the intern will be:	The intern will:
1. Identify the appropriate department(s) or people to be involved with working on curriculum.	Discuss with my supervisor so that the curriculum process is smooth and effective.	Evaluate and decide which departments will be contacted.
2. Discuss what each of the groups are doing.	Be aware of the communication between department heads.	Be cognizant of the leadership necessary for getting responses.
3. Recognize the leadership role of the director of library services.	Meet with my supervisor to discuss positives and negatives experienced in the leadership position.	Understand the broad view that one needs to take in dealing with problems district wide.

<u>Objectives</u>	<u>Activities</u>	<u>Final product</u>
C. Technical	The role of the intern will be:	The intern will:
1. In a leadership position be able to budget time.	Observe the director regarding time management.	Use time-management skills when in an administrative position.
2. Be familiar with job descriptions and contracts for each level.	Read contracts and job descriptions given intern from supervisor.	Identify the importance of contract agreements with each level of employee.
3. Learn the administrative skill for presenting 15-minute reports for board meetings.	Observe the director presenting a needs assessment report to the education committee board meeting.	Use the observed skills when in an administrative position.

#### Summary

The intern reviewed some of the history of the Grand Rapids Public Schools Media Program, along with information regarding its revitalization and reorganization in 1984-85. The intern's role as administrator and the internship prospectus was presented.

The following report details the steps followed to implement curriculum development changes in the media program and the role the intern played in documenting the district's media handbook along with writing a step-by-step procedural library management program for each media center using the Appleworks (Lissner, 1983) program.

## CHAPTER II

### DESCRIPTION OF INTERNSHIP

The internship focused on utilizing the information gained from a needs assessment survey and a North Central Association evaluation for the purpose of implementing a "plan for curriculum improvement" in the media program. One major objective was to produce a district handbook which would include such items as: philosophy, goals, policies, procedures, and job description forms.

#### The Needs Assessment Report

The needs assessment report (Office of Curriculum Planning and Evaluation & Director of Library of Services, 1985) was an initial step toward curriculum improvement for the Grand Rapids Public Schools (GRPS) District Media Program. It was necessary for the intern to become familiar with the report in order to make an impact on the curriculum work sessions that the district media specialists would be attending during the time frame of the internship.

The following is a summary of that report:

An extensive study of the district's media program was initiated in October 1984. A random sample of secondary classrooms was selected as one source of information. The students were given questionnaires to complete. The questionnaires focused on availability of materials, facility, and helpfulness of staff. The responses from the questionnaires also helped district personnel,

including the intern, to evaluate student use of the library and their study habits at the high school level.

A second set of questionnaires was sent to faculty. They were questioned on current quality of and the quality needed to meet present services offered. Next the services were prioritized and rated.

A third set of questionnaires was sent to media specialists in the district. They were asked to evaluate their own facility, staffing, budget, and the print/nonprint material.

In the final phase the district's media program was compared with state and regional standards. This included Michigan Association for Media in Education (MAME), Michigan Department of Education (MDE), and the latest North Central Association (NCA) evaluations of each high school.

#### Sampling Procedures

A random sample of secondary students in the Grand Rapids Public Schools was stratified by school and level. The sample was based on a  $\pm 5\%$  error rate (see Appendix A).

Faculty participants in the needs assessment were selected at random from the master building schedule of assignments. Surveys were mailed to 241 (identified) faculty. The questionnaires were sent through interschool mail. Appendix B summarizes the faculty response rate.



The media specialists' responses are summarized in seven statements which are included in this report under "Media Staff Survey Results" (see pp. 11-12).

### Student Survey Results

The student survey responses were summarized as follows:

1. Research projects assigned by teachers brought most students into the library.
2. Students at seventh and eighth grade used the library more because of teacher influence or requirement than those at the high school level.
3. The media centers needed to identify sections of their libraries more clearly in order to help students locate materials.
4. Rules for utilizing the library were basically acceptable to students in the district.
5. The book collections lacked: (a) recreational reading, (b) foreign language books, and (c) music books.
6. The libraries were easily accessible to most students.
7. At the middle school encyclopedias were a major source for students doing research. At the high school the Readers' Guide to Periodical Literature was the major source for students doing research.
8. Seventy-five percent of the secondary students used the library in the 1983-84 school year.
9. Eighty-six percent of students indicated that library orientation helped them. They knew how to find and use school library

materials.

10. Students found the library comfortable and the staff helpful.

11. Students' major concerns were quantity and currentness of materials, the overcrowdedness of the facility, inadequate number of staff, and inaccessibility of the library.

### Faculty Survey Results

Faculty were asked to evaluate the current quality and to estimate the quality needed of 55 services provided by their library media program. A discrepancy value between the current quality and quality needed was derived. Each service was then prioritized by the largest to smallest discrepancy in rating (see Appendix C).

### Media Staff Survey Results

Media specialists were sent questionnaires to evaluate their media program. The survey results revealed the following information:

1. Media specialists believed that materials and equipment were below state and regional standards.
2. Media specialists believed that more staff would improve services.
3. In-service programs would help to improve staff skills.
4. Media staff rated materials and equipment as poor.
5. Media staff did not have the following: (a) conference areas, (b) professional library area, (c) lab for production,

(d) typewriters for staff/students, and (e) copy machines.

6. Media staff believed facilities were adequate.

7. The media specialists' most pressing concerns were: (a) outdated materials, (b) understaffed, and (c) inadequate book/magazine and kit collections.

#### Comparison With State and Regional Standards

Standards developed by Michigan Department of Education (MDE), North Central Association (NCA), and Michigan Association for Media in Education (MAME) standards were used to evaluate the district's present media programs.

The following is a summary of a North Central Association evaluation of the district's four high school media programs.

#### North Central's Evaluation

North Central's evaluation is summarized into two sections: (a) strengths and (b) recommendations.

In the Grand Rapids Public School District the media program strengths included:

1. Certified, qualified staff directing each secondary library media center in the district.

2. Well organized print and nonprint collections.

3. Excellent Michigan Occupation Information System (MOIS) program coordination with career classes.

4. Excellent faculty use of Instructional Television (ITV) programming.

5. An outstanding orientation program for freshmen students at the high school level.

6. A smooth circulation procedure for checking out audiovisual equipment to faculty.

7. Good public relations with staff.

North Central made the following recommendations to the Grand Rapids Public Schools Media Program in order to improve the quality of the media program:

1. Increase budget allocations.
2. Increase staffing.
3. Expand the public relations program.
4. Enlarge facilities so that a conference area can exist in each of the centers.

5. Purchase copy machines for the high school media centers for student use.

6. Weed collections.
7. Update shelf lists and card catalogs.
8. Improve security.
9. Increase magazine budgets.
10. Develop a student recruiting program.
11. Computerize library management as much as possible.

The needs assessment survey (NAS) along with NCA evaluation enabled the director of library services to focus in on those areas most in need of improvement. During the course of involvement with the NAS and the NCA evaluation, the intern gained a broader perspective of the media program evaluation information.

The intern now had an overview of the program and was in a better position to project a plan for assisting the director in improving the media program.

#### Conclusions and Comments on the Needs Assessment Survey

The needs assessment survey showed that the media program in the Grand Rapids Public Schools (GRPS) had been affected by budget cuts in the last 10 years. In proportion, services had also been cut.

After examining the needs assessment study results, the media specialists formulated goals and wrote activities that would enable them to meet the goals. The media specialists called upon the superintendent and the board of education to lend their support in their "plan for improving services."

A list of nine recommendations were provided as a result of the needs assessment survey and North Central's evaluation. In the spring of 1984, the media specialists presented their recommendations to the board of education and asked that they be approved as read.

1. That the board and its superintendent approve the library media program plan for improvement.

2. The superintendent and board ensure that a library media research skills program be included at each grade level (9-12) to be taught in conjunction with library media specialists.

3. The preliminary 1985-86 budget be approved so as to maintain currentness of collections and that additional budget be granted over a 3-year period beginning in 1986 to update collections.

4. The development of a short and long range plan of action for library media facilities.

5. The development of a district policy for the operation of library media programs.

6. The development of a plan to ensure district resource sharing by all library media centers.

7. The budget line items for memberships and conferences as presented in the preliminary budget be approved as a legitimate consideration for expenditures.

8. The superintendent and the board will require that only certified library media specialists at both middle and high school levels (including alternative schools) be appointed in school library media centers.

9. The superintendent and the board need to review staffing needs and hire one paraprofessional at each secondary library media center and reinstitute two student assistants per high school and one per middle school for the 1985-86 school year. If this cannot be completely implemented during the 1985-86 school year, it was recommended that it be included in the 1986-87 budget.

The next phase of the internship was to establish curriculum work sessions for media specialists in the district. Six goals (Table 1) related to media program improvement were developed as a result of the planning activities and efforts identified and described above.

Table 1  
Secondary Schools' Library Media Program  
Plans for Improvement

---

Goal
1. Establish a library media program which promotes and supports excellence in education.
2. Establish a district-wide policy with rules and regulations for GRPS library media program.
3. Establish adequate library facilities.
4. Establish a short and long range financial plan to support the maintenance of collection and services.
5. Establish a district-wide computerized library management system.
6. Provide professional growth and development opportunities for librarians.

---

#### Implementation Phase

Goals and objectives for the next phase of the internship were developed and reviewed and the internship site and supervisor were approved, as were the intern's ambitions and expectations for the experience. From the intern's list of goals, implementation activities were developed along with a projected product or outcome for each one. These were agreed upon by both the intern and the supervisor, thus enabling the intern to work with relative independence, meeting with the supervisor to periodically present progress reports. The intern organized material for curriculum development work sessions. She used the Appleworks (Lissner, 1983) computer program to write a computer manual for media specialists. The manual would

assist media specialists in setting up library management forms on their computers. In addition a District Media Specialist's Handbook (Whitley, 1985) was laid out as material was gathered. This was shared with the intern's supervisor for appropriateness and approval.

Table 2 is a detailed plan submitted to the director of library services regarding the specific goals and activities of the intern. The primary role of the district media director should be to provide leadership in all aspects of the district media program. In order to gain the necessary experience and to be able to display her abilities the intern proposed the listed goals and objectives for her field experience under the direction of the director of library services.

Table 2

Proposal for a District Media Director Field Experience

Goals	Activities
1. Conduct and/or participate in the planning process for improvement of the school library/media centers.	<p>Collecting, organizing, and laying out the materials for a 4-day work session on curriculum. The following items will be included in the planning process:</p> <ul style="list-style-type: none"> <li>a. Letter to office of director of equal opportunity requesting a budget for the work sessions.</li> <li>b. Letters to supervisors of the departments to inform them of library skills that are taught in their discipline.</li> <li>c. Letters to the media specialists explaining work session dates, time, and place of each.</li> </ul>



Table 2--Continued

Goals	Activities
	<ul style="list-style-type: none"> <li>d. Temporary agenda for curriculum sessions.</li> <li>e. Preliminary items to cover in the curriculum agenda.</li> <li>f. Evaluation form for curriculum development work sessions.</li> </ul>
2. Plan and/or interpret budget for the media program.	Reviewing budget with site supervisor.
3. Meet with a number of administrators both within the district and out.	<ul style="list-style-type: none"> <li>a. Talk with the director of elementary education and the director of secondary education in the GRPS.</li> <li>b. Set up an appointment with the regional director at Kent Intermediate School District (KISD).</li> </ul>
4. With the Appleworks (Lissner, 1983) program chosen for district media specialists, set up a media management system using that program.	<ul style="list-style-type: none"> <li>a. Meet with director of computer education to discuss management needs.</li> <li>b. Outline a workshop/course to include those management functions.</li> <li>c. In the final package include information on the following: word processing, data base, and spreadsheet.</li> </ul>
5. Interview regional representative, director of Regional Educational Media Center (REMC) Region 8 to discuss media services in the district and to look at the possibility of regional networking. This would include computers, books, AV, cable TV, etc.	

Table 2--Continued

Goals	Activities
6. Set up/develop in-service education for the district media specialists.	Conduct one of the curriculum work sessions to establish an in-service program for media specialists in the district.
7. To participate in administrative meetings.	Attend the education committee meeting of the board. Attend the board of library commissioners' meeting.
8. Compile a handbook for media specialists.	Summarize, organize, and format the media centers' handbook for the district.

The specific goals and objectives designed by the intern proved to be beneficial. The intern had direction and an overview of what was expected of her. The overview enabled effective planning and better opportunities to exhibit leadership skills.

The intern directed 4 days of curriculum development work. The media specialists with whom the intern worked were enthusiastic from the start and took an active role in designing the curriculum changes that had been identified as needed by the needs assessment survey and NCA. They wrote goals and designed activities to accomplish the goals in addition to establishing a timeline for the completion of each. From the nine-page document completed in the spring of 1984 listing all of the goals and activities to be achieved, the intern proceeded to prioritize the goals that needed to be finalized by December 1985 (see Appendix D).

The intern prepared an agenda from the goals and activities that resulted from the needs assessment survey. The work sessions were one step in the implementation of those goals and activities. The end result of the work sessions was a handbook that included philosophy, policies, job descriptions, a public relations program, and computerized library management forms.

There were 10 activities the media specialists were to accomplish in the 4 days of curriculum development work. Identified on the following pages is each activity and the intern's comments on each.

Activity 1: Develop a philosophy for the GRPS library/media program.

The intern familiarized herself with library media program philosophies and policies. Letters were sent to the Michigan Department of Education (MDE), the American Library Association (ALA), Michigan Association for Media in Education (MAME), and local school districts comparable in size to the Grand Rapids Public School District. The philosophies and policies were collected and evaluated. Most of the school districts sent copies of their policies, but did not include philosophy. It became evident that a number of school districts did not have a written philosophy; consequently, much work was needed in this area.

The Grand Rapids Public Schools needed to develop a library media philosophy of its own. In that effort a number of books and manuals were used. The intern's supervisor was able to assist in this area and supplied a list of sources that could be used. To

secure a copy of the School Library Bill of Rights for School Library Media Programs (American Association of School Librarians, 1980), the intern contacted a representative of ALA. For The Students' Right to Read (Donelson, 1972), the intern wrote the National Council of Teachers of English, Urbana, Illinois. Both organizations supplied the requested information.

The library media program in Grand Rapids previous to the needs assessment survey did have a policy handbook; however, some of the documents included had not been approved by the board of education. The intern used the handbook as a basis in constructing an outline for the curriculum development work sessions with media specialists.

Activity 2: Evaluate the existing policies for day-to-day operations.

The policies for day-to-day operations were relatively clear in the 1979 handbook. In the interim, however, budgets had been cut along with staff and services. The intern needed to review items that previously were not spelled out or even dealt with in the 1979 handbook. It was with the help of materials supplied by the intern's supervisor (manuals, books, reports, etc.) and the intern's own personal experience as a media specialist that the intern was able to develop and compile information to assist media specialists at the curriculum development work sessions and to assure that the sessions were productive and effective.

Activity 3: Improve communication with students, staff, and community concerning library media services.

A public relations program was considered as a result of the needs assessment survey. The media specialists did not have a policy regarding public relations and needed guidance in the development of policy and in designing appropriate activities. To facilitate activity on this topic a seasonal outline was proposed by the intern and put into the form of a "Calendar of Events." Included in the public relations program were such things as: (a) bulletin board ideas, (b) monthly newsletter from the library media center, (c) bookmarks, (d) brochure describing services, (e) book fairs, (f) student displays, (g) seasonal book exhibits, (h) bibliographies, (i) staff and student book suggestions, (j) lamination for staff, and (k) workshops for staff. All of these suggestions were intended to promote more ideas and to help improve communication between staff, students, and the library/media center. To address Activity 3 it was necessary to explore the services available outside the district including REMC Region 8 services available through KISD, the public library, and the public museum. Staff needed to be kept abreast of the film library loan program, the audiovisual kit loan program, and the in-service programs offered monthly through KISD. The media specialists could keep the building faculty up-dated either by posting the information or by notifying them in a memo.

Activity 4: Evaluate the existing policies for day-to-day collection development.

The term collection development means to the media specialists the process for selecting and purchasing books and kits for the media center. Each specialist had been using their own procedure; however,

it was the hope of the director to get staff, students, and parents involved in the collection development process by sending out a form with the request on it. Collection development includes the following: (a) cataloging policies (keeping informed on new Anglo-American Cataloging Rules put out by the American Library Association in Chicago); (b) circulation rules (how long books may be checked out and how many); (c) inventory (number of books, kits, magazines, and newspapers in the collection); (d) weeding (discarding outdated materials); and (e) rules on how to handle challenged material were to be covered under this topic.

Cataloging policies needed to be addressed, including policies on receiving books as gifts donated to the library media centers by parents or organizations. Media specialists could not always include such material in the library collection due to bias or sexist connotation. Another concern was circulation rules. They varied from school building to school building. The projected outcome was to have a uniform policy.

Inventories in most of the schools were incomplete and sometimes nonexistent. A 3-year plan needed to be outlined in order to have a usable card catalog and shelf list for both staff and student use. Media specialists weeded their collections as they took inventory. The department did not have a policy on how to dispose of the books and, therefore, needed the guidance provided by a written policy.

Challenged materials were those materials found offensive to some patrons. Media specialists did not have to deal with this problem often, but when they did, they needed to handle it as

discretely as possible. A form and procedure were eminent since nothing had existed that was usable.

Activity 5: Evaluate the existing policies for day-to-day fiscal responsibilities.

The director of library services coordinated the library book budget (i.e., periodicals, newspapers, office supplies, and book allocations). The budget was tabulated on the basis of student population multiplied by the allocated cost per student in the district.

The director asked media specialists to complete a projected budget by April of each school year. The media specialists had done this in the past; however, the policy had not yet been formalized.

Activity 6: Evaluate available software for library media applications to determine most efficient software to be used.

In the Grand Rapids Public Schools the secondary media centers had received Apple IIE computers and the complete Appleworks (Lissner, 1983) program to computerize library management in their centers. Due to the fact computers had been placed in the library media centers it was of prime importance that the media specialists be in-serviced on Appleworks utilization for their library management.

The intern worked closely with the director of computer applications in order to develop a library management program for the library media specialists in the district. In addition, the district had not previously apprised itself of regional computer networking opportunities. The intern contacted the REMC 8 office, a member of the Lakenet Corporation, the public library, and the supervisor of

career education to explore how each felt about having a networking system in and among the districts. All were receptive to the idea but lacked funding flexibility. The intern further researched the possibility within the district only. She spoke personally with the director of media services for the Grand Rapids Public Schools, but was unable to contact the supervisor of business education, who was also involved in the computer network planning. As a result of these efforts, the intern met with the internship supervisor and made suggestions for a 5-year plan that might be more feasible if modems were purchased in the district.

Activity 7: Provide within the library media facilities an environment conducive to learning.

The media centers had a high rate of book loss in past years. The media specialists needed to investigate the possibility of a security system and the feasibility of computerizing the book collection at the same time.

Activity 8: Ensure that each librarian is a member of a professional librarian organization.

The media specialists had all been active members at one time in state and local professional organizations. It was found, however, that due to increased costs, lack of staff at the school, and inability to secure a leave to attend professional conferences or workshops, many media specialists failed to pay membership dues. The director found this disastrous and requested that the media specialists investigate regarding the membership fees and conference dates. The director assisted in writing a policy for membership in



professional organizations and in obtaining leaves to attend the organization's conferences.

Activity 9: Increase the effectiveness of the library media specialists.

The intern designed a management form for the media specialists so that tasks could be divided throughout the year. Due to the lack of staffing many library services were cut. With a management task chart certain tasks could be more easily addressed and prioritized.

Job descriptions were not clearly defined. Library media aides needed to know their work responsibilities. Student aides did not have a description of their work responsibilities either. In addition, the students never filled out a job application form to indicate their capabilities. As a result, some students were unable to fulfill job responsibilities assigned them by the media specialists. It was finally decided that a written job description for library media aides and student library aides should be included in the handbook. It was also agreed that a uniform job application be written for use by the library media specialists when recruiting student library aides.

The intern directed the professional growth and development section in the curriculum development work session. She talked with media specialists and developed a program that would best meet their needs.

Activity 10: Provide library facilities which meet state, regional, and local standards.

The media specialists under the leadership of the director compared their school media programs with the standards established by MDE, MAME, and NCA standards. The GRPS media program did not meet the MDE or MAME standards; however, the NCA standards were adequately met (if a library media program were established and maintained).

The intern's responsibility for designing the curriculum development work session agenda gave her a hands-on experience in administrative work that proved to be one of the most valuable experiences during the internship.

#### Administrative Activities

The intern's administrative responsibilities included attending a board of library commissioners meeting. The intern attended as substitute for the superintendent of the Grand Rapids Public Schools. The intern sent the agenda and pertinent information to the administrative assistant who forwarded it to the superintendent following the meeting.

The board of library commissioners direct the Grand Rapids Public Library System. The board members review budget, staffing, and goals and objectives for the public library. It is important for the school system to be represented on the commission, since they are kept informed on issues that effect both the city and the school system. It is an excellent way for the school system to have good communication with the library system and the city.

In addition to the library commission meeting, the intern attended a board of education committee meeting. The intern observed

the proceedings and listened to the director of library services present a final report on the secondary schools library media services needs assessment. She also reported on curriculum planning activities.

### Computerizing Library Management

In the Grand Rapids Public Schools computers are being used for library management. The library media specialists have Apple IIE computers. The Appleworks (Lissner, 1983) program was purchased to establish a library management system. The intern developed an in-service course for training staff in library management using the Appleworks program. Forms were designed for book orders, overdue, current magazine lists, and bibliographies using the data base part of the program. Forms for circulation statistics, supply orders, and inventory were designed using the spreadsheet part of the program. For further information on the library management course the writer of this paper can be contacted.

The library media specialists needed to have in-service training on how to implement the Appleworks (Lissner, 1983) program for library management. The integrated program was not written as a library program but can function as a word processor, data base, and spreadsheet (calculator) which can be translated into library management. It was the responsibility of the intern to design and develop the step-by-step procedures for library management so that the media specialists could then improve their own management skills in their individual library media centers.

"Schools must incorporate computers into their programs as appropriate and with the same careful planning and preparation given any major instructional or administrative change" (Lipham, Rankin, & Hoeh, 1985, p. 285).

A comprehensive explanation of the procedures for establishing the data base and spreadsheet used in library management for overdues and circulation statistics were included in the course manual developed by the intern. The word processing part of the Appleworks (Lissner, 1983) program acts as a typewriter. One only needs to be a typist to use the key board. Further, the Appleworks "key card" can be followed and mastered in a short time. The Appleworks program, when utilized properly, can save time in everyday library management practices for library media specialists.

### Organizational Planning

The intern was responsible for organizing a management chart (see Appendix E) for the media specialists. A schedule of activities was determined. The people responsible for completing the activities were then listed. Next, a timeline was established along with a projected cost for each activity and, finally, a space for comments on the results of the plan.

It was important to make comments because better planning is possible when one has some experience with the activity. The management chart was developed for one semester so that media specialists would have an example to follow when planning and initiating their own management chart.

### Staffing/Contracts

The intern was given the job descriptions and contracts for each of the units employed under the director of library services. From the job descriptions and contracts it was concluded that each employee knew what was expected of them and that each had had input into the responsibilities they were to perform. Evaluation of the employees was also well outlined for each.

### Budget

The director of library services shared the computer printout on the budget allocations for the district's library print materials with the intern. There was a book budget (hardcover books for the collection), office supply budget (card catalog cards, book covers, book pockets, book jackets, etc.), H. W. Wilson budget (Reader's Guide to Periodical Literature and Current Biography), newspaper budget, and magazine budget. The director of library services is responsible for allocating the budgets for the individual library media centers. Each budget is identified by an account number and when spending the funds a requisition must be filled out for the business office. The business office tabulates the money spent by each individual media center. The records are computerized in the business office. The media specialists send a duplicate copy of their purchase requisitions to the director of library services and one to the business office. Copies of the purchase requisition are used periodically to compare with the computer printout sent from the business

office to the director. Media specialists are required to send all purchase requisitions to the director of library services before they can be processed by the business office. The Department of Library Services planned to reorganize a purchasing policy in order to accomplish bulk purchases for the district media centers since discounts are given on multiple orders. With Apple IIE computers each secondary media center can be assigned a separate budget for computer software.

### Summary

The internship involved curriculum development work, the collation of a handbook, and the coordination of curriculum development work sessions for library media specialists. The intern participated in summarizing reports, organizing agendas, interpreting surveys, and presenting information to library media specialists to enhance the district's media program. A computer course for library management was developed by the intern along with a timeline for its implementation. The intern also familiarized herself with budget policies and procedures in the district.

## CHAPTER III

### ACHIEVEMENT OF OBJECTIVES

#### Conceptual Objectives

The intern's participation in curriculum development work provided an opportunity to increase experience and knowledge which led to a higher level of achievement of conceptual objectives as identified in the prospectus. Activities relating to conceptual objectives enabled the intern to establish strategies for conducting curriculum development work. Information that was gathered prior to the work sessions was presented in the form of an outline and arranged into a media packet that was delivered to the media specialists. The packet included a letter to remind each media specialist of the time, date, and place of the work sessions. It also included an agenda and the needs assessment report.

The morning the meetings were to begin, the director of library services was called out of town due to a death in the family. The intern volunteered and was assigned to be chairperson over the sessions.

Boles and Davenport (1975) suggested that there are three types of leaders: charismatic, emergent, and status. The intern became an emergent leader. She had information to contribute and was familiar with the curriculum agenda having participated in the preplanning. The information assisted in getting the curriculum development work

sessions started. The overall objective was to involve the library media specialists in the process. It was believed that if the media specialists took an active participative role in the work sessions that they would have a firmer commitment to the curriculum changes. The curriculum development work sessions expanded the intern's myopic view of the leadership role.

#### Human Relations Objectives

Achieving the human relations objectives as identified in the prospectus called for communication with department heads, review of an organizational chart, and development of a broader understanding of the leadership role. Activities were suggested to achieve the objectives. Letters were sent to department heads asking assistance in evaluating the goals and objectives for the media skills curriculum. The intern contacted the REMC director, the Grand Rapids Public Library, and the Lakenet Corporation (the Lakenet Corporation is a number of public and college libraries in Michigan who have an inter-library loan system) in order to initiate a plan for computer networking between the school district and REMC Region 8.

The organizational chart assisted the intern in clarifying administrative authority and responsibility. It also provided direction for the intern in regard to the leadership role in facilitating curriculum development work.



### Curriculum Development Work Sessions

The opening session began with an introduction and update on curriculum development. The media specialists were asked to review the outline provided and decide if the groupings and chairpeople were acceptable. Responsibilities of chairpeople were discussed and clarified, after which the media specialists were divided into groups to study their respective areas of concern in curriculum changes.

The meetings covered a morning and an afternoon session. The groups shared their progress after each session. This practice helped the intern to get a better overview of each group's progress. In addition, the media specialists had an opportunity to learn about the proposed changes and to make comments on the spot.

By the second day, members were comfortable with their tasks. The intern did not attend the morning session and was updated when the group convened in the afternoon. In the afternoon, the media specialists continued with policy changes for day-to-day operations and developed a public relations plan with a suggested one year "Calendar of Events." The list included such suggestions as bulletin board ideas, monthly newsletters, special monthly exhibits, seasonal book exhibits, bibliographies, etc. The dean of instructional services believed the process was moving along well. All notes and paperwork were collected by the intern so that they could be copied and organized into a handbook.

Two media specialists had attended the American Library Association (ALA) summer conference in Chicago and gave a report to the

media specialists. Information on a security system and the possibility of computerizing the district's book collections were also discussed. The media specialists then reviewed different library management forms that might be utilized in the department to help them in their library management responsibilities.

The dean of instructional services talked with the intern about the possibility of budgeting payment of membership into ALA for all media specialists. It was decided memberships could not be paid, but up to 50% of the cost for attending professional conferences could be furnished by the school district for the media specialists who decided to attend.

For the next session, the intern planned to demonstrate the Appleworks (Lissner, 1983) program to show its capabilities and uses in the library media center. The intern shared forms for library overdues, book orders, inventory, etc. The library media specialists agreed to an in-service on the Appleworks program. The lessons needed to cover overdues, circulation statistics, bibliographies, word processing, and book orders.

The dean of instructional services believed a tremendous amount of work was completed during the 4-day work sessions. She asked the intern to collect all papers and notes so that further planning could continue when the director of library services returned.

The intern organized and summarized the curriculum development information. It was then put on computer disk. The disk would enable the director of library services to continue curriculum responsibilities by deleting, correcting, or adding to the information

already on the disk. The director could work on the handbook and curriculum goals and objectives more easily using the computer disk.

### Technical Objectives

The intern utilized organizational skills during the internship. Preplanning agendas, developing timelines, and collecting information aided in perfecting her organizational skills. The director of library services increased the intern's awareness of job descriptions by sharing books on library management and job descriptions of both the paraprofessionals and administrators.

The intern attended a board of education, educational committee, meeting at the invitation of the director of library services. Reporting procedures followed at board meetings were observed and an overview of the district's total operation was gained along with knowledge of the district's educational programs.

## CHAPTER IV

### SUMMARY AND RECOMMENDATIONS

The internship was completed from June 24, 1985, through August 11, 1985. The purpose of the internship was to give the intern experience as a district director of library services. This included developing curriculum, writing a course for library management using Appleworks (Lissner, 1983), and attending and participating in administrative meetings. The internship also included communication and interaction with district department heads and regional administrators at REMC Region 8 and the public library personnel.

The greatest amount of time during the internship was spent on the curriculum preparation, presentation, and collation of the District Media Specialist's Handbook (Whitley, 1985), a document available upon request, but not included in this report. The remainder of the time was balanced between attending meetings, including, but not limited to, the board of library commissioners and the education committee meeting. The intern had telephone and memo communication with department heads. Personal contact and interaction occurred with the executive vice president of Grand Rapids Junior College, the administrative assistant to the superintendent, the supervisor of career education, the director of media services, and the elementary media consultant. The intern valued the involvement with the administrative staff. The organizational structure was explained and the individual responsibilities of each administrator was put in perspective.

The internship proved to be more valuable than first anticipated. The opportunity to be involved in the development and implementation of curriculum changes was invaluable. Curriculum changes do not occur every year and yet every administrator must deal with them when they do occur.

The task of collating information for a handbook enabled the intern to become aware of policies, procedures, and organization and administrative responsibilities. The internship gave the intern access to information only available to a person in a management position. The intern was able to view problems from a district-wide point of view, which was an education in itself.

The curriculum development work emphasized for the intern the need for small group communication skills needed when one is an administrator. Organizational skills were also emphasized. It was clear throughout the internship that effective communication and organizational skills facilitate cooperation from a group. A positive attitude is a must. An administrator deals with a lot of problems every day and learns to work under pressure.

The intern was introduced to the stress in administration. It was a challenge and an excellent experience in preparation for an administrative position.

One of the new roles faced by the intern was the leadership role with fellow media specialists. Using organizational skills and knowledge were not a problem. The intern tried to consider the media specialists' feelings toward her, knowing that the library media specialists had to have input in decision making at the curriculum

development work sessions in order for them to be willing to cooperate in the curriculum process. It was important to be more of a facilitator and listener. Administrators need patience when trying to get a consensus. It is not always easy to achieve.

The computer work was addictive. One advantage of working with the computer is the importance and value that can be realized by administration. A person in a leadership position can benefit from knowledge of at least one computer program. The internship projects made it possible to learn even more about the Appleworks (Lissner, 1983) program. The computer enabled the intern to complete written reports in half the time it would normally take. The quantity of work completed increased as the intern became more knowledgeable and skilled in the Appleworks program. The computer assisted in acquiring organizational skills and time management skills. One of the most enjoyable tasks was writing the computer manual for library management. Having been a media specialist, the intern knew the basic needs for computerizing library management. At various meetings with the computer application's director the intern shared her library management manual using the Appleworks program. Included in the manual were basic directions for overdues, book orders, inventory, and bibliographies. The intern was invited to be a guest speaker when the course was presented.

The intern saw many uses of the computer in administrative positions. From in-service training to record keeping, tasks could be performed more quickly and with fewer errors. Memos could be written to a secretary and later read so that agendas or messages

could be noted when the administrator was out of the office. The intern's computer knowledge provided an opportunity to communicate within the district and with the regional KISD administrators to discuss possibilities of a regional hookup for a data base. An interlibrary loaning system such as Lakenet Corporation would act as a model for the hookup process. Libraries already involved in the Lakenet Corporation could further extend their collections by putting them on computer so that each library could search the collections of others at anytime and order the material. The intern did not have enough time or authority to get the process started, but did discuss recommendations with her supervisor so that planning could continue. As an intern she expressed the many ramifications of a regional data base and the effect it could have on the role of the media specialist in curriculum planning for the future. It seemed obvious that computers needed to be included in the long term plan for the district.

The intern did not have personal contact with all department heads. The director of library services had advised against it since many of the positions were being changed and many of the people were new and not quite ready to talk about curriculum and the changes they expected to see happen in the next 5 years.

The intern did send letters to the heads of each department along with the curriculum goals and objectives for library skills for the K-12 program. Due to the fact that it was summer many of the directors were on vacation and their response rate was slow.

The intern received an invitation from the superintendent's office to attend a board of library commissioners meeting. In

attending the meeting, the intern became more aware of the need to have a district-wide, broad view of things. This was evidenced at the meeting as the president of the library commission presented his report on the public library operations. The intern was able to review their goals and objectives, their budget needs and expenditures, and their major concerns in public relations. The opportunity to attend was appreciated and a summary of the meeting was sent to the superintendent's administrative assistant. The chance to communicate with an administrative assistant was also appreciated.

The director of library services shared job descriptions and contracts with the intern. The contracts of paraprofessionals and all of the job descriptions for her department were most informative. The importance of organization was obvious. The director was a people person and demonstrated a high concern for them. She took time with staff no matter how involved or busy she was.

The director did not have frequent communication with the department heads during the internship. Some of the reason for this could have been the time of year, summer. The intern was invited to attend an education committee board meeting at which time the director reported on the status of the library media program.

Throughout the internship there appeared to be little communication among administrators, which may have been due to the intern's involvement in other tasks or to the major changes that were taking place in the administrative positions. The opportunity of talking with more heads of departments and the superintendent would have been appreciated. The intern had requested such meetings; however, the



site supervisor advised against it.

The intern had a full, worthwhile experience and, in retrospect, realized that an administrator needs to be able to lead, evaluate, and make decisions, just to mention a few of the skills one should have in an administrative position. All of the conceptual, human, and technical objectives as identified in the internship plan were met. The only weakness observed was the organizational arrangement for the director. The director was responsible for the K-12 program and for a junior college library operation. The complexity of the position suggested that two administrators be assigned.

The intern was able to work independently throughout the experience with occasional guidance from the director. In such a situation the intern had opportunity to operate as an administrator, making decisions and developing programs for curriculum.

If there is one word to describe the experience, it would be "informative." The intern received a broad view of operations in the school system and developed skills on and with the computer. The internship was fascinating and enriching with opportunity to become more knowledgeable in the many facets of administration.

## APPENDICES

Appendix A  
Summary of Student Response Rate

School	Population	Number Surveyed	Number Responding <sup>a</sup>	% Responding
High schools:				
Central	1,282	333	223	67
Creston	1,500	371	239	64
Ottawa	1,438	324	213	66
Union	1,395	352	224	64
Middle schools:				
Burton	563	237	100	42
Iroquois	630	271	241	89
Northeast	783	314	198	63
Riverside	626	243	144	59
Westwood	626	303	210	69
Alternative:				
City High	419	208	116	56
Park	93	83	27	33
Walbridge	294	132	55	42
Totals	9,629	3,171	1,990	63

<sup>a</sup>Missing cases = 16.

## Appendix B

## Summary of Faculty Response Rate

School	Population	Number Surveyed	Number Responding <sup>a</sup>	% Responding
High schools:				
Central	65	34	19	56
Creston	66	34	14	41
Ottawa	57	29	20	69
Union	62	32	--	--
Middle schools:				
Burton	33	17	6	35
Iroquois	36	18	8	44
Northeast	43	21	12	58
Riverside	34	17	9	53
Westwood	34	18	10	56
Alternative:				
City High	18	10	2	20
Park	8	4	3	75
Walbridge	13	7	2	29
Totals	469	241	105	44

Appendix C  
Faculty Rating of Media Services

Service	Mean Difference <sup>a</sup>
1. Microcomputer hardware	2.00
2. Access to microcomputer software	1.98
3. Photocopy machine	1.64
4. Adequacy of staff	1.53
5. Video recorders--building level	1.36
6. Communication of available services--district level	1.31
7. Communication of available services--regional level	1.22
8. Professional journal collection	1.11
9. AV production facilities and equipment	1.09
10. Video recorders--district level	1.08
11. Graphics production--building level	1.08
12. Reference book collection	1.01
13. Vertical file collection	1.00
14. Professional book collection	.97
15. Training in the use of audio visual equipment/ materials	.97
16. Audio recorders--building level	.95
17. Nonfiction book collection	.93
18. Heating	.89
19. Graphics production--district level	.87
20. Audio recorders--district level	.87

<sup>a</sup>Services were rated on a 6-point scale (i.e., 0 to 5) with 0 representing low quality and 5 representing high quality. The teachers' perceptions of the current quality and quality needed were the mean scores compared to get the mean difference. The higher the number the greater the concern.

## Appendix D

### Goals to be Completed

#### Goal 1:

Philosophies analyzed and GRPS library philosophy drafted.	June '85
Philosophy presented to the board of education.	July '85

#### Goal 2:

Materials, activities, and resources selected.	Sept. '85
Committee approved to develop a library media skills curriculum.	Sept. '85
Existing K-12 curriculum reviewed in the following areas: English, reading, language arts, library/media skills.	Dec. '85
Public relations plan devised for K-12 library/media program.	Oct. '85
Public relations plan implemented.	Sept. '85

#### Goal 3:

Analyze collected data. (Day-to-day operational policies/procedures from building.)	Dec. '85
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#### Goal 4:

Review collected data from state/local publications.	Oct. '85
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#### Goal 5:

Contact business manager to identify funding sources.	Sept. '85
Compile a list of alternate funding sources.	Sept. '85
List financial responsibilities of each source.	Sept. '85

Distribute to media specialists the completed list to be used as a reference source for faculty and staff.

Sept. '85

Goal 6:

Evaluate available software to meet library/media application needs.

June '85

Identify cost of needed software/hardware needed to support library/media application.

June '85

Select software/hardware most appropriate.

June '85

Schedule computer in-service workshop for media specialists.

Sept. '85

Goal 7:

List professional organizations: local, state, and national.

Oct. '85

Determine which organizations best meets the needs of library/media specialists.

Oct. '85

Use Curriculum Planning and Evaluation (CPE) survey as source of evaluating our own professional growth.

Sept. '85

Submit personal professional needs for brainstorming session.

Sept. '85

## Appendix E

### Major Tasks and Timelines

For: Media Specialists

November

Describe major tasks	Who's responsible? Involved?	Timeline	Budget adjustment or effect	Comment
Equipment workshop for staff	Media specialist	Oct./Nov.	Refreshments	Ask staff about best time
Newsletter: Ask for parent volun- teers	Media specialist	Nov.		Set a training time if there is a re- sponse
Start inventory	Media specialist Library aides Volunteers Student aides	Continue till June		Ask Rosely about honors English students
Update bibliogra- phies: 1. Drugs 2. World War I & II 3. Civil War 4. Love stories 5. Etc.	Students Parent volunteers	Year round project		Check w/Spetoskey Gerst/Leonard Morrow/Coleman Inman



Appendix E--Continued

Describe major tasks	Who's responsible? Involved?	Timeline	Budget adjustment or effect	Comment
MOIS program (1 wk. per class)	Media specialist Instructors: Chambers Coleman Telgenof Students set up materials	Schedule during semester	New MOIS books Computer experi- ence?	See if I can get DEC writer from Majoors
"News from the Book Place"	Media specialist	Nov./Dec.		Post in classrooms
Special lessons for classes: 1. Reader's Guide 2. Card catalog 3. 20th century authors 4. Reference books	Media specialist	Year round teaching program		

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