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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

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A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

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degree of

DOCTOR OF EDUCATION

BY

ALFONSO NICOSIA

Norman, Oklahoma

1972

AN EVALUATION OF THE EDUCATIONAL MEDIA PROGRAMS

OF THE STATE OF LOUISIANA

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AN EVALUATION OF THE EDUCATIONAL MEDIA PROGRAMS OF THE STATE OF LOUISIANA

CHAPTER I

DESCRIPTION OF THE STUDY

The purpose of this chapter is to describe the problem and to state the purposes of this investigation. This chapter includes the background of the study, the statement of the problem, need, and significance of the study, the scope and limitations of the study, definitions of certain terms, and procedure.

Background of the Study

Modern American education has a truly formidable task. Never before has a society been faced with the problem of providing such a vast amount of learning to so many people; yet never before has a society had within its grasp the enormous potential inherent in media to train a teaching force in the use of powerful tools to assist them in their work.[1]

---

[1]James W. Brown and Kenneth D. Norberg, Administering Media (New York: McGraw-Hill Book Company, 1965), p. 5.

Thus today's teaching takes on new and ever-expanding proportions as it seeks to prepare the young for a complex society. To meet this challenge, school administrators and teachers perceive that the dogmatic approaches which often characterized yesterday's schools are no longer adequate. Instead they look to A-V, the educational contrivances and services generated by the new science and technology.

The two basic objectives in using educational media in schools of the nation are (1) to assist teachers with the communication of ideas and (2) to provide teachers with the necessary tools with which to improve day to day instruction. Numerous studies, projects, and reports during the past three decades have reinforced the value of media. The problem unresolved in most schools or school districts and/or systems, however, is to determine the best method to put the media to work. Concomitantly, the competent, dedicated, forward-looking teacher seeking to improve the dynamism and quality of his teaching must have access to the appropriate tools with which to provide the best possible education for students.[2]

There seems to be, furthermore, general agreement in the literature of the educational media field reinforcing

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[2]Robert DeKieffer, "How to Develop an Educational Media Program," The School Board Journal, 151 (October, 1965), 38.

the notion that teachers are generally incompetent in the use of instructional materials and equipment. Yet, if teachers are to employ these instructional materials and equipment effectively, they must have knowledge of what materials are available, the requisite operational skill, a basic understanding of the educational principles involved, an overall appreciation of the learning and teaching situation, and the equipment must readily be available. Furthermore, teachers must first be shown the feasible attainments of these materials and equipment and then be given assistance in their use if educational media is ever to become completely effective, dynamic, and an educational force.[3]

Since proper utilization of educational media is a mixture of human understanding and skill and motivation, well-trained, competent teachers need to know media and materials and how to arrange the conditions for their optimum use.[4]

This study sought to determine if the Parish Media Centers of the State of Louisiana are indeed aiding the schools in instruction by making available the appropriate instruments, namely, the materials and equipment. It will

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[3]Amo DeBernardis, "Teacher Training in the Use of Instructional Materials," A-V Guide, 24 (December, 1964), 447.

[4]Brown and Norberg, Administering Media, p. 162.

further seek to determine if the schools were utilizing the educational media provided for them by the centers.

Need for the Study

The audio-visual activities in the State of Louisiana prior to the establishment of media centers consisted of nine regional film depositories loaning 16mm films to schools. Today, fifty-eight parish media centers each make available some audio-visual service to the instructional units within the parish.

Each center was operated at the system level with periodic delivery of materials and equipment. The media specialist at each center was available for consultation.

To what extent were the instructional units taking advantage of this service? A review of the literature revealed that no statewide study had been conducted in Louisiana for the purpose of determining if a correlation exists between the parish and instructional unit educational media programs and teacher utilization of selected educational media.

This study assessed the quality of the Louisiana parish and instructional unit educational media programs. Its aim was to provide data needed by the administrators to determine (1) if the parish media centers of the state are indeed aiding the instructional units by making available the appropriate instruments, namely, the materials, and equipment; (2) whether the educational media programs

were being effectively utilized; and (3) if the instructional units were utilizing the educational media provided for them by the centers.

Statement of the Problem

The problem of this study was two-fold: (1) to evaluate the educational media programs in the parishes and the instructional units in the State of Louisiana and (2) to analyze teacher utilization practices of a random sample of teachers in relation to selective components of the educational media programs in Louisiana.

The procedure involved (1) a comprehensive inventory of audio-visual materials and equipment in the parishes, using W. R. Fulton's "Educational Media Inventory Sheet";[5] (2) a self-evaluation of the educational media programs, using the "Self-Evaluation Checklist" developed by Fulton;[6] (3) a survey to determine the extent to which selected educational media are being effectively utilized, using the "Self-Evaluative Checklist for Evaluating the Use of Educational Media" developed by Herman L. Totten and W. R.

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[5]W. R. Fulton, "Educational Media Inventory Sheet" (unpublished research report, University of Oklahoma, Norman, 1966).

[6]W. R. Fulton, "An Instrument for Self-Evaluating an Educational Media Program in School Systems" (unpublished research report, University of Oklahoma, Norman, 1966).

Fulton;[7] and (4) an analysis of the use of selected educational media by selected teachers in schools of Louisiana.

Scope and Limitations

This study was limited to those parish school systems which have a Media Center and the schools within the system. Privately supported schools and schools operated by the federal government were not included.

This investigation included an inventory using the Educational Media Inventory Sheet developed by W. R. Fulton.[8] The five major sections of the inventory are:

A. Institution Identification

B. Inventory of Physical Facilities

C. Inventory of Equipment and Materials

D. Inventory of the Educational Media Center

E. Inventory of Educational Media Services and Finances

The quality of the educational media program was determined by the six major sections of the Self-Evaluative Checklist and Criteria for Evaluating Educational Media Programs.[9] The commitment of the school system to provide

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[7]Herman L. Totten and W. R. Fulton, "Self-Evaluative Checklist and Criteria for Evaluating the Use of Educational Media" (unpublished research report, University of Oklahoma, Norman, 1966).

[8]See supra, footnote 5.

[9]See supra, footnote 6.

a wide variety of educational media service constituted the first section.

A. Commitment to the media program

B. Commitment to the educational media as an integral part of instruction

C. Commitment to providing educational media facilities

D. Commitment to financing the educational media program

E. Commitment to staffing the educational media program

The relationships of the educational media program to the instruction program constituted the second section:

A. Consultative services in educational media utilization

B. Inservice education in educational media utilization

C. Faculty-student use of educational media

D. Involvement of the educational media staff in planning

The school system educational media center and school building media center constituted the third section:

A. Location and accessibility of educational media

B. Dissemination of educational media information

C. Availability of educational media

D. Storage and retrieval of media

E. Maintenance of media

F. Production of media

The physical facilities for the utilization of educational media constituted the fourth section:

A. Physical facilities in existing classrooms

B. Physical facilities in new classrooms

Budgeting and financing of the educational media program constituted the fifth section:

A. Reporting financial needs

B. Basis for budget allocations

C. Development of the media budget

The educational media staff constituted the sixth section:

A. School system media staff

B. Building media staff

The degree of media utilization was accomplished through the use of the Checklist for Evaluating the Use of Educational Media in Teaching.[10]

The first major section in the utilization of educational media was general in nature. Utilization elements included were:

A. The role of educational media in instruction

B. Provisions for in-service education in the use of educational media

The second major section in the utilization of educational media dealt with educational television as it

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[10]See supra, footnote 7.

related to educational media. Utilization elements included were:

A. Dissemination of information by educational television

B. Pictorial current events depicted by educational television audiences

C. Use of educational television to reach widely dispersed audiences

D. Self-evaluation through the use of the television video tape recorder

The third major section in the utilization of educational media dealt with teaching machines and/or program learning. Utilization elements included in this section were:

A. Use of teaching machines and/or program learning materials in the immediate reinforcement of subject matter

B. Use of teaching machines and/or programmed learning materials in learning routine skills and factual information

The fourth major section in the utilization of educational media dealt with recordings. Utilization elements included in the fourth section were:

A. Use of recordings to enliven, enhance, and vivify impressions of materials

B. Use of recordings to provide realistic musical and unique narrative experiences, to capture original sounds, and to overcome barriers of time and distance when particular voices enhance the learning process

C. Use of tape recordings for self-evaluation and improvement, and the reporting of prerecorded information

The fifth major section in the utilization of educational media dealt with opaque materials and included:

A. Use of opaque materials for non-transparent materials to be used for group observation and economy of time

B. Use of opaque materials to enlarge small size still pictures and to project three-dimensional objects

The sixth major section in the utilization of educational media dealt with overhead transparencies. Utilization element included in this section was:

A. Use of overhead transparencies to show development of wholes from parts or the cumulative growth of a whole, to write on projective material at the time of production, or to present illustrations while the teacher is facing the class

The seventh major section in the utilization of educational media dealt with slides. Utilization element included was

A. Use of slides for reduction in size for easy storage and retrieval and to document field trips and laboratory experiments

The eighth major section in the utilization of educational media dealt with filmstrips. Utilization element included in this section was:

A. Use of filmstrips for photographs of a sequential nature and for discussion of individual frames

The ninth major section in the utilization of educational media dealt with motion picture films. Utilization elements included in the ninth section were:

A. Use of motion picture films to enhance lecture, to provide motivation and for effective presentation of materials

B. Use of motion picture films for verbalization and motion, for modification of time, and review and summarization

C. Use of eight millimeter cartridge silent motion picture film for small group or for individual instruction and for inexpensive local production

Definition of Terms

Clerical Personnel refers to the media staff who perform the duties of secretaries, distribution clerks, and filing clerks.

Educational Media refers to audio-visual forms of communication and their accompanying technology used in the instructional process.

Educational Media Center refers to a center at the school system level which provides supporting and supplemental services to individual school educational media centers or programs.

Educational Media Coordinator refers to the coordinator of educational media activities within an individual school building or instructional unit, also referred to as a building coordinator.

Educational Media Director refers to the director of the educational media program at the system level.

Educational Media Program refers to all the instructional and other services furnished to teachers and students by an educational media center and its staff.

Educational Media Service refers to the efforts of the educational media staff to make available to teachers and students and to assist them in the utilization of educational media.

Instructional Unit refers to a school or school building within the Parish School System.

Parish Educational Media Program refers to the educational media program at the parish level.

Parish Media Center refers to the educational media center at the parish level.

Parish School System refers to all public schools within a specific geographic area supported by public funds.

Professional Media Staff refers to personnel who have special training required in the operation of the media program. Included in this category were photographers, graphic artists, and film librarians who were engaged in media activities.

Public Schools refers to those schools supported by public funds.

Quantitative Data refers to the data recorded for each institution for the purposes of determining how many and how much in terms of educational personnel, equipment, and materials.

School Educational Media Program refers to the total efforts of a school building or instructional unit

to provide educational media and services to its faculty and students.

Self-Evaluation refers to the appraisal of an educational media program by officials of the institution whose program is being evaluated.

Technical Personnel refers to the media staff who are engaged in activities in the area of equipment and material repair, film inspection, and materials production.

Utilization refers to the use of educational media in teaching.

Procedure

The survey method and appraisal technique was used in the study. Hillway states that the survey

> . . . constitutes a way of obtaining exact facts and figures about a current situation. This method attempts usually to describe a condition or to learn the status of something and, whenever possible, to draw valid conclusions from the facts discovered.[11]

Good details three purposes of survey investigation:

1. To secure evidence concerning an existing situation or current condition
2. To identify standards or norms with which to compare present conditions, in order to plan the next step
3. To determine how to make the next step (having determined where we are and where we wish to go).[12]

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[11]Tyrus Hillway, Introduction to Research (Boston: Houghton Mifflin Co., 1964), p. 187.

[12]Carter V. Good, Essentials of Educational Research (New York: Appleton-Century-Crofts, Inc., 1966), p. 192.

He states that "appraisal technique is a form of classification or scaling according to subjective values . . ."[13]

The plan for encountering or solving the problem includes the following steps: (1) a quantitative survey of audio-visual materials and equipment in selected public school systems of Louisiana. Fulton's "Educational Media Inventory Sheet" was administered to the parish school systems which have an educational media center and to the selected public schools within those school systems; (2) the quality of the schools' educational media program was determined by administering Fulton's "Evaluative Checklists for Self-Evaluating an Educational Media Program in School Systems," in revised form, to selective public schools in Louisiana; (3) teacher utilization of selected educational media in teaching was determined by administering Totten and Fulton's "Evaluative Checklists for Evaluating the Use of Educational Media," in revised form, to a selective population of Louisiana public school teachers; and (4) the results of the checklists were analyzed and evaluated to determine if a correlation exists between the educational media programs and teacher utilization in relation to established criteria.

The data were analyzed and evaluated according to instructional units' sizes based on enrollments during the

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[13]Ibid., p. 193.

1970-71 school year. A comparison of the educational media programs in the instructional units was made according to enrollment size categories.

Data regarding the quality of the educational media program were derived from the results of Fulton's "Inventory Sheet and Checklist for Evaluating Media Program in School Systems," distributed to the Directors of Parish Media Centers and Principals of each instructional unit. Analysis and evaluation of the inventory was made according to criteria set forth by the "Standards for School Media Programs"[14] adopted by the American Library Association and the Department of Audiovisual Instruction of the National Education Association in 1969. Analysis and evaluation of the checklist revealed the quality or level of sophistication of the educational media program. This instrument was based on nationally recognized criteria developed by its author.

The checklist by Totten and Fulton for evaluating the use of educational media by teachers, in revised form, was used to collect data to determine the degree of utilization of selected educational media.

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[14]Joint Committee of the American Association of School Librarians and the Department of Audiovisual Instruction of the National Education Association, Standards for School Media Programs (Chicago: American Library Association, 1969).

Data regarding utilization of educational media in the various size instructional units were graphically compared with the data regarding the quality of the educational media program to see if a correlation exists between the quality of the educational media program and teacher utilization of educational media.

The data which seemed pertinent to each section were analyzed and evaluated in terms of established criteria. At the end of each major section of analysis a graphic representation of the evaluative judgment is given.

The evaluative judgments were reached on the basis of one or more of the following criteria: (1) are the activities of a particular element in conformance with the criterion? (2) are the activities compatible with the criterion? and (3) are there continuous efforts toward achieving the objectives of the criterion?

CHAPTER II

REVIEW OF RELATED LITERATURE

There have been numerous studies reporting educational media programs in public schools. Some were status studies of a program in a school system or a group of school systems located in a single geographical area. Some were investigations of selected aspects of educational media programs on a nationwide base. Some were investigations which included the study of school system educational media programs as a part of more broadly-based studies, such as studies of state educational media programs.

The purpose of this chapter is to review selected studies in order to isolate the major aspects of educational media programs which investigators have considered important indicators of media program adequacy. The pertinent studies selected for brief review pertain to research conducted from 1923 to 1970 and are given in the chronological order in which they were conducted.

As early as 1923 McCluskey was concerned with the status of audio-visual education in the United States. He

recommended more financial support of audio-visual education activities in the public schools. He studied the role of professional audio-visual personnel and made recommendations for duties, responsibilities for staff members and teacher preparation for utilization of audio-visual materials. He dealt in depth with such programs as, for example, selection and correlation of materials in the instructional program.[1]

The Koon and Noble study of 1936 was concerned with the audio-visual activities in 8,806 schools.[2] A list of audio-visual services needed within the schools was formulated. Of great importance emanating from this study was a recommendation that instructional service centers be established, and that the centers provide such services as distribution, production of materials, and inservice training of teachers in the utilization of audio-visual materials.

A study of the organization, administration, and supervisory activities in twelve of the largest school systems in the United States was completed by Hazlett in 1938.[3]

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[1]F. Dean McCluskey, "Administration of Visual Education, A National Survey" (unpublished report, National Education Association, 1923).

[2]Cline M. Koon and Allen W. Noble, National Visual Education Directory (Washington, D. C.: American Council on Education, 1936).

[3]J. R. Hazlett, "Analysis and Evaluation of the Organization, Administration and Supervision of Departments of Visual Sensory Aids" (unpublished doctoral dissertation, University of Pittsburgh, 1938).

Eight of the twelve school systems had organized audio-visual departments. Seven were headed by full-time directors, and one was directed by a person who was released from other duties for half-time audio-visual work.

Schriest, in 1944, did a correlative study of Hazlett's in choosing cities of 100,000 population, excluding the nation's twelve largest cities. His purpose was to develop criteria and make recommendations for the development of audio-visual programs for city school systems in the 100,000 or more population category.[4] Major program aspects of the study were the organization, administration, and supervision of the audio-visual programs.

McPherson, in 1946, made a survey of audio-visual programs of California and recommended a program for the Kern County, California, Public Schools. His study was based on assumptions that the curriculum needs should form the basis for determining the objectives of an audio-visual program. Recommendations include: (1) dissemination of information to teachers, (2) financial support of audio-visual program, (3) inservice training for teachers in the area of utilization of materials, (4) more production of teacher-made materials, and (5) more active role of the

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[4]Earl E. Schriest, "Organization, Administration, Supervision, and Mechanical Facilities of Departments of Audio-Visual Aids" (unpublished doctoral dissertation, University of Pittsburgh, 1944).

director as a consultant in the area of planning for remodeling old structures and constructing new buildings for a better utilization of audio-visual materials.[5]

In 1946, Johnson undertook a study of the problems involved in the administration of audio-visual programs based on a review of existing literature. From 366 references, he found more than 1,000 problems involved in the administration of audio-visual programs.[6] The problems he categorized as follows:

1. Organization of the program.
2. Acquisition of materials and equipment.
3. Distribution of materials and equipment.
4. Budget and finance of the program.
5. Operation of equipment.
6. Storage and maintenance of materials and equipment.
7. Remodeling and building classroom equipment for the utilization of audio-visual materials.
8. Inservice training teachers in the utilization of audio-visual materials.
9. Integration of materials with the total instructional program.

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[5]Joseph Jones McPherson, "The Organizer of a Program of Audio-Visual Education for the Schools of Kern County, California" (unpublished doctoral dissertation, Columbia University, 1946).

[6]Joseph J. Johnson, "The Problems Involved in the Administration of an Audio-Visual Program" (unpublished doctoral dissertation, George Washington University, 1946).

10. Selection, evaluation and development of new audio-visual materials.[7]

Recommendations emanating from Johnson's study which have important implications for this study are as follows. In school systems of 10,000 plus, a full-time director should head the program of a centrally located audio-visual center. He recommended, further, that building coordinators be appointed in all buildings regardless of size to act as liaison between school and center. Student assistants and clericals should handle all routine tasks.

Noel, in 1947, completed a study dealing with administrative and supervisory functions of an audio-visual program. From his study he developed a list of functions which he suggested should be performed in the program.[8] It should be noted that the service aspects of the program were emphasized in the functions. The functions of the audio-visual program formulated by Noel which have implications for this study were:

1. It should provide those materials and professional services which will make it possible for teachers to use audio-visual educational

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[7]Ibid.

[8]Francis W. Noel, "Principles of Administering Audio-Visual Programs," Audio-Visual Materials of Instruction, Forty-eighth Yearbook of the National Society for the Study of Education, Part III (Chicago: University of Chicago Press, 1949), pp. 180-200.

materials in their classrooms under the best conditions possible.

2. It should provide those services which will make it possible for teachers to have materials and equipment when they need them.

3. It should provide the materials and services which will make it possible for teachers to select and use audio-visual materials appropriate to the teacher-learner situation.

4. It should provide the facilities and professional services which will assure that the audio-visual materials will be used as an integral part of the total instructional program.

5. It should provide those materials and professional services which will enable teachers to make full use of community resources.

6. It should provide those professional services which will assure teacher competency in the use of audio-visual instructional materials.

7. It should provide those materials and professional services which will help the administrative staff and other school personnel interpret the school's program to both professional and lay groups.[9]

Davidson, in 1950, made an extensive study of the administrative structures of the audio-visual programs in fifty-two public school systems of West Texas.[10] The study revealed that only 20 percent of the schools surveyed had a full-time audio-visual director. It also revealed that most of the schools were not effectively utilizing the materials that were available. This was attributed to insufficient

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[9] Ibid.

[10] Raymond Leon Davidson, "Administrative Provisions for Audio-Visual Instruction in Selected Public Schools in West Texas" (unpublished Ed. D. dissertation, University of Texas, 1950).

funds, scarcity of qualified personnel, and poorly trained teachers.

DeBernardis, in 1951, studied audio-visual programs in the Oregon public schools. Certain of the findings have implications to this study, namely, (1) less than 5 percent of the schools in the study had a full or part-time audio-visual director, (2) 32 percent of the school systems indicated that they conducted in-service training for teachers in the utilization of audio-visual materials and equipment, (3) the method most often used to acquaint teachers with audio-visual materials were workshops, conferences, institutes and bulletins, and (4) production activities in individual schools were non-existent.[11] DeBernardis recommended the expansion of in-service training of teachers in the utilization of materials in the schools studied and a greater coordination of the efforts of all depths handling instructional materials within a school system.

The Connecticut State Department of Education, in 1951, conducted a status study of the audio-visual program in the state's public schools. Concern here was with such program elements as physical facilities, equipment, audio-visual staff, finances and budget, and utilization practices. Recommendations presented by the study were a continual

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[11]Amo DeBernardis, "A Study of Audio-Visual Education in Oregon's Public Schools" (unpublished Ed. D. dissertation, University of Oregon, 1951).

evaluation of the audio-visual program, a full-time director for schools with enrollment of 5,000 or more, and sufficient number of clerical and technical staff.[12]

Meiser, in his 1952 study, was concerned with "why some teachers do not take any or take only limited advantage of audio-visual materials and equipment, both quantitatively and qualitatively, when the equipment, materials, and leadership are available.[13] His major findings were as follows:

1. Professional leadership was competent.

2. Equipment and materials were available to the teachers but in differing and limiting amounts. He found that the system with the most equipment and materials had the larger percentage of their teachers expressing satisfaction with the amount of equipment and materials available to them.

3. The teachers utilized the motion picture a greater percent of the time than other media. A unique finding concerned with the utilization was that teachers preferred motion pictures to filmstrips even though more filmstrips than films were available to the teachers. 92% of the film usage and all of the filmstrip and slide usage were judged to be either supplementary to audio-visual or an integral part of the class work.

4. Those teachers that have 25 or more years teaching experience use fewer projected materials

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[12]Connecticut State Department of Education, A Survey of Audio-Visual Education in Connecticut Public Schools (Hartford: State Department of Education, 1951).

[13]Rolland O. Meiser, "Exploration of Factors Affecting the Utilization of Audio-Visual Materials" (unpublished doctoral dissertation, Department of Education, University of Indiana, 1952).

than those teachers that have taught less than 25 years. However, years of teaching experience seemed to have little, if any, relationship to the quality of utilization.

5. The amount of college or university training that each teacher had did have some relationship to the amount of projected material used and quality of utilization, and finally

6. The kinds of teaching practices employed by teachers, that is pupil committees, pupil teacher planning, the use of textbooks and discipline had some relationship to both the quantity and quality of utilization of audio-visual materials.[14]

The study was limited to three city public school systems in cities in Indiana. The fifth and sixth grades in each of the three systems were used.

Darden, in 1953, conducted a study for the purpose of examining the organization, administration, and supervisory practices common to audio-visual centers in twenty selected California county school systems.[15] The study revealed several factors which contributed to the rapid development of the audio-visual centers: a close cooperation between audio-visual staff members and teachers in the planning stage; the audio-visual directors exerting responsible leadership when working with administrators, teachers, and curriculum workers; setting the improvement of instruction as a major goal of audio-visual programs;

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[14] Ibid.

[15] William Judson Darden, "A Study of Audio-Visual Education in Selected County Audio-Visual Centers" (unpublished Ed. D. dissertation, Columbia University, 1953).

and encouraging better working relationships between audio-visual staff and lay groups, as well as professional educators.

In 1955 Fulton completed a statewide study of audio-visual programs in which criteria were developed and used as the basis for an evaluation of the audio-visual programs in Oklahoma.[16] His study of the state audio-visual program evaluated thirty-seven characteristics grouped under six major aspects: (1) organization and administration, (2) teacher education, (3) dissemination of audio-visual information, (4) research and evaluation, (5) tax support, and (6) film distribution. The study showed that of the programs whose characteristics were evaluated, twenty-three were strong, nine were weak, four were neither weak nor strong, and one did not apply. Recommendations made by Fulton were that (1) local schools and counties provide for adequate coordination of audio-visual activities within their schools by appointing qualified coordinators on a part-of-teaching load basis; (2) local schools and counties provide for periodic self-evaluation of their audio-visual activities on a definitely planned basis; (3) state appropriations for audio-visual purposes permit the use of

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[16]William Ray Fulton, "An Evaluation of Selected Aspects of the Organization and Administration of Oklahoma's Audio-Visual Program" (unpublished Ed. D. dissertation, Oklahoma Agricultural and Mechanical College, 1955).

such funds for film rental; and (4) the State Department of Education and the Regional Film Libraries, in cooperation with counties and local schools, study and give assistance in the dissemination of such information as relates to the problem of the kinds of information about audio-visual materials needed by teachers and lay people for more effective use of materials.

Barnes, in 1960, conducted a study of the organization and administration of instructional material centers. Her purpose was to identify and explore administrative principles and operational procedures to serve as guidelines for efficient, effective, and economical operations of centers in medium-sized school districts.[17] Six operational functions of instructional material centers were isolated: (1) fiscal functions, (2) accessioning, (3) inventory, (4) maintenance, (5) personnel, and (6) implementation of plans. Recommendations derived from the study were (1) the purpose of the instructional materials centers is to furnish educational materials and resources to the user when needed, (2) make it possible for teachers and students to identify and obtain materials without unreasonable effort, (3) the centers should encourage the use of a variety of materials and resources, (4) materials and

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[17]Virginia C. Barnes, "The Organization and Administration of the Instructional Materials Centers in Medium-Sized School Districts" (unpublished doctoral dissertation, Stanford University, 1960).

resources furnished by the center should always be available and in good working condition, and (5) the center should keep teachers informed of materials that are available.

Pearson, in 1961, conducted a survey of existing audio-visual programs for the school year 1959-60 in the public schools of Minnesota in order to appraise these programs through description, comparison and analysis, thereby to obtain an accurate picture of audio-visual education in the state.[18] Differences were noted, which distinguished a better program from one that was less than satisfactory: (1) larger schools tend to have better audio-visual programs, (2) schools which allot time for directing audio-visual programs tend to have better programs, (3) schools with qualified audio-visual directors had the better program, (4) the nature and function of the audio-visual directors were vague to most of the school personnel, (5) the audio-visual director's position and relationship to the staff was ambiguous and mundane, (6) a lack of qualifications for audio-visual directors by the State Department, (7) the teachers generally had no training in the utilization of audio-visual tools, techniques and materials, and (8) lack of budget for audio-visual materials.

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[18]Neville Pearson, "Organization and Use of Audio-Visual Education in Minnesota Public Schools" (unpublished Ed. D. dissertation, University of Minnesota, 1961).

In 1963 Jones, investigating common practices employed by directors of audio-visual programs in selected public schools of the North Central Association which are common among schools thought to have superior audio-visual programs, concluded: (1) the audio-visual program is more effective when the director's activities are closely integrated with the administrator's efforts for improvement of the instructional program. (2) the availability of materials does not insure their subsequent effective use, (3) funds for the audio-visual programs were for the most part obtained from regular tax funds, and (4) to be most effective a program must be based on the needs of the classroom.[19]

Knowlton, in 1963, sought data which would encourage more utilization of audio-visual materials in the high schools of Indiana. Responses were gathered from areas such as information dissemination to teachers concerning the use of audio-visual materials and teachers' attitudes toward audio-visual devices and materials. The results of the study show that: (1) attitudes toward the use of films do not relate to audio-visual visual aids in general and

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[19]Wilbur Charles Jones, "The Practices, Duties and Responsibilities of the Audio-Visual Director in Selected School Systems of the North Central Association" (unpublished Ed. D. dissertation, University of Oklahoma, 1963).

(2) the particular subject taught is an important factor in using audio-visual aids.[20]

Lindeman, in 1965, evaluated the state audio-visual program in Utah and formulated recommendations for improvement. The jury method was used to develop criteria and standards which were used as a basis for evaluating the statewide program.[21]

Lindeman found that the schools of Utah were below the standards recommended by the jury. Schools surveyed were found to be further below the standards for equipment than for materials; the schools did not meet the criteria and standards recommended by the jury for audio-visual centers in school systems and school buildings, and audio-visual centers which served individual buildings were more adequately equipped in terms of the criteria and standards than were centers which served the entire school systems.

Lindeman's study reported that a sufficient number of audio-visual personnel were not present in the schools to meet the standards, and that the qualification of personnel currently holding audio-visual positions were below

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[20]Jones Q. Knowlton, Studies of Patterns of Influence in the School Situation as They Affect the Use of Audio-Visual Materials (Bloomington: Indiana University, Division of Educational Media, 1963).

[21]LeRoy Russell Lindeman, "Recommendations for An Audio-Visual Program for the State of Utah" (unpublished Ed. D. dissertation, Brigham Young University, 1965).

the criteria recommended by the jury. Full-time directors were employed in only 14 percent of the schools included in the study, and none were found to be full-time in the capacity of building coordinator. He further found that the superintendents of schools generally agreed with the criteria and standards recommended by the jury, but few were actively implementing them.

Teague, in 1966, completed a study in which he analyzed and evaluated the educational media programs in Oklahoma public schools. Data were collected from 435 public high school districts, fifty-six county media centers and nine state regional media distribution centers. The study involved four major steps: (1) data concerning the quantitative status and functions of educational media programs in Oklahoma public schools, county units and regional centers; (2) the appraising of the quantitative status of educational media programs in Oklahoma public schools in relation to the Department of Audio-Visual Instruction Standards; (3) the evaluation of media programs in relation to established criteria relating to desirable media programs; and (4) the formulation of recommendations for improvement in areas which were found weak in relation to established criteria and standards. Among the recommendations were that: (1) efforts be made to achieve a greater commitment of administrators and faculty to the use of a

wider variety of media, (2) the improvement of instruction through the utilization of educational media be provided for all teachers in Oklahoma public schools, (3) greater efforts be made to facilitate and maintain more balance of instructional materials and equipment in each school system, (4) physical facilities which make possible the use of a wide variety of educational media be provided in all classrooms, (5) a budget for educational media be provided in each system and that a Professional Media personnel be involved, and (6) increases be made in the number of media specialists assigned as director and coordinator in schools.[22]

The Teague study was of particular importance to this study because it included an aspect concerning an evaluation of the qualitative standards in the Oklahoma public schools that are also involved in this study.

Bloodworth, in 1967, completed a nationwide study that was designed to encourage further utilization of educational technology by locating various types of programs of new and improved methods of instructions. Data were gathered using questionnaires sent to 12,229 school systems. Recommendations were also solicited from the staff of State Departments of Education, officers of the State Audio-Visual

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[22]Fred A. Teague, "An Evaluation of Educational Media Programs in Oklahoma Public Schools" (unpublished Ed.D. dissertation, University of Oklahoma, 1966).

Association, and members of the state survey team, schools using media in active programs.[23] The Fulton instrument for self-evaluating an educational media program[24] was used to determine the quality of the educational media program of the schools in the study. The findings of the study include: (1) better classroom utilization of instructional materials result in schools employing a full-time media specialist, (2) federal funds are the chief cause of many inactive programs in operation, and (3) out of 2,098 respondents, less than 20 percent employed full-time audio-visual directors, less than 25 percent employed an audio-visual person with part-time responsibilities, and more than 50 percent of the schools reported no one person in charge of their audio-visual program, and instructional materials centers under the direction of librarians without audio-visual training tended to be book oriented with little dissemination of information to teachers on the use of audio-visual materials in instruction.[25]

King, in 1969, completed an evaluation of the educational media programs in selected public school systems

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[23]Mickey Bloodworth, Highlights of Schools Using Educational Media (Washington, D. C.: Department of Audio Visual Instruction, NEA, 1967).

[24]Fulton, "An Instrument for Self-Evaluating an Educational Media Program in School Systems."

[25]Bloodworth, Highlights of Schools Using Educational Media.

of Oklahoma to determine if there was a relationship between teacher utilization of selected educational media and the level of sophistication of the educational media program.[26] Fulton's "Evaluative Checklist,"[27] in revised form, was used to ascertain the quality of the educational media program, while Fulton's "Utilization Checklist," in revised form, was used to obtain data from the school systems relating to the level of educational media utilization within the school system. Major findings of the King study revealed: (1) educational media programs were more effective when the administration and faculty were committed to the program, (2) production of media appeared to be weak, (3) majority of schools of the State appeared to be making provision for media budget, (4) lack of adequate time for the director or staff to provide media services, (5) inservice education was not provided for in most of the schools, (6) opportunities for the use of television and the video tape recorder were generally inadequate, and (7) the use of teaching machines and programmed materials, opaque materials, slides, and silent cartridge films was generally weak. The King

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[26]Kenneth Lee King, "An Evaluation of Teacher Utilization of Selected Educational Media in Relation to the Level of Sophistication of the Educational Media Program in Selected Oklahoma Public Schools" (unpublished Ed. D. dissertation, University of Oklahoma, 1969).

[27]Totten and Fulton, "Self-Evaluative Checklist and Criteria for Evaluating the Use of Educational Media."

evaluation includes aspects of qualitative standards in the Oklahoma public schools that are also involved in this study.[28]

Thus, the investigations reviewed in this chapter varied widely in terms of organization and of geography. Yet, certain program areas or major aspects of audio-visual programs appeared to be common to most of the studies. These common aspects are incorporated within the scope of this study since they encompass all major program elements used as indicators of program adequacy and audio-visual investigation.

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[28]King, "An Evaluation of Teacher Utilization of Selected Educational Media in Relation to the Level of Sophistication of the Educational Media Program in Selected Oklahoma Public Schools."

CHAPTER III

PROCEDURES FOR COLLECTING, ANALYZING, AND EVALUATING THE DATA

The purposes of Chapter III are to describe the methods used in the selection of population samples, to relate the procedures used to collect the data, to list the instruments used in the gathering of the data, to outline the methods used to analyze the data, and to indicate the criteria which influenced the formulation of evaluative judgments.

Collecting the Data

This study was an investigation of the educational media programs of selected public schools of Louisiana and a determination whether or not a relation exists between the media programs and teacher utilization of educational media in teaching. The study was limited to the fifty-eight parish systems of Louisiana which contain an educational media center and the selected public instructional units within the systems.

Data from three sources were needed in the solution of the problem identified in this study: (1) the educational media directors from each of the fifty-eight parish systems which contain an educational media center, (2) the principals and/or educational media coordinators from selected instructional units within those parishes, and (3) a random sample of teachers from selected instructional units within those parishes. The directors of the educational media centers from the fifty-eight parishes which contain an educational media center and the principals of selected instructional units within the fifty-eight parishes were selected from the names listed in the 1970-71 Louisiana School Directory.[1]

The teachers, on the other hand, were chosen at random from the instructional units of the fifty-eight parishes. Every fifth name was selected on the basis of where the name appeared on the teaching list for that parish for the 1970-71 school year.

Three instruments were used to collect the data. Fulton's "Educational Media Inventory Sheet" was sent to the educational media directors. Fulton's "Educational Media Inventory Sheet" and his "Evaluative Checklist for

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[1]Louisiana, Department of Public Education, Louisiana School Directory, Session 1970-71, Bulletin 1180 (Baton Route, La.: State Department of Public Education, 1970), pp. 28 and 174.

Self-Evaluating an Educational Media Program in School Systems" were sent to the principals. Totten and Fulton's "Evaluative Checklist for Evaluating the Use of Educational Media" was sent to the teachers.

"Educational Media Inventory Sheet"

The "Educational Media Inventory Sheet" was used to collect data to determine the quantitative status of audio-visual machines and materials in the selected instructional units and parish systems in Louisiana.

The Inventory Sheet was divided into two separate sections, one for Parish Systems and the other for Instructional Units. Copies of these Media Inventory Sheets appear in Appendixes B and C.

Evaluative Checklist for School Systems

An Evaluative Checklist was used to collect data to evaluate the status and functions of educational media programs in selected public schools in Louisiana. The Evaluative Checklist is based on "Criteria Relating to Educational Media Programs in School Systems," developed by Fulton. The Criteria appear in Appendix A. Data regarding the validity of the Criteria and Evaluative Checklist are given in the final report of the research project in which they were developed.[2]

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[2]Totten and Fulton, "Self-Evaluative Checklist and Criteria for Evaluating the Use of Educational Media," pp. 34-35.

This Evaluative Checklist was used to elicit judgments from the principal of each instructional unit regarding the strength of the twenty-two media program elements included within the scope of this study. Each major aspect of the Evaluative Checklist begins with a list of criteria, followed by the media program elements. The Evaluative Checklist for School Systems appears in Appendix D.

Each Evaluative Checklist item consists of descriptions of the four levels of adequacy at which the educational media programs operate. The description of the "upper" level of adequacy represents optimal criteria by which the particular element of the media program is judged. The description of the "middle" level of adequacy falls below the criteria relating to effective programs. The description of the "lower" level of adequacy falls far below the criteria. The description of the "undeveloped" level of adequacy refers to a situation in which no criteria are met. The following is a sample item from the Evaluative Checklist:

School System Media Staff

[1] [2] [3] No person has been assigned to look after the media program. Utilization of educational media is entirely the responsibility of the user.

[4] [5] [6] A staff person has been assigned to look after the media program. He performs more as a clerk and a technician than as a professional media person.

[7] [8] [9] A professional media person with some special training is in charge of the educational media program and has some professional, clerical and technical assistance. He and his assistants are primarily oriented toward the mechanical and technical aspects of the program.

[10] [11] [12] The educational media program is directed by a well qualified media specialist who is provided with sufficient professional, clerical, and technical staff to provide adequate media services from the school media center. Professional media staff members are oriented toward curriculum and instruction.

The Evaluative Checklist provided an opportunity for each respondent to rate the quality of his program at one of four levels of adequacy. Each level contains three places to check, giving the respondent an opportunity to rate each element as being at any one of twelve places on a scale from weak to strong.

Elements of the program which were checked by the respondents as being in the lowest or "undeveloped" range (1 and 3) of adequacy were considered not to have that segment of their program established. Such elements would therefore be categorized in the weak range of adequacy on the profile sheet in Chapter VI. Elements which were checked as being in the "lower" range (4 and 6) of adequacy were also considered weak. Elements which were checked as being in the "middle" range (7 to 9) of adequacy were considered neither weak nor strong. Elements which were checked as being in the "upper" range (10 to 12) of adequacy were considered strong.

Educational Media Utilization Checklist

The Totten-Fulton Utilization Checklist was used to collect data needed to evaluate the extent to which educational media are used in teaching in selected Louisiana public schools, and to determine the availability of educational media to teachers.

The Evaluation Checklist for Evaluating the Use of Educational Media was developed by Totten and Fulton for use in a doctoral study at the University of Oklahoma. The jury method was used in the construction of the Checklist. Data regarding the validity of the Criteria and the Utilization Checklist are given in the dissertation in which they were developed.[3]

The Utilization Checklist was used to elicit responses from teachers in selected public schools of Louisiana regarding the use of the nineteen media program elements included in the scope of this study. The Utilization Checklist which contains criteria concerning each major aspect of the Checklist was distributed to the randomly selected teachers. The Checklist for Evaluating the Use of Educational Media appears in Appendix E.

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[3]Hermon Lavon Totten, "An Analysis and Evaluation of the Use of Educational Media in the Teaching of Library Science in Accredited American Graduate Library Schools" (unpublished Ph. D. dissertation, University of Oklahoma, 1966), pp. 20-62.

Each Utilization Checklist item consists of descriptions of four ranges of educational media utilization. The description of the "upper" range of utilization represents optimum criteria by which the particular element of usage is judged. The description of the "middle" range of utilization represents usage that falls below the criteria relating to proper utilization. The description of the "lower" range of utilization represents usage that falls far below the criteria relating to proper utilization. The description of the "non-usage" range of utilization refers to a situation in which no criteria are met and no apparent utilization of media is made in teaching. The following is a sample item from the Utilization Checklist:

Dissemination of Information by Educational Television

☐1 ☐2 ☐3 In my teaching situation, educational television is never used to disseminate information.

☐4 ☐5 ☐6 In my teaching situation, educational television is rarely used to disseminate information.

☐7 ☐8 ☐9 In my teaching situation, educational television is occasionally used to disseminate information.

☐10 ☐11 ☐12 In my teaching situation, educational television is often used to disseminate information.

The Utilization Checklist provided an opportunity for each respondent to rate the utilization practices at one of four levels. Each level contains three places to check, giving the respondent an opportunity to rate each

element as being at any one of twelve places on a scale from weak to strong.

Elements of the Utilization Checklist which were checked by the respondents as being the lowest or "non-usage" range (1 to 3) of media utilization refer to a situation in which no criteria are met and no apparent utilization of media is made in teaching. Such elements would therefore be categorized in the weak range of the Utilization Profile Sheet in Chapter VI. Elements which were checked as being in the lower range (4 to 6) of media utilization were also considered weak. Elements which were checked as being in the "middle" range (7 to 9) of media utilization were considered neither weak nor strong. Elements which were checked as being in the "upper" range (10 to 12) of media utilization were considered strong.

Responses

The Inventory Sheet for School Systems, along with a cover letter, was distributed to the Director of each Educational Media Center of the fifty-eight parishes. The instrument was completed and returned by 41 or 71 percent of the school systems, as shown in Table 1. A copy of the cover letter is included in Appendix G.

The Evaluative Checklist and Inventory Sheet for Instructional Units, along with a cover letter, was sent to the principals of the 365 selected instructional units in

parishes that have an educational media center. The Evaluative Checklist was completed and returned by 206 or 56 percent of the instructional units, as shown in Table 1. The Inventory Sheet for Instructional Units was completed and returned by 205 or 56 percent of the instructional units. A copy of the cover letter sent with the Evaluative Checklist and Inventory Sheet for Instructional Units is found in Appendix H.

TABLE 1

NUMBER AND PERCENTAGE OF DIRECTORS OF MEDIA CENTERS RESPONDING TO THE INVENTORY SHEET FOR SCHOOL SYSTEMS, PRINCIPALS RESPONDING TO EVALUATION CHECKLIST AND INVENTORY SHEET FOR SCHOOLS, AND TEACHERS RESPONDING TO THE UTILIZATION CHECKLIST

Type of Respondents	Number in Sample	Number of Respondents		Percent Responding	
		E	I	E	I
Media Center Directors	58	41		71	
Principals	365	206	205	56	56
Teachers	365	239		65	

E = Evaluative Checklist.
I = Inventory Sheet for Schools.

The Utilization Checklist, along with a cover letter, was sent to 365 randomly selected public school teachers in the fifty-eight parishes. The Utilization

Checklist was completed and returned by 239 or 65 percent of the teachers as shown in Table 1. A copy of the cover letter sent to teachers appears in Appendix I.

Table 2 shows the percentage of subjects which responded to the cover letter sent with the data gathering instruments and to the follow-up letters. A copy of the follow-up letter concerning the Inventory Sheet for School Systems, sent to the Directors of the Media Centers, appears in Appendix J. A copy of the follow-up letter concerning the Evaluative Checklist and Inventory Sheet for School Systems, sent to the Principals, appears in Appendix K. A copy of the follow-up letter concerning the Utilization Checklist, sent to teachers, appears in Appendix L.

TABLE 2

PERCENTAGE OF DIRECTORS OF MEDIA CENTERS RESPONDING TO THE INVENTORY SHEET FOR SCHOOL SYSTEMS, PRINCIPALS RESPONDING TO EVALUATION CHECKLIST AND INVENTORY SHEET FOR INSTRUCTIONAL UNITS, AND TEACHERS RESPONDING TO THE UTILIZATION CHECKLIST BEFORE AND AFTER FOLLOW-UP LETTERS

Type of Respondents	Before Follow-up Letter		After Follow-up Letter		Total Responding	
	E	I	E	I	E	I
Media Center Directors	63		8		71	
Principals	32	32	24	23	56	55
Teachers	42		23		65	

E = Evaluative Checklist.
I = Inventory Sheet for Schools.

Enrollment Size Categories

For the purpose of analysis enrollment size categories were established for school systems and instructional units within the school systems. For parish systems, five enrollment size categories were established based on the parish system population (see Table 3).

TABLE 3

ENROLLMENT SIZE CATEGORIES OF THE PARISH SCHOOL SYSTEMS IN SAMPLE

Enrollment Size Categories	Number			
	School Systems	Instructional Units	Teachers	Students
50,000 and over	4	48	1,605	37,987
20,000 to 49,999	6	60	2,050	43,930
10,000 to 19,999	10	80	2,253	44,196
5,000 to 9,999	21	126	3,327	66,298
4,999 and less	17	51	1,199	24,857
Total	58	365	10,500	221,053

The largest enrollment size category of 50,000 and over includes 4 parish systems with 48 instructional units, 1,605 teachers, and 37,988 students. The 6 parish systems in the enrollment category of 20,000 to 49,999 include 60 instructional units, 2,050 teachers, and 43,877 students. The 10,000 to 19,999 enrollment category includes 10 parish

systems, 80 instructional units, 2,287 teachers, and 47,939 students. The 5,000 to 9,999 enrollment category includes 126 instructional units, 3,327 teachers, and 66,298 students. The 17 parish systems in the smallest enrollment category of 4,999 and less include 51 instructional units, 1,199 teachers, and 24,857 students. The complete sample includes 58 school systems, 365 instructional units, 10,500 teachers, and 221,053 students.

The instructional units were divided according to instructional unit population. Those instructional units which contained a population of 1,000 and more students were termed large size instructional units. The medium size instructional units have a population of 500 to 999 students. The small size instructional units have a population of 499 and less. Table 4 reflects the number of large, medium, and small size instructional units contained in each enrollment size category.

The number and percentage of Louisiana parish systems completing the Inventory Sheet appear in Table 5. In the enrollment size category of 50,000 and over there are 4 parish systems of which 3 responded. This reflects a 75 percent response. In the 20,000 to 49,999 enrollment size category there were 6 parish systems of which 5 responded. This reflects an 83 percent response. In the 10,000 to 19,999 enrollment size category there were 10

TABLE 4

NUMBER AND SIZE OF INSTRUCTIONAL UNITS IN SAMPLE IN EACH ENROLLMENT SIZE CATEGORY

Enrollment Size Categories	Type of Instructional Unit			
	Large	Medium	Small	Total
50,000 and over	11	22	15	48
20,000 to 49,999	12	28	20	60
10,000 to 19,999	11	33	37	80
5,000 to 9,999	13	44	69	126
4,999 and less	1	16	34	51
Total	48	143	175	365

Large = 1,000 and over.
Medium = 500 to 999.
Small = 499 and less.

parish systems of which 7 responded. This reflects a 70 percent response. In the 5,000 to 9,999 enrollment size category there were 21 parish systems of which 14 responded. This reflects a 76 percent response. In the 4,999 and less enrollment size category there were 17 parish systems of which 12 responded. This reflects a 71 percent response. A total of 71 percent, or 41 of the 58 parish systems in the sample, completed the Inventory Sheet for School Systems.

TABLE 5

NUMBER AND PERCENTAGE OF PARISH SYSTEMS COMPLETING THE INVENTORY SHEET BY ENROLLMENT SIZE

Enrollment Size Categories	School Systems in Sample	Number Responding	Percent Responding
50,000 and over	4	3	75
20,000 to 49,999	6	5	83
10,000 to 19,999	10	7	70
5,000 to 9,999	21	14	67
4,999 and less	17	12	71
Total	58	41	71

The number and percentage of Louisiana instructional units completing the Evaluative Checklist and Inventory Sheet for Instructional Units appear in Table 6.

The number and percentage of Louisiana instructional units (teachers) completing the Utilization Checklist appear in Table 7.

The number of instructional units in each of the enrollment categories and the number and percentage of responses to the Evaluative and Utilization Checklists are shown in Tables 8 through 12.

TABLE 6

NUMBER AND PERCENTAGE OF INSTRUCTIONAL UNITS COMPLETING THE EVALUATIVE CHECKLIST AND INVENTORY SHEET BY ENROLLMENT SIZE

Enrollment Size Categories	Instructional Units in Sample	Instructional Units Responding		Percent of Instructional Units Responding	
		E	I	E	I
50,000 and over	48	20	19	42	40
20,000 to 49,999	60	35	35	58	58
10,000 to 19,999	80	45	45	55	55
5,000 to 9,999	126	74	74	59	59
4,999 and less	51	32	32	63	63

E = Evaluative Checklist.

I = Inventory Sheet for Instructional Units.

TABLE 7

NUMBER AND PERCENTAGE OF INSTRUCTIONAL UNITS COMPLETING THE UTILIZATION CHECKLIST

Enrollment Size Categories	Instructional Units in Sample	Number of Instructional Units Responding	Percent of Instructional Units Responding
50,000 and over	48	30	63
20,000 to 49,999	60	37	62
10,000 to 19,999	80	52	65
5,000 to 9,999	126	85	67
4,999 and less	51	35	69
Total	365	239	65

TABLE 8

NUMBER OF INSTRUCTIONAL UNITS IN THE 50,000 AND OVER ENROLLMENT SIZE CATEGORY INCLUDING RESPONSES TO THE EVALUATIVE AND UTILIZATION CHECKLIST

	Type of Instructional Units							
	Large (N=11)		Medium (N=22)		Small (N=15)		Total (N=48)	
	E	U	E	U	E	U	E	U
Number of Instructional Units	5	8	9	15	6	7	20	30
Percentage of Instructional Units	45	72	40	68	40	46	42	64

E = Evaluative Checklist.

U = Utilization Checklist.

TABLE 9

NUMBER OF INSTRUCTIONAL UNITS IN THE 20,000 TO 49,999 ENROLLMENT SIZE CATEGORY INCLUDING RESPONSES TO THE EVALUATIVE AND UTILIZATION CHECKLIST

	Type of Instructional Units							
	Large (N=12)		Medium (N=28)		Small (N=20)		Total (N=60)	
	E	U	E	U	E	U	E	U
Number of Instructional Units	7	8	17	17	11	12	35	37
Percentage of Instructional Units	58	66	60	60	55	60	58	62

E = Evaluative Checklist.

U = Utilization Checklist.

TABLE 10

NUMBER OF INSTRUCTIONAL UNITS IN THE 10,000 TO 19,999 ENROLLMENT SIZE CATEGORY INCLUDING RESPONSES TO THE EVALUATIVE AND UTILIZATION CHECKLIST

	Type of Instructional Units							
	Large (N=11)		Medium (N=33)		Small (N=37)		Total (N=80)	
	E	U	E	U	E	U	E	U
Number of Instructional Units	8	9	22	23	15	20	45	52
Percentage of Instructional Units	80	90	66	69	40	54	55	65

E = Evaluative Checklist.

U = Utilization Checklist.

TABLE 11

NUMBER OF INSTRUCTIONAL UNITS IN THE 5,000 TO 9,999 ENROLLMENT SIZE CATEGORY INCLUDING RESPONSES TO THE EVALUATIVE AND UTILIZATION CHECKLIST

	Type of Instructional Units							
	Large (N=13)		Medium (N=44)		Small (N=69)		Total (N=126)	
	E	U	E	U	E	U	E	U
Number of Instructional Units	11	13	31	35	32	37	74	85
Percentage of Instructional Units	84	100	70	70	79	46	53	67

E = Evaluative Checklist.

U = Utilization Checklist.

TABLE 12

NUMBER OF INSTRUCTIONAL UNITS IN THE 4,999 AND LESS ENROLLMENT SIZE CATEGORY INCLUDING RESPONSES TO THE EVALUATIVE AND UTILIZATION CHECKLIST

	Type of Instructional Units							
	Large (N=1)		Medium (N=16)		Small (N=34)		Total (N=51)	
	E	U	E	U	E	U	E	U
Number of Instructional Units	1	1	10	10	22	24	33	35
Percentage of Instructional Units	100	100	62	62	64	70	63	69

E = Evaluative Checklist.

U = Utilization Checklist.

Procedures Used to Appraise the Quantitative Status of Educational Media Programs

Information regarding the quantitative status of educational media programs in the public school systems included in this study was used to determine the number and percentage of schools which met the "Standards for School Media Programs."[4] The number and percentage of schools meeting the basic and advance standards for materials and equipment are presented in Chapter IV.

Procedures Used to Evaluate Educational Media Programs

Data from returned Evaluative Checklists and Inventory Sheets were used to formulate evaluative judgments regarding the strength or weakness of certain elements of educational media programs in Louisiana Public Schools. An evaluative judgment was made for each of the twenty-two program elements in regard to the criteria for media program adequacy.

Institutional units in a given enrollment category were judged as being generally weak in relation to the criteria by which each program element was evaluated if more instructional units were judged by respondents as being in either the undeveloped or lower range of media

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[4]Joint Committee of the American Association of School Librarians and the Department of Audiovisual Instruction of the National Education Association, Standards for School Media Programs.

program adequacy than in either the middle or upper range of the evaluative checklist. Instructional units were considered as being weak in relation to the "Basic Standards" if the standards were not met.

Instructional units in a given enrollment category were judged as being generally neither weak nor strong in relation to the criteria by which each program element was evaluated if more instructional units were judged by respondents as being in the middle range of media program adequacy than in either the undeveloped, lower, or upper range of the Evaluative Checklist. Instructional units were considered as being neither weak nor strong in relation to the "Standards" if the basic standards were met, but the advanced standards were not met.

Instructional units in a given enrollment category were judged as being generally strong in relation to the criteria by which each program element was evaluated if more instructional units were judged by respondents as being in the upper range of media program adequacy than in the undeveloped, lower, or middle range of the Evaluative Checklist. Instructional units were considered as being strong in relation to the "Standards" if the advance standards were met.

Procedures Used to Evaluate Educational Media Utilization

The formulation of evaluative judgments relative to the Utilization Checklist was developed from the data that were returned by the respondents of the selected Louisiana Public Schools. An evaluative judgment was made for each of the nineteen utilization elements vis-à-vis the criteria for media utilization.

Instructional units in a given enrollment size category were judged as being generally weak in regard to the criteria by which each media utilization element was evaluated if more instructional units judged by respondents as being in either the non-usage or lower ranges of media utilization than in the middle or upper ranges of the Utilization Checklist.

Instructional units in a given enrollment size category were judged as being generally neither weak nor strong in relation to the criteria by which each media utilization element was evaluated if more instructional units were judged by respondents as being in the middle range of media utilization than in the non-usage, lower, or upper ranges of the Utilization Checklist.

Instructional units in a given enrollment size category were judged as being generally strong in relation to the criteria by which each media utilization element was evaluated if more instructional units were judged by

respondents as being in the upper range of media utilization than in the non-usage, lower, or middle ranges of the Utilization Checklist.

Evaluative judgments were made for the twenty-two elements of the Evaluative Checklist and the nineteen elements of the Utilization Checklist which are presented in Chapter IV. Analysis of the judgments made by the respondents of all instructional units in each enrollment size category that relate to each element of the Evaluative Checklist and the Utilization Checklist appear in Chapter V. The analysis of the elements is presented in profile form by enrollment size categories in Figures 1 through 10.

Formulation of Recommendations

Data obtained for this study were used as a basis for the formulation of recommendations for improving educational media activities in Louisiana. The primary purposes for formulating the recommendations were to provide a basis for bridging gaps between the parish media centers and the instructional units. The recommendations are presented in Chapter V.

CHAPTER IV

PART I. ANALYSIS AND EVALUATION OF QUANTITATIVE DATA TO ASCERTAIN THE QUANTITATIVE STATUS OF EDUCATIONAL MEDIA PROGRAMS

A further and final step in the design of this study is delineated in the tripartite purpose of this chapter. First, the quantitative status of the educational media programs in the public schools of Louisiana is ascertained by analyzing and evaluating the quantitative data assembled; the result is then immediately used to appraise the quantitative status of educational media programs in terms of standards. In the second part, educational media programs are analyzed and evaluated on the basis of level of adequacy. The concluding section, on the other hand, describes the level of utilization in the public schools of Louisiana, derived from data submitted by the instructional units.

Quantitative Status of Educational Media

Instructional Materials

There are three sources of instructional materials available to Louisiana public schools; namely, materials collections in the instructional units, parish media centers, and regional film centers. The regional film centers provide only 16mm films on a free rental basis. The majority of instructional materials which were available for use in Louisiana public schools were located in the parish media centers and instructional units; therefore, only the first two sources will be considered in this study.

Quantity of materials in the instructional units. The total number of items of certain types of instructional materials in the instructional units included in this study is shown in Table 13. The materials owned by the parish media centers will be summarized in a later table.

A review of Table 13 reveals that the larger instructional units included in this study appeared to have a significantly higher number of filmstrips, recordings, slides (2x2), and overhead transparencies, considering the number of teachers and students served, than did the smaller instructional units. Smaller instructional units included in the study, however, appeared to be better supplied with 16mm films. The lack of 8mm materials in each of the three

enrollment categories is due to an oversight on the part of the investigator.

TABLE 13

NUMBER OF SELECTED TYPES OF INSTRUCTIONAL MATERIALS PRESENT IN THE INSTRUCTIONAL UNITS OF LOUISIANA

Types of Materials	Number of Items by Enrollment Size of Instructional Units			
	(1)* N=32	(2) N=89	(3) N=84	Total N=205
Films, 16mm	18	22	303	343
Films, 8mm (reel)	0	0	0	0
Films, 8mm (loop)	0	0	0	0
Filmstrips	2,674	7,775	3,720	14,171
Recordings (tape & disc)	1,042	1,038	1,743	3,823
Slides, 2 x 2 inch	932	300	963	2,195
Overhead transparencies	2,585	4,733	1,710	9,028

Source: Inventory Sheet for Instructional Units

*Numbers in parentheses represent instructional unit enrollment categories as follows: (1) 1,000 and over; (2) 500 to 999; (3) 499 and less.

Table 14 shows the number and percentage of instructional units which contained certain types of instructional materials. A greater percentage of instructional materials was present in the smaller instructional units than in the larger instructional units.

TABLE 14

NUMBER AND PERCENTAGE OF INSTRUCTIONAL UNITS CONTAINING SELECTED TYPES OF INSTRUCTIONAL MATERIALS

Types of Materials	Number and Percentage of Instructional Units by Enrollment Size							
	(1)* N=32		(2) N=89		(3) N=84		Total N=205	
	#	%	#	%	#	%	#	%
Films, 16mm	9	28	11	7	10	5	40	10
Films, 8mm	0	0	0	0	0	0	0	0
Filmstrips	32	100	89	100	84	100	205	100
Recordings (tape & disc)	32	100	86	96	76	90	194	94
Slides, 2 x 2 inch	24	74	72	80	84	100	180	89
Overhead transparencies	28	87	89	100	84	100	201	98

Source: Inventory Sheet for Instructional Units.

*Numbers in parentheses represent instructional unit enrollment categories as follow: (1) 1,000 and over; (2) 500 to 999; (3) 499 and less.

Filmstrips were present in 100 percent of the instructional units. Recordings, slides, and overhead transparencies were present in more than 50 percent of the instructional units in each of the three enrollment size categories. The absence of 8mm filmed materials in each of the three enrollment categories is due to an oversight on the part of the investigator. Sixteen millimeter filmed materials were present in fewer instructional units than were other types of instructional materials. All instructional units contained each type of instructional materials shown in Table 13.

Quantity of materials in the Parish Media Centers. The major sources of instructional materials available to the instructional units in Louisiana are located in the materials collections in the parish media centers. The data indicated that all parish media centers included in this study distribute instructional materials to instructional units. The materials reported here are located in the parish media centers, but the totals include materials which are on loan to instructional units.

Table 15 reveals the number of items of selected types of instructional materials located in the parish media centers available to the instructional units upon request. The parish media centers in Louisiana were highly oriented to filmstrips, recordings, and overhead transparencies.

TABLE 15

NUMBER OF ITEMS OF SELECTED TYPES OF INSTRUCTIONAL MATERIALS PRESENT IN THE PARISH MEDIA CENTERS

Types of Materials	Number of Items by Enrollment Size of Parish Media Centers					
	(1)* N=3	(2) N=5	(3) N=7	(4) N=14	(5) N=12	Total N=41
Films, 16mm	0	16	1,000	450	12	1,478
Films, 8mm (reel)	0	0	0	0	0	0
Films, 8mm (loop)	0	0	0	0	0	0
Filmstrips	480	1,950	2,888	3,021	383	8,732
Recordings (tape & disc)	220	3,284	560	1,385	30	5,479
Slides, 2 x 2 inch	782	95	12	0	0	889
Overhead transparencies	0	3,255	1,584	938	460	6,237
Video tapes	50	30	0	15	40	135

Source: Inventory Sheet for School Systems.

*Numbers in parentheses represent the parish system enrollment categories as follows: (1) 50,000 and over; (2) 20,000 to 49,999; (3) 10,000 to 19,999; (4) 5,000 to 9,999; and (5) 4,999 and less.

Filmstrips, recordings, and overhead transparencies were present in all of the parish media centers. Four of the five parish media centers contain 16mm films, and closed circuit TV capability. Three of the five parish media centers contain 2 x 2 slides.

The number and percentage of parish media centers which contain certain types of instructional materials are shown in Table 16.

Equipment

Quantity of instructional equipment in the instructional units. Information pertaining to the quantitative status of certain types of instructional equipment in the instructional units appeared to be important in the evaluation of educational media programs in Louisiana public schools. Table 17 reveals the number of selected types of instructional equipment present in the instructional units included in this study.

There appeared to be little difference in the degree to which large and small instructional units were equipped with most types of instructional equipment. The smaller instructional units, however, were better equipped for the use of television for the improvement of instruction than the larger instructional units.

Quantity of media production equipment in the instructional units. The extent to which the instructional units included in this study were equipped to produce certain types of instructional materials was another solvent element in the evaluation of educational media programs in Louisiana public schools. The number as well as percentage

TABLE 16

NUMBER AND PERCENTAGE OF PARISH MEDIA CENTERS CONTAINING SELECTED TYPES OF INSTRUCTIONAL MATERIALS

Types of Materials	Number and Percentage of Parish Media Centers by Enrollment Size											
	(1)* N=3		(2) N=5		(3) N=7		(4) N=14		(5) N=12		Total N=41	
	#	%	#	%	#	%	#	%	#	%	#	%
Films, 16mm	0	0	1	20	6	85	5	35	4	33	16	40
Films, 8mm (reel)	0	0	0	0	0	0	0	0	0	0	0	0
Films, 8mm (loop)	0	0	0	0	0	0	0	0	0	0	0	0
Filmstrips	2	67	5	100	7	100	11	78	8	67	33	81
Recordings (tape & disc)	2	67	5	100	5	71	11	78	8	67	31	80
Slides, 2 x 2 inch	2	67	3	60	4	57	6	42	4	39	19	46
Overhead transparencies	3	100	5	100	7	100	14	100	12	100	41	100
Video tapes	3	100	5	100	6	85	9	64	7	58	27	65

Source: Inventory Sheet for School Systems.

*Numbers in parentheses represent the parish system enrollment categories: (1) 50,000 and over; (2) 20,000 to 49,999; (3) 10,000 to 19,999; (4) 5,000 to 9,999; and (5) 4,999 and less.

TABLE 17

NUMBER OF SELECTED TYPES OF INSTRUCTIONAL EQUIPMENT PRESENT IN THE INSTRUCTIONAL UNITS OF LOUISIANA

Type of Equipment	Number of Items by Enrollment Size of Instructional Units			
	(1)* N=32	(2) N=89	(3) N=84	Total N=205
Motion picture projector:				
16mm	90	277	193	560
8mm (reel & loop)	29	65	80	174
Slide projector, automatic	63	80	71	214
Filmstrip-slide projector	144	258	326	728
Overhead projector	300	900	1,008	2,208
Micro-projector	2	1	0	3
Tape recorder	120	231	327	678
Recorder player	95	206	361	662
Video-tape recorder and play back system	1	2	5	8

Source: Inventory Sheet for Instructional Units.

*Numbers in parentheses represent the instructional unit enrollment categories as follow: (1) 1,000 and over; (2) 500-999; (3) 499 and less.

of instructional units which contain certain types of media production equipment is shown in Table 18.

TABLE 18

NUMBER AND PERCENTAGE OF LOUISIANA INSTRUCTIONAL UNITS CONTAINING SELECTED TYPES OF MEDIA PRODUCTION EQUIPMENT

Types of Equipment	Number and Percentage of Instructional Units by Enrollment Size							
	(1)* N=32		(2) N=89		(3) N=84		Total N=205	
	#	%	#	%	#	%	#	%
Cameras								
16mm motion picture	3	9	7	7	2	2	12	5
8mm motion picture	5	15	3	3	1	1	9	4
35mm still	5	15	9	10	4	4	19	9
Polaroid	14	43	14	15	9	10	37	18
Dry mount press	7	21	9	10	3	3	19	9
Transparency making equipment								
Thermo	24	75	19	21	7	8	50	24
Diazo	2	6	2	2	0	0	4	1
Photocopy	18	56	7	7	4	4	29	14
Mechanical lettering	13	40	2	2	4	4	19	9
Darkroom	0	0	0	0	0	0	0	0
Tape duplicator	0	0	0	0	0	0	0	0
CCTV--Camera, videorecorder and monitors	3	9	2	2	6	7	11	5

*Numbers in parentheses represent instructional unit enrollment categories as follow: (1) 1,000 and over; (2) 500 to 999; (3) 499 and less.

Data presented in Table 18 indicate emphatically that a greater percentage of the larger instructional units was equipped to produce instructional materials than the smaller units. Forty percent and more of the larger instructional units included in the study were generally better equipped to produce overhead transparencies, Polaroid photography, and materials requiring the use of mechanical lettering devices than other types of instructional materials.

Quantity of media production equipment in the parish media centers. Table 19 denotes the number and percentage of certain types of production equipment and facilities which are available to the instructional units upon request.

There appeared to be little difference in the degree to which parish media centers of various sizes were equipped with most types of production equipment. Not surprisingly, the two parish media centers of larger size were better equipped for media production than the smaller parish media centers.

Physical Facilities for Education Media

Quantitative data concerning certain types of permanent media installations in the classrooms of Louisiana public schools appear to be important to the educational

TABLE 19

NUMBER AND PERCENTAGE OF PARISH MEDIA CENTERS CONTAINING CERTAIN TYPES OF PRODUCTION EQUIPMENT AND FACILITIES

Type of Equipment or Facilities	Number and Percentage of Parish Media Centers by Enrollment Size											
	(1)* N=3		(2) N=5		(3) N=7		(4) N=14		(5) N=12		Total N=41	
	#	%	#	%	#	%	#	%	#	%	#	%
Motion picture												
16mm	1	30	4	80	5	71	4	29	0	0	14	35
8mm	0	0	2	40	4	57	2	14	1	8	9	21
Still photography												
35mm	3	100	3	60	4	57	12	85	3	25	24	58
Polaroid	1	30	4	80	4	57	12	85	3	25	24	58
Transparency making												
Thermo	3	100	5	100	6	85	10	71	12	100	36	87
Diazo	3	100	5	100	6	85	9	64	9	75	32	78
Photocopy	2	66	4	80	3	42	6	42	4	33	19	46
Dry mount press	3	100	5	100	7	100	11	78	12	100	38	92
Mechanical lettering	3	100	5	100	7	100	11	78	12	100	38	92
Audio tape duplication	2	66	3	60	0	0	0	0	1	8	6	14
Graphic production	2	66	3	60	2	28	6	42	4	33	17	41
CCTV--camera, video-recorder, & monitors)	2	66	4	80	4	57	2	14	3	25	15	36
Darkroom	3	100	5	100	7	100	14	100	12	100	41	100

Source: Inventory Sheet for School Systems.

*Numbers in parentheses represent the parish system enollment categories as follow: (1) 50,000 and over; (2) 20,000 to 49,999; (3) 10,000 to 19,999; (4) 5,000 to 9,999; and (5) 4,999 and less.

media programs in the public schools. Table 20 shows the percentage of classrooms in the instructional units included in the study which were equipped with certain types of permanent installations.

TABLE 20

PERCENTAGE OF INSTRUCTIONAL UNIT CLASSROOMS EQUIPPED WITH SELECTED TYPES OF PERMANENT MEDIA INSTALLATIONS

Type of Installation	Percentage of Classrooms by Enrollment Size			
	(1)* N=447	(2) N=1394	(3) N=953	Total N=2794
Light control facilities	47	38	34	40
Permanently installed screens	60	52	41	50
Closed-circuit television wiring	2	0	0	- 1

Source: Inventory Sheet for Instructional Units.

*Numbers in parentheses represent the instructional unit enrollment categories as follow: (1) 1,000 and over; (2) 500 to 999; (3) 599 and less.

The data in Table 20 indicate that more than 30 percent of the classrooms in the instructional units included in this study were provided with some degree of light control. Fewer classrooms in the smaller instructional units were provided with light control than were classrooms in the medium and large instructional units included in the

study, but the range of difference, 34 to 47, is not an inordinate one.

Permanently installed projection screens were provided in more than 40 percent of the classrooms included in the study, as indicated in Table 20. The two larger sized instructional units are better equipped with permanently installed screens than were the smaller sized instructional units.

Closed-circuit television wiring was present in less than 5 percent of the classrooms in instructional units included in the study. In a disappointing report, none of the classrooms in the smaller instructional units were found to be wired for closed-circuit television.

Educational Media Staff

No program, regardless of equipment, can hope to succeed without adequate staff in terms of numbers and quality. Thus, the number of educational media staff members present in the parish media centers included in the study was an important criterion in weighing the educational media programs in Louisiana public schools. Table 21 shows the number of educational media directors present in the parish media centers included in the study and, what is very pertinent, the proportion of time they were assigned to media duties.

TABLE 21

PERCENTAGE OF EDUCATIONAL MEDIA DIRECTORS IN PARISH MEDIA CENTERS, BY PROPORTION OF TIME ASSIGNED TO MEDIA DUTIES

Time Assigned to Media Duties	Percentage of Media Directors by Enrollment Size of Parish Media Centers					
	(1)* N=3	(2) N=5	(3) N=7	(4) N=14	(5) N=12	Total N=41
Full-time	100	100	100	92	83	93
Less than full-time	0	0	0	8	16	7

Source: Inventory Sheet for School Systems.

*Numbers in parentheses represent the parish media center enrollment categories as follow: (1) 50,000 and over; (2) 20,000 to 49,999; (3) 10,000 to 19,999; (4) 5,000 to 9,999; and (5) 4,999 and less.

Table 21 indicates that of the forty-one parish media center respondents, thirty-eight or 93 percent of the parish centers had the services of a full-time media director; three or 7 percent of the centers had the services of a media director less than full-time.

The number of professional media staff members, other than the director, present in all of the parish media centers is shown in Table 22. The larger parish media centers had significantly more professional and technical than the smaller media centers, yet there was no marked difference in the number of clerical staff members present in all the categories of the parish media centers.

TABLE 22

NUMBER AND PERCENTAGE OF EDUCATIONAL MEDIA STAFF MEMBERS OTHER THAN DIRECTORS IN PARISH MEDIA CENTERS

Type of Staff Member	Number and Percentage of Staff Members by Enrollment Size of Media Centers											
	(1)* N=3		(2) N=5		(3) N=7		(4) N=14		(5) N=12		Total N=41	
	#	%	#	%	#	%	#	%	#	%	#	%
Professional	9	3.00	7	1.40	20	2.85	17	1.21	12	1.00	65	1.59
Technical	6	2.00	8	1.60	9	1.29	15	1.07	13	1.08	51	1.24
Clerical	3	1.00	5	1.00	7	1.00	9	.64	5	.41	29	.71
Total	18	6.00	20	4.00	36	5.14	41	2.92	30	2.50	145	3.54

Source: Inventory Sheet for School Systems.

*Numbers in parentheses represent the parish media center enrollment categories as follow: (1) 50,000 and over; (2) 20,000 to 49,999; (3) 10,000 to 19,999; (4) 5,000 to 9,999; and (5) 4,999 and less.

Appraisal of the Quantitative Status of Educational Media Programs in Louisiana Public Schools Based on Standards for School Media Programs

Instructional Materials

Standards for School Media Programs[1] contains guidelines for several types of instructional materials: 16mm motion picture films, 8mm motion picture films, 35mm filmstrips, tape and disc recordings, and transparencies. An appraisal of the extent to which instructional units included in this study met the standards for instructional materials of these types appeared to be important in the educational media programs in Louisiana public schools.

16mm Motion Picture Films. The recommended standard for 16mm motion picture films may be stated in terms of accessibility: access to a minimum of 3,000 titles supplemented by duplicates and rentals. The acquisition of 16mm films at the building level would depend upon the extent and frequency of use of individual film titles in the school, upon the availability of a system media center and its collection of film resources, and upon other factors. Whatever the source, the films must be quickly and easily accessible to the students and teachers requiring them.

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[1]Joint Committee of the American Association of School Librarians and the Department of Audiovisual Instruction of the National Education Association, Standards for School Media Programs.

Table 23 indicates that 4 or 12 percent of the large instructional units met the recommended standards for 16mm films, 4 or 4 percent of the medium sized, and none of the small instructional units met the recommended standards for 16mm films. Those instructional units which met the recommended standards for 16mm films were located in close proximity to the regional film centers.

TABLE 23

NUMBER AND PERCENTAGE OF LOUISIANA PUBLIC SCHOOLS MEETING THE RECOMMENDED STANDARDS FOR INSTRUCTIONAL MATERIALS

Instructional Materials	Schools Meeting Recommended Standards							
	(1)* N=32		(2) N=89		(3) N=84		Total N=205	
	#	%	#	%	#	%	#	%
Films, 16mm	4	12	4	4	0	0	8	3
Filmstrips	6	18	8	8	90	10	27	11
Sound recording (tape & disc)	12	37	5	5	0	0	17	8
Transparencies	11	34	18	20	16	19	45	21

Source: Inventory Sheet for Instructional Units.

*Numbers in parentheses represent the instructional unit enrollment categories as follow: (1) 1,000 and over; (2) 500 to 999; (3) 499 and less.

Filmstrips, 35mm. The recommended standard for 35mm filmstrips is 500-1,000 titles, representing 1,500

prints or 3 prints per pupil, whichever is greater. Table 23 reveals that 10 or 31 percent of the large instructional units met recommended standards for filmstrips, 8 or 8 percent of the medium sized, and 6 or 7 percent of the small sized.

Sound recording (tape and disc). The recommended standards for tape and disc recordings is 1,000-2,000 titles, representing 3,000 records or tapes or 6 per student, whichever is greater. Table 23 indicates that 12 or 37 percent of the large instructional units met the recommended standards for sound recordings, 5 or 5 percent of the medium sized, and none of the small.

Transparencies. The recommended standard for transparencies is 2,000 transparencies, plus a selection of subject matter masters. Table 23 shows that 11 or 34 percent of the large instructional units met the recommended standards for transparencies, 18 or 20 percent of the medium sized, and 16 or 19 percent of the small.

The absence of 8mm filmed materials in each of the three enrollment categories results from an oversight on the part of the investigator.

The evidence cited indicates, furthermore, a significantly greater number of large instructional units met the recommended standards for all types of instructional materials.

Equipment

Standards for School Media Programs[2] contains guidelines for several types of equipment. The extent to which instructional units included in this study met the recommended standards is shown in Table 24. The recommended standards have been stated in two specifications, basic and advance. The basic specifications indicate quantities needed for a functioning program, more traditional in nature. The advance recommendations present quantities that will be needed in those instructional units with such instructional approaches as individualization of instruction and independent study. It is recognized that in certain types of innovative programs even the advanced level will need to be exceeded.

16mm motion picture projector. The basic recommended standard for 16mm motion picture projectors is one per four teaching stations plus two per media center. Table 24 indicates that the basic standard was met by 15 or 46 percent of the large instructional units, 20 or 22 percent of the medium sized, and 12 or 14 percent of the small instructional units for 16mm motion picture projectors.

The advance recommended standard for 16mm motion picture projectors is one projector per two teaching stations plus five projectors per media center. Table 24 reveals that 3 or 9 percent of the larger instructional

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[2] Ibid.

TABLE 24

NUMBER AND PERCENTAGE OF LOUISIANA PUBLIC SCHOOLS MEETING BASIC AND ADVANCE STANDARDS FOR INSTRUCTIONAL EQUIPMENT

Type of Equipment	Schools Meeting Standards							
	(1)* N=32		(2) N=89		(3) N=84		Total N=205	
	#	%	#	%	#	%	#	%
Basic Standards								
Projector, 16mm	15	47	20	22	12	14	47	22
Projector, 8mm	0	0	0	0	0	0	0	0
Slide projector, automatic	4	12	9	10	0	0	13	6
Filmstrip-slide projector	7	21	5	5	0	0	12	5
Overhead projector 10 x 10 inch	20	62	39	43	27	32	86	41
Record player	3	9	1	1	0	0	4	1
Tape recorder	2	6	1	1	0	0	3	1
Micro-projector	0	0	0	0	0	0	0	0
Opaque projector	2	6	3	3	1	1	6	3
Video tape recorder system	0	0	0	0	1	1	1	1
Production equipment	0	0	0	0	0	0	0	0

Source: Inventory Sheet for Instructional Units.

*Numbers in parentheses represent the instructional unit enrollment categories as follow: (1) 1,000 and over; (2) 500 to 999; (3) 499 and less.

TABLE 24--Continued

Type of Equipment	Schools Meeting Standards							
	(1)* N=32		(2) N=89		(3) N=84		Total N=205	
	#	%	#	%	#	%	#	%
Advance Standards								
Projector, 16mm	3	9	3	3	0	0	8	3
Projector, 8mm	0	0	0	0	0	0	0	0
Slide projector, automatic	3	9	0	0	0	0	3	1
Filmstrip-slide projector	5	15	2	2	0	0	7	3
Overhead projector 10 x 10 inch	3	9	1	1	0	0	4	1
Record player	0	0	0	0	0	0	0	0
Tape recorder	0	0	0	0	0	0	0	0
Micro-projector	0	0	0	0	0	0	0	0
Opaque projector	0	0	0	0	0	0	0	0
Video tape recorder system	0	0	0	0	0	0	0	0
Production equipment	0	0	0	0	0	0	0	0

units, 3 or 3 percent of the medium instructional units, and none of the small instructional units met the advance standards for 16mm motion picture projectors.

8mm motion picture projectors. The basic recommended standard for 8mm motion picture projectors is one projector per three teaching stations plus fifteen per media center. Table 24 shows that the basic standards were met by none of the instructional units.

The advance recommended standard for 8mm motion picture projectors is one projector per three teaching stations plus twenty-five projectors per media center. The advance standards were met by none of the instructional units, as shown in Table 24.

2 x 2 slide projector (remotely controlled). The basic recommended standard for 2 x 2 slide projectors is one projector for five teaching stations plus two per media center. Table 24 indicates that 4 or 12 percent of the larger instructional units, 9 or 10 percent of the medium instructional units, and none of the small instructional units included in this study met the basic recommended standard for 2 x 2 slide projectors (remotely controlled).

The advance recommended standards for 2 x 2 slide projectors (remotely controlled) is one projector per three teaching stations plus five projectors per media center. Table 24 reveals 3 or 9 percent of the large instructional

units, and none of the medium or small instructional units included in this study met the advance recommended standard for 2 x 2 slide projectors (remotely controlled).

Combination filmstrip and slide projector. The basic recommended standard for filmstrip-slide projector combinations is one projector per three teaching stations plus one projector per media center. Seven or 21 percent of the large instructional units, 5 or 5 percent of the medium sized, and none of the small met the basic standard for combination filmstrip-slide projectors, as indicated in Table 24.

The advance recommended standard for the filmstrip-slide projector combinations is one per teaching station plus 4 per media center. Table 24 shows that 5 or 15 percent of the large instructional units, 2 or 2 percent of the medium sized, and none of the small met the advance standard for combination filmstrip-slide projectors.

Overhead projector, 10 x 10 inch. The basic recommended standard for 10 x 10 overhead projectors is one projector per teaching station plus two per media center. Table 24 reveals that 20 or 62 percent of the large instructional units, 39 or 43 percent of the medium sized, and 27 or 32 percent of the small met the basic standards for 10 x 10 inch overhead projectors.

The advance recommended standard for 10 x 10 inch overhead projectors is one projector per teaching station plus four per media center. Table 24 indicates that 3 or 9 percent of the large instructional units, 1 or 1 percent of the medium sized, and none of the small met the advance standard for 10 x 10 inch overhead projectors.

Opaque projector. The basic recommended standard for opaque projectors is one projector per twenty-five teaching stations or one per floor in multifloor buildings. Table 24 reveals that 2 or 6 percent of the large instructional units, 3 or 3 percent of the medium sized, and 1 or 1 percent of the small met the basic standard for opaque projectors.

The advance recommended standard for opaque projectors is one per fifteen teaching stations plus two per media center. None of the instructional units met the advance standard for opaque projectors, as shown in Table 19.

Record player. The basic recommended standard for record players is one per teaching station, K-3; one per fifteen teaching stations in junior high and secondary schools plus three per media center; one set of earphones for each player. Table 24 shows that 3 or 9 percent of the large instructional units, 1 or 1 percent of the medium, and none of the small met the basic standard for record players.

The advance recommended standard for record players is one per teaching station, K-6, plus five per media center; one per five teaching stations, plus five per media center in junior high and secondary schools; one set of earphones for each player. None of the instructional units met the advance standard for record players, as indicated in Table 24.

Audio tape recorder. The basic standard for audio tape recorders is one per two teaching stations in elementary schools plus two per media center; one per ten teaching stations in junior high and secondary schools plus two per media center; one set of earphones for each recorder. Table 24 indicates that 2 or 6 percent of the large instructional units, 1 or 1 percent of the medium sized, and none of the small met the basic standards for audio tape recorders.

Micro-projector. The basic recommended standard for micro-projectors is one projector per twenty teaching stations. None of the instructional units met the basic or advance standards for micro-projectors, as shown in Table 24.

Video tape recorder. The basic recommended standard for video tape recorder systems is one system per fifteen teaching stations with a minimum of two recorders per building. Table 24 reveals that none of the instructional units met the basic or advance standards for video tape recorder systems.

Local production equipment. The recommended standard for production equipment is one of each of the following per building: dry mount press, paper cutter, two types of transparency production equipment, 16mm camera, film splicer (8mm and 16mm), tape splicer, slide reproducer, mechanical lettering devices, and portable chalkboard. As indicated in Table 24, none of the instructional units met the recommended standard.

PART II. ANALYSIS AND EVALUATION OF DATA RELATED TO THE EDUCATIONAL MEDIA PROGRAM

The evaluation of educational media programs in the Louisiana public schools is organized around six major aspects of educational media programs: (1) School System Educational Media Services, which deal with the commitment of the administration and faculty toward the provision for a media program; (2) Educational Media Services for Curriculum and Instruction; (3) the Educational Media Center; (4) Physical Facilities for Educational Media; (5) Budget and Finance of the Educational Media Program; and (6) Educational Media Staff.

Evaluation of School System Educational Media Services

Section I of the Evaluative Checklist contains five educational media program elements relating to the commitment of the administration and faculty of the Louisiana public schools toward the provision for a media program. An evaluation of the five educational media program elements relating to Section I of the Evaluative Checklist is

presented here. Table 30 indicates the percentage of instructional units that responded to each of the four ranges of program adequacy.

The evaluation of school system educational media services was based on criteria developed by Fulton, whose criteria appear in entirety in Appendix A. These criteria were used as a basis for developing the Evaluative Checklist used in this study.

Element I-A: Commitment to the Media Program

The data. Element I-A of the Evaluative Checklist was designed to elicit judgmental responses relating to the commitment of the administration and faculty to the provision of a school system educational media program. Criteria that were used as a basis for the evaluation of this element of educational media programs in Louisiana public schools appear in Appendix D.

The data collected reveal that 82 instructional units or 40 percent of all respondents in all sizes of parish systems judged their instructional units in the undeveloped and lower ranges of media program adequacy, 68 instructional units or 33 percent in the middle range, and 52 or 26 percent in the upper range of media program adequacy.

Evaluation of data. The data cited, as shown in Table 25, indicate that 82 instructional units or 40 percent

of all respondents in all sizes of parish systems were generally weak in the commitment of administrators and faculty to the provision of school system educational media programs. The data further reveal that of the 82 instructional units, which were judged as being generally weak in the commitment of administrators and faculty to the provision of school system educational media programs, 13 or 15 percent were large, 30 or 36 percent were medium sized, and 39 or 47 percent were small instructional units. The data reveal still further that of the 39 small instructional units 30 percent were in parish systems of 10,000 to 19,999 enrollment.

TABLE 25

NUMBER AND PERCENTAGE OF RESPONDENTS WHICH JUDGED THEIR INSTRUCTIONAL UNITS AS BEING WEAK TO THE COMMITMENT OF THE ADMINISTRATION AND FACULTY TO THE PROVISION OF SCHOOL SYSTEM EDUCATIONAL MEDIA PROGRAMS

Instructional Units	Instructional Unit Size			Total
	(1)* Large	(2) Medium	(3) Small	
Number	13	30	39	82
Percentage	15	36	47	40

Source: Evaluative Checklist Utilization.

*Numbers in parentheses represent enrollment categories of the instructional units as follow: (1) 1,000 and over; (2) 500 to 999; and (3) 499 and less.

Element I-B: Commitment to Educational Media as Integral Parts of Instruction

The data. Element I-B of the Evaluative Checklist was designed to elicit judgmental responses regarding the extent to which an instructional unit meets the criteria relating to the commitment of the administration and faculty to the provision and use of educational media as integral parts of the school system instructional program. Criteria that were used as a basis for the evaluation of this element of educational media programs in Louisiana public schools appear in Appendix D.

Data collected reveal that 78 instructional units or 38 percent of all respondents in all parish systems judged their instructional units in the middle range of media program adequacy, 65 instructional units or 32 percent in the upper range, and 60 or 25 percent in the undeveloped and lower range of media program adequacy.

Evaluation of data. The data cited, as shown in Table 26, indicate that 78 instructional units or 38 percent of all respondents in all sizes of parish systems were generally neither weak nor strong to the commitment of the administration and faculty to the provision and use of educational media as integral parts of the school system instructional program. The data further reveal that of the 78 instructional units, which were judged as being neither weak nor strong to the commitment to educational media as

integral parts of instruction, 11 or 14 percent were large, 31 or 39 percent were of medium size, and 36 or 46 percent were small instructional units. The data reveal still further that of the 36 small instructional units, 19 percent were in parish systems of 5,000 to 10,000 enrollment.

TABLE 26

NUMBER AND PERCENTAGE OF RESPONDENTS WHICH JUDGED THEIR INSTRUCTIONAL UNITS AS BEING NEITHER WEAK NOR STRONG TO THE COMMITMENT OF THE ADMINISTRATION AND FACULTY TO THE PROVISION AND USE OF EDUCATIONAL MEDIA AS AN INTEGRAL PART OF THE SCHOOL SYSTEM INSTRUCTIONAL PROGRAM

Instructional Units	Instructional Unit Size			Total
	(1) Large	(2) Medium	(3) Small	
Number	11	31	36	78
Percentage	14	39	46	38

Source: Evaluative Checklist.

*Numbers in parentheses represent enrollment categories of the instructional units as follow: (1) 1,000 and over; (2) 500 to 999; and (3) 499 and less.

Element I-C: Commitment to Providing Educational Media Facilities

The data. Element I-C of the Evaluative Checklist was designed to elicit judgmental responses regarding the extent to which an instructional unit meets the criteria relating to the commitment of the administration and faculty

to providing educational media facilities. Criteria that were used as a basis for the evaluation of this element of educational media programs in Louisiana public schools appear in Appendix D.

Data collected in this study reveal that 126 instructional units or 62 percent of all respondents in parish systems of all sizes judged their instructional units in the undeveloped and lower range of media program adequacy, 25 instructional units or 12 percent in the middle range, and 51 or 26 percent in the upper range of media program adequacy.

Evaluation of data. The data cited, as shown in Table 27, indicate that 126 instructional units or 62 percent of all respondents in parish systems of all sizes were generally weak in the commitment of the administration and faculty to providing educational media facilities. The data further reveal that of the 126 instructional units, which were judged as being generally weak in the commitment to providing educational media facilities, 22 instructional units or 17 percent were large, 48 or 35 percent were of medium size, and 56 or 44 percent were small instructional units. The data reveal still further that of the 56 small instructional units, 36 percent were in parish systems of 5,000 to 9,999 enrollment.

TABLE 27

NUMBER AND PERCENTAGE OF RESPONDENTS WHICH JUDGED THEIR INSTRUCTIONAL UNITS AS BEING WEAK TO THE COMMITMENT OF THE ADMINISTRATION AND FACULTY TO PROVIDING EDUCATIONAL MEDIA FACILITIES

Instructional Units	Instructional Unit Size			Total
	(1)* Large	(2) Medium	(3) Small	
Number	22	48	56	126
Percentage	17	38	44	62

Source: Evaluative Checklist.

*Numbers in parentheses represent enrollment categories of the instructional units as follow: (1) 1,000 and over; (2) 500 to 999; and (3) 499 and less.

Element I-D: Commitment to Financing the Educational Media Program

The data. Element I-D of the Evaluative Checklist was designed to elicit judgmental responses regarding the extent to which an instructional unit meets the criteria relating to the commitment of the administration and faculty to financing the educational media program. Criteria that were used as a basis for the evaluation of this element of educational media programs in Louisiana public schools appear in Appendix D.

Data collected reveal that 114 instructional units or 56 percent of all respondents in parish systems of all sizes judged their instructional units in the undeveloped

and lower range of media program adequacy, 40 instructional units or 20 percent in the middle range, and 50 or 25 percent in the upper range of media program adequacy.

Evaluation of data. The data cited, as shown in Table 28, indicate that 114 instructional units or 56 percent of all respondents in parish systems of all sizes were generally weak to the commitment of the administration and faculty to financing the educational media program.

TABLE 28

NUMBER AND PERCENTAGE OF RESPONDENTS WHICH JUDGED THEIR INSTRUCTIONAL UNITS AS BEING WEAK TO THE COMMITMENT OF THE ADMINISTRATION AND FACULTY TO FINANCING THE EDUCATIONAL MEDIA PROGRAM

Instructional Units	Instructional Unit Size			Total
	(1)* Large	(2) Medium	(3) Small	
Number	28	37	49	114
Percentage	24	32	42	56

Source: Evaluative Checklist.

*Numbers in parentheses represent enrollment categories of the instructional units as follow: (1) 1,000 and over; (2) 500 to 999; and (3) 499 and less.

The data further reveal that of the 114 instructional units, which were judged as being generally weak to financing the educational media program, 28 or 24 percent were large instructional units, 37 or 32 percent were of medium size,

and 49 or 42 percent were small. The data reveal still further that of the 49 small instructional units 36 percent were in the 4,999 and less sized parish systems.

Element I-E: Commitment to Staffing the Educational Media Program

The data. Element I-E of the Evaluative Checklist was designed to elicit judgmental responses regarding the extent to which an instructional unit meets the criteria relating to the commitment of the administration and faculty to staffing the educational media program. Criteria that were used as a basis for the evaluation of this element of educational media programs in Louisiana public schools appear in Appendix D.

Data collected reveal that 118 instructional units or 58 percent of all respondents in parish systems of all sizes judged their instructional units in the undeveloped and lower range of media program adequacy, 67 instructional units or 33 percent in the middle range, and 18 or 9 percent in the upper range of media program adequacy.

Evaluation of data. The data cited, as shown in Table 29, indicate that 118 instructional units or 58 percent of all respondents in parish systems of all sizes were generally weak to the commitment of the administration and faculty to staffing the educational media program. The data further reveal that of the 118 instructional units,

which were judged as being generally weak to staffing the educational media program, 25 or 21 percent were large instructional units, 47 or 39 percent were of medium size, and 46 or 38 percent were small. The data in this study reveal still further that of the 47 medium instructional units 30 percent were in parish systems of 10,000 to 19,999 enrollment

TABLE 29

NUMBER AND PERCENTAGE OF RESPONDENTS WHICH JUDGED THEIR INSTRUCTIONAL UNITS AS BEING GENERALLY WEAK TO THE COMMITMENT OF THE ADMINISTRATION AND FACULTY TO STAFFING THE EDUCATIONAL MEDIA PROGRAM

Instructional Units	Instructional Unit Size			Total
	(1)* Large	(2) Medium	(3) Small	
Number	25	47	46	118
Percentage	21	39	38	58

Source: Evaluative Checklist.

*Numbers in parentheses represent enrollment categories of the instructional units as follow: (1) 1,000 and over; (2) 500 to 999; and (3) 499 and less.

TABLE 30

PERCENTAGE OF INSTRUCTIONAL UNITS IN EACH ENROLLMENT CATEGORY WHICH WERE IN THE FOUR RANGES OF MEDIA PROGRAM ADEQUACY ON PROGRAM ELEMENTS INCLUDED WITHIN THE ASPECT OF SCHOOL SYSTEM MEDIA SERVICES

Media Program Element	Percentage of Instructional Units in Each Range of Media Program Adequacy by Enrollment Size																			
	Undeveloped					Lower					Middle					Upper				
	A 48	B 60	C 80	D 126	E 51	A 48	B 60	C 80	D 126	E 51	A 48	B 60	C 80	D 126	E 51	A 48	B 60	C 80	D 126	E 51[b]
Commitment to:																				
I-A Media Program	19	12	25	20	14	10	5	4	5	2	8	12	20	25	18	6	13	18	16	14
I-B Educ. Media as Integral Parts of Instruction	10	8	13	17	10	10	3	3	3	2	15	20	25	24	18	13	18	28	13	20
I-C Providing Educ. Media Facilities	10	23	30	31	29	4	7	8	8	8	10	8	8	6	2	6	19	15	18	14
I-D Financing the Educ. Media Program	21	15	24	22	18	6	8	8	13	18	8	10	15	12	6	19	15	18	10	12
I-E Staffing Educ. Media Program	21	23	39	26	12	13	10	6	5	2	28	28	20	13	10	6	10	14	6	8

Source: Evaluative Checklist, Section I.

[a]Letters represent enrollment categories as follows: A = 50,000 and over; B = 20,000 to 49,999; C = 10,000 to 19,999; D = 5,000 to 9,999; E = 4,999 and less.

[b]The numbers below the enrollment size categories represent the number of instructional units in each size category.

Evaluation of Educational Media Services for Curriculum and Instruction

Section II of the Evaluative Checklist contains four educational media program elements relating to the commitment of the administration and faculty of the Louisiana public schools toward providing educational media services for curriculum and instruction. An evaluation of the four educational media program elements relating to Section II of the Evaluative Checklist is presented here. Table 35 indicates the percentage of instructional units that responded to each of the four ranges of program adequacy.

The evaluation of school system educational media services for curriculum and instruction was based on criteria developed by Fulton, whose criteria appear in entirety in Appendix A. These criteria were used as a basis for developing the Evaluative Checklist used in this study.

Element II-A: Consultative Services in Educational Media Utilization

The data. Element II-A of the Evaluative Checklist was designed to elicit judgmental responses regarding the extent to which an instructional unit meets the criteria relating to the commitment of the administration and faculty in providing consultative services in educational media utilization. Criteria that were used as a basis for the evaluation of this element of educational media programs in Louisiana public schools appear in Appendix D.

Data collected reveal that 128 instructional units or 63 percent of all respondents in parish systems of all sizes judged their instructional units in the undeveloped and lower range of media program adequacy, 42 instructional units or 21 percent in the middle range, and 33 instructional units or 16 percent in the upper range on media program adequacy.

Evaluation of data. The data cited, as shown in Table 31, indicate that 128 instructional units or 63 percent of all respondents in parish systems of all sizes were generally weak to the commitment of the administration and faculty in providing consultative services in educational media utilization. The data further reveal that of the 128 instructional units, which were judged as being generally weak to providing consultative services in educational media utilization, 26 or 20 percent were large instructional units, 52 or 40 percent were of medium size, and 50 or 39 percent were small. The data reveal still further that of the 52 medium size instructional units, 48 percent were in parish systems of 10,000 to 19,999 enrollment.

TABLE 31

NUMBER AND PERCENTAGE OF RESPONDENTS WHICH JUDGED THEIR INSTRUCTIONAL UNITS AS BEING GENERALLY WEAK TO THE COMMITMENT OF THE ADMINISTRATION AND FACULTY IN PROVIDING CONSULTATIVE SERVICES IN EDUCATIONAL MEDIA UTILIZATION

Instructional Units	Instructional Unit Sizes			Total
	(1)* Large	(2) Medium	(3) Small	
Number	26	52	50	128
Percentage	20	40	39	63

Source: Evaluative Checklist.

*Numbers in parentheses represent enrollment categories of the instructional units as follow: (1) 1,000 and over; (2) 500 to 999; and (3) 499 and less.

Element II-B: In-Service Education in Educational Media Utilization

The data. Element II-B of the Evaluative Checklist was designed to elicit judgmental responses regarding the extent to which an instructional unit meets the criteria relating to the commitment of the administration and faculty to providing for in-service education in educational media utilization. Criteria that were used as a basis for the evaluation of this element of educational media programs in Louisiana public schools appear in Appendix D.

Data collected reveal that 107 instructional units or 53 percent of all respondents in parish systems of all

sizes judged their instructional units in the undeveloped and lower range of media program adequacy, 65 instructional units or 32 percent in the middle range, and 31 or 15 percent in the upper range of media program adequacy.

Evaluation of data. The data cited, as shown in Table 32, indicate that 107 instructional units or 53 percent of all respondents in parish systems of all sizes were generally weak to the commitment of the administration and faculty providing in-service education in educational media utilization.

TABLE 32

NUMBER AND PERCENTAGE OF RESPONDENTS WHICH JUDGED THEIR INSTRUCTIONAL UNITS AS BEING GENERALLY WEAK TO THE COMMITMENT OF THE ADMINISTRATION AND FACULTY IN PROVIDING FOR IN-SERVICE EDUCATION IN EDUCATIONAL MEDIA UTILIZATION

Instructional Units	Instructional Unit Sizes			Total
	(1)* Large	(2) Medium	(3) Small	
Number	25	37	45	107
Percentage	23	34	42	53

Source: Evaluative Checklist.

*Numbers in parentheses represent enrollment categories of the instructional units as follow: (1) 1,000 and over; (2) 500 to 999; and (3) 499 and less.

The data further reveal that of the 107 instructional units, which were judged as being generally weak to providing in-service education in educational media utilization, 25 or 23 percent were large instructional units, 37 or 34 percent were medium sized, and 45 or 42 percent were small instructional units. The data reveal still further that of the 45 small instructional units, 40 percent were in parish systems of more than 50,000 enrollment.

Element II-C: Faculty-Student Use of Educational Media

The data. Element II-C of the Evaluative Checklist was designed to elicit judgmental responses regarding the extent to which an instructional unit meets the criteria relating to the commitment of the administration and faculty to faculty-student use of educational media. Criteria that were used as a basis for the evaluation of this element of educational media programs in Louisiana public schools appear in Appendix D.

Data collected reveal that 103 instructional units or 51 percent of all respondents in parish systems of all sizes judged their instructional units in the middle range of media program adequacy, 53 instructional units or 26 percent in the upper range, and 47 instructional units or 23 percent in the undeveloped and lower ranges.

Evaluation of data. The data cited, as shown in Table 33, indicate that 103 instructional units or 51 percent of all sized parish systems were generally neither weak nor strong to the commitment of the administration and faculty to faculty-student use of educational media. The data further reveal that of the 103 instructional units, which were judged generally neither weak nor strong to commitment of faculty-student use of educational media, 23 or 22 percent were large instructional units, 48 or 46 percent were of medium size, and 32 or 31 percent were small. The data reveal still further that of the 48 medium instructional units, 42 percent were in parish systems of 10,000 to 19,999 enrollment.

TABLE 33

NUMBER AND PERCENTAGE OF RESPONDENTS WHICH JUDGED THEIR INSTRUCTIONAL UNITS AS BEING GENERALLY NEITHER WEAK NOR STRONG TO THE COMMITMENT OF THE ADMINISTRATION AND FACULTY TO FACULTY-STUDENT USE OF EDUCATIONAL MEDIA

Instructional Units	Instructional Unit Sizes			Total
	(1)* Large	(2) Medium	(3) Small	
Number	23	48	32	103
Percentage	22	46	31	51

Source: Evaluative Checklist.

*Numbers in parentheses represent enrollment categories of the instructional units as follow: (1) 1,000 and over; (2) 500 to 999; and (3) 499 and less.

Element II-D: Involvement of Media Staff in Planning

The data. Element II-D of the Evaluative Checklist was designed to elicit judgmental responses regarding the extent to which an instructional unit meets the criteria relating to the commitment of the administration and faculty in the involvement of media staff in planning. Criteria that were used as a basis for the evaluation of this element of educational media programs in Louisiana public schools appear in Appendix D.

Data collected reveal that 104 instructional units or 51 percent of all respondents in parish systems of all sizes judged their instructional units in the undeveloped and lower ranges of media program adequacy, 59 instructional units or 20 percent in the middle range, and 41 or 20 percent in the upper range of media program adequacy.

Evaluation of data. The data cited, as shown in Table 34, indicate that 104 instructional units or 51 percent of all respondents in parish systems of all sizes were generally weak to the commitment of the administration and faculty in the involvement of media staff in planning. The data further reveal that of the 104 instructional units, which were judged generally weak to involvement of media staff in planning, 22 instructional units or 21 percent were large instructional units, 40 or 38 percent were of medium size, and 42 or 40 percent were small. The data reveal

still further that of the 42 small size instructional units 40 percent were in parish systems of 50,000 and more enrollment.

TABLE 34

NUMBER AND PERCENTAGE OF RESPONDENTS WHICH JUDGED THEIR INSTRUCTIONAL UNITS AS BEING GENERALLY WEAK TO THE COMMITMENT OF THE ADMINISTRATION AND FACULTY IN THE INVOLVEMENT OF MEDIA STAFF IN PLANNING

Instructional Units	Instructional Unit Sizes			Total
	(1)* Large	(2) Medium	(3) Small	
Number	22	40	42	104
Percentage	21	38	40	51

Source: Evaluative Checklist.

*Numbers in parentheses represent enrollment categories of the instructional units as follow: (1) 1,000 and over; (2) 500 to 999; and (3) 499 and less.

TABLE 35

PERCENTAGE OF INSTRUCTIONAL UNITS IN EACH ENROLLMENT CATEGORY WHICH WERE IN THE FOUR RANGES OF MEDIA PROGRAM ADEQUACY ON PROGRAM ELEMENTS INCLUDED WITHIN THE ASPECT OF EDUCATIONAL MEDIA SERVICES FOR CURRICULUM AND INSTRUCTION

Media Program Element	Percentage of Instructional Units in Each Range of Media Program Adequacy by Enrollment Size																			
	Undeveloped					Lower					Middle					Upper				
	A 48	B 60	C 80	D 126	E 51	A 48	B 60	C 80	D 126	E 51	A 48	B 60	C 80	D 126	E 51	A 48	B 60	C 80	D 126	E 51[b]
II-A Consultative Services in Educ. Media Utilization	17	20	34	26	12	17	15	13	12	0	15	23	11	6	10	6	10	14	6	8
II-B In-service Education in Educ. Media Utilization	19	15	25	22	18	13	15	10	7	0	15	20	25	24	18	13	18	28	13	20
II-C Faculty-Student Use of Educ. Media	10	7	13	3	6	13	3	5	5	6	8	12	20	25	18	6	10	18	16	14
II-D Involvement of Media Staff in Planning	19	15	28	16	14	15	13	13	9	2	19	18	20	13	12	17	17	13	6	10

Source: Evaluative Checklist, Section II.

[a]Letters represent enrollment categories as follows: A = 50,000 and over; B = 20,000 to 49,999; C = 10,000 to 19,999; D = 5,000 to 9,999; E = 4,999 and less.

[b]The numbers below the enrollment size categories represent the number of instructional units in each size category.

Evaluation of the Educational Media Center

Section III of the Evaluative Checklist contains six educational media program elements relating to the commitment of the administration and faculty of the Louisiana public schools toward providing for the educational media center. An evaluation of the six educational media program elements relating to Section III of the Evaluative Checklist is presented here. Table 42 indicates the percentage of instructional units that responded to each of the four ranges of program adequacy.

The evaluation of school system educational media centers was based on criteria developed by Fulton, whose criteria in entirety will appear in Appendix A. These criteria were used as a basis for developing the Evaluative Checklist used in this study.

Element III-A: Location and Accessibility of Educational Media

The data. Element III-A of the Evaluative Checklist was designed to elicit judgmental responses regarding the extent to which an instructional unit meets the criteria relating to the commitment of the administration and faculty to the location and accessibility of educational media. Criteria that were used as a basis for the evaluation of this element of educational media programs in Louisiana public schools appear in Appendix D.

Data collected reveal that 76 instructional units or 37 percent of all respondents in parish systems of all sizes judged their instructional units in the upper range of media program adequacy, 49 instructional units or 24 percent in the lower range, and 44 or 22 percent in the undeveloped range of media program adequacy.

Evaluation of data. The data cited, as shown in Table 36, indicate that 76 instructional units or 37 percent of all respondents in parish systems of all sizes were generally weak to the commitment of the administration and faculty to the location and accessibility of educational media.

TABLE 36

NUMBER AND PERCENTAGE OF RESPONDENTS WHICH JUDGED THEIR INSTRUCTIONAL UNITS AS BEING GENERALLY WEAK TO THE COMMITMENT OF THE ADMINISTRATION AND FACULTY TO THE LOCATION AND ACCESSIBILITY OF EDUCATIONAL MEDIA

Instructional Units	Instructional Unit Sizes			Total
	(1)* Large	(2) Medium	(3) Small	
Number	17	30	29	76
Percentage	22	39	38	37

Source: Evaluative Checklist.

*Numbers in parentheses represent enrollment categories of the instructional units as follow: (1) 1,000 and over; (2) 500 to 999; and (3) 499 and less.

The data further reveal that of the 76 instructional units, which were judged generally weak to the location and accessibility of educational media, 17 or 22 percent were large instructional units, 30 or 39 percent were of medium size, and 29 or 38 percent were small. The data reveal still further that of the 29 medium sized instructional units, 32 percent were in the 4,999 and less enrollment sized parish systems.

Element III-B: Dissemination of Educational Media

The data. Element III-B of the Evaluative Checklist was designed to elicit judgmental responses regarding the extent to which an instructional unit meets criteria relating to the commitment of the administration and faculty to the dissemination of media information. Criteria that were used as a basis for the evaluation of this element of educational media programs in Louisiana public schools appear in Appendix D.

Data collected reveal that 86 instructional units or 42 percent of all respondents in parish systems of all sizes judged their instructional units in the middle range of media program adequacy, 67 or 33 percent in the upper range, and 56 or 28 percent in the undeveloped and lower ranges of media program adequacy.

Evaluation of data. The data cited, as shown in Table 37, indicate that 86 instructional units or 42 percent of all respondents in parish systems of all sizes were generally neither weak nor strong to the commitment of administration and faculty to the dissemination of media information. The data further reveal that of the 86 instructional units, which were judged neither weak nor strong to the dissemination of media information, 19 or 22 percent were large instructional units, 38 or 44 percent were of medium size, and 29 or 33 percent were small. The data reveal still further that of the 29 medium sized instructional units, 33 percent were in parish systems of 5,000 to 9,999 enrollment.

TABLE 37

NUMBER AND PERCENTAGE OF RESPONDENTS WHICH JUDGED THEIR INSTRUCTIONAL UNITS AS BEING GENERALLY NEITHER WEAK NOR STRONG TO THE COMMITMENT OF THE ADMINISTRATION AND FACULTY TO THE DISSEMINATION OF MEDIA INFORMATION

Instructional Units	Instructional Unit Sizes			Total
	(1)* Large	(2) Medium	(3) Small	
Number	19	38	29	86
Percentage	22	44	33	42

Source: Evaluative Checklist.

*Numbers in parentheses represent enrollment categories of the instructional units as follow: (1) 1,000 and over; (2) 500 to 999; and (3) 499 and less.

Element III-C: Availability of Educational Media

The data. Element III-C of the Evaluative Checklist was designed to elicit judgmental responses regarding the extent to which an instructional unit meets criteria relating to the commitment of the administration and faculty in making educational media available. Criteria that were used as a basis for the evaluation of this element of educational media programs in Louisiana public schools appear in Appendix D.

Data collected reveal that 86 instructional units or 41 percent of all respondents in parish systems of all sizes judged their instructional units in the middle range of media program adequacy, 44 or 22 percent in the underdeveloped range, and 32 or 16 percent in the upper range of media program adequacy.

Evaluation of data. The data cited, as shown in Table 38, indicate that 86 instructional units or 41 percent of all respondents in parish systems of all sizes were generally neither weak nor strong to the commitment of the administration and faculty in making educational media available. The data further reveal that of the 86 instructional units, which were judged generally neither weak nor strong to the availability of educational media, 18 or 20 percent were large, 36 or 41 percent were of medium size, and 32 or 37 percent were small. The data reveal still

further that of the 36 medium instructional units, 39 percent were in parish systems of 10,000 to 19,999 enrollment.

TABLE 38

NUMBER AND PERCENTAGE OF RESPONDENTS WHICH JUDGED THEIR INSTRUCTIONAL UNITS AS BEING GENERALLY NEITHER WEAK NOR STRONG TO THE COMMITMENT OF THE ADMINISTRATION AND FACULTY IN MAKING EDUCATIONAL MEDIA AVAILABLE

Instructional Units	Instructional Unit Sizes			Total
	(1)* Large	(2) Medium	(3) Small	
Number	18	36	32	86
Percentage	20	41	37	41

Source: Evaluative Checklist.

*Numbers in parentheses represent enrollment categories of the instructional units as follow: (1) 1,000 and over; (2) 500 to 999; and (3) 499 and less.

Element III-D: Storage and Retrieval of Media

The data. Element III-D of the Evaluative Checklist was designed to elicit judgmental responses regarding the extent to which an instructional unit meets criteria relating to the commitment of the administration and faculty in providing for the storage and retrieval of media. Criteria that were used as a basis for the evaluation of this element of educational media programs in Louisiana public schools appear in Appendix D.

Data collected reveal that 94 instructional units or 46 percent of all respondents in parish systems of all sizes judged their instructional units in the undeveloped and lower ranges of media program adequacy, 83 or 41 percent in the middle range, and 22 or 11 percent in the upper range of media program adequacy.

Evaluation of data. The data cited, as shown in Table 39, indicate that 83 instructional units or 40 percent of all respondents in parish systems of all sizes were generally neither weak nor strong to the commitment of the administration and faculty in providing for the storage and retrieval of media.

TABLE 39

NUMBER AND PERCENTAGE OF RESPONDENTS WHICH JUDGED THEIR INSTRUCTIONAL UNITS AS BEING GENERALLY NEITHER WEAK NOR STRONG TO THE COMMITMENT OF THE ADMINISTRATION AND FACULTY IN PROVIDING FOR THE STORAGE AND RETRIEVAL OF MEDIA

Instructional Units	Instructional Unit Sizes			Total
	(1)* Large	(2) Medium	(3) Small	
Number	19	35	29	83
Percentage	22	42	34	40

Source: Evaluative Checklist.

*Numbers in parentheses represent enrollment categories of the instructional units as follow: (1) 1,000 and over; (2) 500 to 999; and (3) 499 and less.

The data further reveal that of the 83 instructional units, which were judged generally neither weak nor strong in providing for the storage and retrieval of media, 19 or 22 percent were large, 35 or 42 percent were of medium size, and 29 or 34 percent were small instructional units. The data reveal still further that of the 35 medium sized instructional units, 31 percent were in the 4,999 and less enrollment size parish systems.

Element III-E: Maintenance of Media

The data. Element III-E of the Evaluative Checklist was designed to elicit judgmental responses regarding the extent to which an instructional unit meets the criteria relating to the commitment of the administration and faculty to providing maintenance of media. Criteria that were used as a basis for the evaluation of this element of educational media programs in Louisiana public schools appear in Appendix D.

Data collected reveal that 83 instructional units or 60 percent of all respondents in parish systems of all sizes judged their instructional units in the undeveloped and lower ranges of media program adequacy, 41 or 20 percent in the upper range, and 34 or 17 percent in the middle range of media program adequacy.

Evaluation of data. The data cited, as shown in Table 40, indicate that 121 instructional units or 60 percent

of all respondents in parish systems of all sizes were generally weak to the commitment of the administration and faculty to providing maintenance of media. The data further reveal that of the 121 instructional units, which were judged generally weak in providing maintenance of media, 32 or 26 percent were large, 44 or 36 percent were of medium size, and 45 or 37 percent were small. The data reveal still further that of the 45 small instructional units 9 percent were in parish systems of more than 50,000 enrollment.

TABLE 40

NUMBER AND PERCENTAGE OF RESPONDENTS WHICH JUDGED THEIR INSTRUCTIONAL UNITS AS BEING GENERALLY WEAK TO THE COMMITMENT OF THE ADMINISTRATION AND FACULTY TO PROVIDING MAINTENANCE OF MEDIA

Instructional Units	Instructional Unit Sizes			Total
	(1)* Large	(2) Medium	(3) Small	
Number	32	44	45	121
Percentage	26	36	37	60

Source: Evaluative Checklist.

*Numbers in parentheses represent enrollment categories of the instructional units as follow: (1) 1,000 and over; (2) 500 to 999; and (3) 499 and less.

Element III-F: Production of Media

The data. Element III-F of the Evaluative Checklist was designed to elicit judgmental responses regarding the extent to which an instructional unit meets the criteria relating to the commitment of the administration and faculty in providing for the production of media. Criteria that were used as a basis for the evaluation of this element of educational media programs in Louisiana public schools appear in Appendix D.

Data collected reveal that 130 instructional units or 64 percent of all respondents in parish systems of all sizes judged their instructional units in the undeveloped and lower ranges of media program adequacy, 50 or 25 percent in the middle range, and 23 or 12 percent in the upper range of media program adequacy.

Evaluation of data. The data cited, as shown in Table 41, indicate that 130 instructional units or 64 percent of all respondents in parish systems of all sizes were generally weak to the commitment of the administration and faculty in providing for the production of media. The data further reveal that of the 130 instructional units, which were judged generally weak in providing for production of media, 34 or 26 percent were large, 52 or 40 percent were of medium size, and 44 or 33 percent were small instructional units. The data reveal still further that of the 52 medium

sized instructional units 57 percent were in the parish systems of 4,999 and less enrollment.

TABLE 41

NUMBER AND PERCENTAGE OF RESPONDENTS WHICH JUDGED THEIR INSTRUCTIONAL UNITS AS BEING GENERALLY WEAK TO THE COMMITMENT OF THE ADMINISTRATION AND FACULTY IN PROVIDING FOR THE PRODUCTION OF MEDIA

Instructional Units	Instructional Unit Sizes			Total
	(1)* Large	(2) Medium	(3) Small	
Number	34	52	44	130
Percentage	26	40	33	64

Source: Evaluative Checklist.

*Numbers in parentheses represent enrollment categories of the instructional units as follow: (1) 1,000 and over; (2) 500 to 999; and (3) 499 and less.

TABLE 42

PERCENTAGE OF SCHOOLS IN EACH ENROLLMENT CATEGORY WHICH WERE IN THE UNDEVELOPED, LOWER, MIDDLE, AND UPPER RANGES OF MEDIA PROGRAM ADEQUACY ON PROGRAM ELEMENTS INCLUDED WITHIN THE ASPECT OF EDUCATIONAL MEDIA CENTER

Media Program Element	Percentage of Instructional Units in Each Range of Media Program Adequacy by Enrollment Size																			
	Undeveloped					Lower					Middle					Upper				
	A 48	B 60	C 80	D 126	E 51	A 48	B 60	C 80	D 126	E 51	A 48	B 60	C 80	D 126	E 51	A 48	B 60	C 80	D 126	E 51[b]
III-A Location and Accessibility of Educ. Media	13	15	15	10	10	6	8	6	11	8	19	15	16	11	8	21	25	28	14	16
III-B Dissemination of Educ. Media	21	13	11	11	6	6	7	4	2	0	25	23	24	23	20	21	27	31	11	4
III-C Availability of Educ. Media	21	20	19	13	14	17	12	8	4	6	27	20	33	22	14	19	15	9	4	6
III-D Stor.& Retri. of Media	23	22	19	14	12	17	7	15	4	4	27	23	21	23	20	6	12	9	2	4
III-E Maintenance of Media	27	18	21	14	12	15	20	20	15	10	15	15	9	8	2	15	20	14	7	4
III-F Production of Media	25	28	19	13	18	23	22	30	7	6	19	17	16	11	8	13	8	8	3	4

Source: Evaluative Checklist, Section III.

[a]Letters represent enrollment categories as follows: A = 50,000 and over; B = 20,000 to 49,999; C = 10,000 to 19,999; D = 5,000 to 9,999; E = 4,999 and less.

[b]The numbers below the enrollment size categories represent the number of instructional units in each size category.

Evaluation of the Physical Facilities for Educational Media

Section IV of the Evaluative Checklist contains two educational media program elements relating to the commitment of the administration and faculty of the Louisiana public schools toward providing physical facilities for educational media. An evaluation of the two educational media program elements relating to Section IV of the Evaluative Checklist is presented here. Table 45 indicates the percentage of instructional units that responded to each of the four ranges of program adequacy.

The evaluation of school system physical facilities for educational media was based on criteria developed by Fulton, whose criteria are presented in entirety in Appendix A. These criteria were used as a basis for developing the Evaluative Checklist used in this study.

Element IV-A: Physical Facilities in Existing Classrooms

The data. Element IV-A of the Evaluative Checklist was designed to elicit judgmental responses regarding the extent to which an instructional unit meets the criteria relating to the commitment of the administration and faculty in providing physical facilities in existing classrooms. Criteria that were used as a basis for the evaluation of this element of educational media programs in Louisiana public schools appear in Appendix D.

Data collected reveal that 151 instructional units or 74 percent of all respondents in all sizes of parish systems judged their instructional units in the undeveloped and lower ranges of media program adequacy, 31 or 15 percent in the middle range, and 21 or 10 percent in the upper range of media adequacy.

Evaluation of data. The data cited, as shown in Table 43, indicate that 151 instructional units or 74 percent of all respondents in parish systems of all sizes were generally weak in the commitment of administrators and faculty in providing physical facilities in existing classrooms.

TABLE 43

NUMBER AND PERCENTAGE OF RESPONDENTS WHICH JUDGED THEIR INSTRUCTIONAL UNITS AS BEING GENERALLY WEAK RELATING TO THE COMMITMENT OF THE ADMINISTRATION AND FACULTY IN PROVIDING PHYSICAL FACILITIES IN EXISTING CLASSROOMS

Instructional Units	Instructional Unit Sizes			Total
	(1)* Large	(2) Medium	(3) Small	
Number	30	64	57	151
Percentage	19	42	37	74

Source: Evaluative Checklist.

*Numbers in parentheses represent enrollment categories of the instructional units as follow: (1) 1,000 and over; (2) 500 to 999; and (3) 499 and less.

The data further reveal that of the 151 instructional units, which were judged as being generally weak in providing physical facilities in existing classrooms, 30 or 19 percent were large, 64 or 42 percent were of medium size, and 57 or 37 percent were small. The data reveal still further that of the 64 medium sized instructional units, 51 percent were in parish systems of 10,000 to 19,999 enrollment.

Element IV-B: Physical Facilities in New Classrooms

The data. Element IV-B of the Evaluative Checklist was designed to elicit judgmental responses regarding the extent to which an instructional unit meets criteria relating to the commitment of the administration and faculty in providing physical facilities in new classrooms. Criteria that were used as a basis for the evaluation of this element of educational media programs in Louisiana public schools appear in Appendix D.

Data collected reveal that 163 instructional units or 80 percent of all respondents in all sizes of parish systems judged their instructional units in the undeveloped and lower ranges of media program adequacy, 20 or 10 percent in both the middle and upper ranges of media program adequacy.

Evaluation of data. The data cited, as shown in Table 44, indicate that 163 instructional units or 80

percent of all respondents in all sizes of parish systems were generally weak in the commitment of administrators and faculty in providing physical facilities in new classrooms. The data further reveal that of the 163 instructional units, which were judged as being generally weak in providing physical facilities in new classrooms, 36 or 22 percent were large size, 71 or 43 percent were of medium size, and 56 or 34 percent were small. The data reveal still further that of the 71 medium sized instructional units, 63 percent were in the 4,999 and less sized parish systems.

TABLE 44

NUMBER AND PERCENTAGE OF RESPONDENTS WHICH JUDGED THEIR INSTRUCTIONAL UNITS AS BEING GENERALLY WEAK RELATING TO THE COMMITMENT OF THE ADMINISTRATION AND FACULTY IN PROVIDING PHYSICAL FACILITIES IN NEW CLASSROOMS

Instructional Units	Instructional Unit Sizes			Total
	(1)* Large	(2) Medium	(3) Small	
Number	36	71	56	163
Percentage	22	43	34	80

Source: Evaluative Checklist.

*Numbers in parentheses represent enrollment categories of the instructional units as follow: (1) 1,000 and over; (2) 500 to 999; and (3) 499 and less.

TABLE 45

PERCENTAGE OF INSTRUCTIONAL UNITS IN EACH ENROLLMENT CATEGORY WHICH WERE IN THE FOUR RANGES OF MEDIA PROGRAM ADEQUACY ON PROGRAM ELEMENTS INCLUDED WITHIN THE ASPECT OF PHYSICAL FACILITIES FOR EDUCATIONAL MEDIA

Media Program Element	Percentage of Instructional Units in Each Range of Media Program Adequacy by Enrollment Size																			
	Undeveloped					Lower					Middle					Upper				
	A 48	B 60	C 80	D 126	E 51	A 48	B 60	C 80	D 126	E 51	A 48	B 60	C 80	D 126	E 51	A 48	B 60	C 80	D 126	E 51[b]
IV-A Physical Facilities in Existing Classrooms	19	17	25	18	16	17	23	29	21	18	6	7	9	9	12	6	5	6	6	6
IV-B Physical Facilities in New Classrooms	33	23	36	31	24	15	20	13	15	12	2	2	6	8	6	13	7	3	3	8

Source: Evaluative Checklist, Section IV.

[a]Letters represent enrollment categories as follows: A = 50,000 and over; B = 20,000 to 49,999; C = 10,000 to 19,999; D = 5,000 to 9,999; E = 4,999 and less.

[b]The numbers below the enrollment size categories represent the number of instructional units in each size category.

Evaluation of Budget and Finance of the Educational Media Program

Section V of the Evaluative Checklist contains three educational media program elements relating to the commitment of the administration and faculty of the Louisiana public schools toward the provision for a budget and the financing of the educational media program. An evaluation of the three educational media program elements relating to Section V of the Evaluative Checklist is presented here. Table 49 indicates the percentage of instructional units that responded to each of the four ranges of program adequacy.

The evaluation of school system educational media services was based on criteria developed by Fulton, whose criteria appear in entirety in Appendix A. These criteria were used as a basis for developing the Evaluative Checklist used in this study.

Element V-A: Reporting Financial Needs

The data. Element V-A of the Evaluative Checklist was designed to elicit judgmental responses regarding the extent to which an instructional unit meets the criteria relating to the commitment of the administration and faculty to the reporting of media program financial needs. Criteria that were used as a basis for the evaluation of this element of educational media programs in Louisiana public schools appear in Appendix D.

Data collected reveal that 110 instructional units or 54 percent of all respondents in parish systems of all sizes judged their instructional units in the undeveloped and lower ranges of media program adequacy, 44 or 22 percent in the middle range, and 42 or 21 percent in the upper range of media program adequacy.

Evaluation of data. The data cited, as shown in Table 46, indicate that 110 instructional units or 54 percent of all respondents in all sizes of parish systems were generally weak in the commitment of the administration and faculty to the reporting of media program financial needs.

TABLE 46

NUMBER AND PERCENTAGE OF RESPONDENTS WHICH JUDGED THEIR INSTRUCTIONAL UNITS AS BEING GENERALLY WEAK IN THE COMMITMENT OF THE ADMINISTRATION AND FACULTY TO THE REPORTING OF MEDIA PROGRAM FINANCIAL NEEDS

Instructional Units	Instructional Unit Sizes			Total
	(1)* Large	(2) Medium	(3) Small	
Number	31	42	37	110
Percentage	28	38	33	54

Source: Evaluative Checklist.

*Numbers in parentheses represent enrollment categories of the instructional units as follow: (1) 1,000 and over; (2) 500 to 999; and (3) 499 and less.

The data further reveal that of the 110 instructional units, which were judged as being generally weak to reporting of media program financial needs, 31 or 28 percent were large, 42 or 38 percent were of medium size, and 37 or 33 percent were small. The data reveal still further that of the 42 medium sized instructional units, 46 percent were in the parish systems of 50,000 and over enrollment.

Element V-B: Basis for Budget Allocations

The data. Element V-B of the Evaluative Checklist was designed to elicit judgmental responses regarding the extent to which an instructional unit meets the criteria relating to the commitment of the administration and faculty to providing a basis for media program budget allocations. Criteria that were used as a basis for the evaluation of this element of educational media programs in Louisiana public schools appear in Appendix D.

Data collected reveal that 129 instructional units or 64 percent of all respondents in parish systems of all sizes judged their instructional units in the undeveloped and lower ranges of media program adequacy, 45 or 22 percent in the middle range, and 30 or 15 percent in the upper range of media program adequacy.

Evaluation of Data. The data cited, as shown in Table 47, indicate that 129 instructional units or 64

percent of all respondents in all sizes of parish systems were generally weak to the commitment of the administration and faculty to providing a basis for media program budget allocations. The data further reveal that of the 129 instructional units, which were judged as being generally weak to providing a basis for media program budget allocation, 33 or 25 percent were large, 51 or 39 percent were of medium size, and 45 or 34 percent were small. The data reveal still further that of the 51 medium sized instructional units, 48 percent were in parish systems of 10,000 to 19,999 enrollment.

TABLE 47

NUMBER AND PERCENTAGE OF RESPONDENTS WHICH JUDGED THEIR INSTRUCTIONAL UNITS AS BEING GENERALLY WEAK RELATING TO THE COMMITMENT OF THE ADMINISTRATION AND FACULTY TO PROVIDING A BASIS FOR MEDIA PROGRAM BUDGET ALLOCATIONS

Instructional Units	Instructional Unit Sizes			Total
	(1)* Large	(2) Medium	(3) Small	
Number	33	51	45	129
Percentage	25	39	34	64

Source: Evaluative Checklist.

*Numbers in parentheses represent enrollment categories of the instructional units as follow: (1) 1,000 and over; (2) 500 to 999; and (3) 499 and less.

Element V-C: Development of Media Budget

The data. Element V-C of the Evaluative Checklist was designed to elicit judgmental responses regarding the extent to which an instructional unit meets the criteria relating to the commitment of the administration and faculty in providing for the development of a media budget. Criteria that were used as a basis for the evaluation of this element of educational media programs in Louisiana public schools appear in Appendix D.

Data collected reveal that 131 instructional units or 67 percent of all respondents in parish systems of all sizes judged their instructional units in the undeveloped and lower ranges of media program adequacy, 54 or 27 percent in the upper range, and 18 or 9 percent in the middle range of media program adequacy.

Evaluation of data. The data cited, as shown in Table 48, indicate that 131 instructional units or 67 percent of all respondents in all sizes of parish systems were generally weak to the commitment of the administration and faculty in providing for the development of a media budget. The data further reveal that of the 131 instructional units, which were judged as being generally weak to providing for the development of a media budget, 28 or 21 percent were large, 54 or 41 percent were of medium size, and 49 or 37 percent were small. The data reveal still further that of

the 54 medium sized instructional units, 50 percent were in parish systems of 50,000 and over enrollment.

TABLE 48

NUMBER AND PERCENTAGE OF RESPONDENTS WHICH JUDGED THEIR INSTRUCTIONAL UNITS AS BEING GENERALLY WEAK TO THE COMMITMENT OF THE ADMINISTRATION AND FACULTY IN PROVIDING FOR THE DEVELOPMENT OF A MEDIA BUDGET

Instructional Units	Instructional Unit Sizes			Total
	(1)* Large	(2) Medium	(3) Small	
Number	28	54	49	131
Percentage	21	41	37	67

Source: Evaluative Checklist.

*Numbers in parentheses represent enrollment categories of the instructional units as follow: (1) 1,000 and over; (2) 500 to 999; and (3) 499 and less.

TABLE 49

PERCENTAGE OF INSTRUCTIONAL UNITS IN EACH ENROLLMENT CATEGORY WHICH WERE IN THE FOUR RANGES OF MEDIA PROGRAM ADEQUACY ON PROGRAM ELEMENTS INCLUDED WITHIN THE ASPECT OF BUDGET AND FINANCE OF THE EDUCATIONAL MEDIA PROGRAM

Media Program Element	Percentage of Instructional Units in Each Range of Media Program Adequacy by Enrollment Size																			
	Undeveloped					Lower					Middle					Upper				
	A 48	B 60	C 80	D 126	E 51	A 48	B 60	C 80	D 126	E 51	A 48	B 60	C 80	D 126	E 51	A 48	B 60	C 80	D 126	E 51[b]
V-A Reporting Financial Needs	17	20	19	20	12	29	18	14	7	2	6	7	9	9	12	6	5	6	6	6
V-B Basis for Budget Allocations	31	40	29	15	4	4	12	20	12	12	8	8	13	7	14	13	10	8	9	2
V-C Development of Media Budget	33	40	41	23	8	13	5	9	6	6	13	5	4	4	2	17	13	16	15	12

Source: Evaluative Checklist, Section V.

[a]Letters represent enrollment categories as follows: A = 50,000 and over; B = 20,000 to 49,999; C = 10,000 to 19,999; D = 5,000 to 9,999; E = 4,999 and less.

[b]The numbers below the enrollment size categories represent the number of instructional units in each size category.

Evaluation of Educational Media Staff

Section VI of the Evaluative Checklist contains two educational media program elements relating to the commitment of the administration and faculty of the Louisiana public schools to the presence and functions of educational media staff. An evaluation of the two educational media elements relating to Section VI of the Evaluative Checklist is presented here. Table 52 indicates the percentage of instructional units that responded to each of the four ranges of program adequacy.

The evaluation of school system educational media staff was based on criteria developed by Fulton, whose criteria appear in entirety in Appendix A. These criteria were used as a basis for developing the Evaluative Checklist used in this study.

Element VI-A: School System Media Staff

The data. Element VI-A of the Evaluative Checklist was designed to elicit judgmental responses regarding the extent to which an instructional unit meets the criteria relating to the commitment of the administration and faculty to the presence and functions of school system educational media staff. Criteria that were used as the basis for the evaluation of this element of educational media programs in Louisiana public schools appear in Appendix D.

Data collected reveal that 106 instructional units or 52 percent of all respondents in all sizes of parish systems judged their instructional units in the undeveloped and lower ranges of media program adequacy, 59 or 29 percent in the middle range, and 38 or 19 percent in the upper range.

Evaluation of data. The data cited, as shown in Table 50, indicate that 106 instructional units or 52 percent of all respondents in parish systems of all sizes were generally weak to the commitment of the administration and faculty to the presence and functions of school system educational media staff, 18 or 16 percent were large, 47 or 44 percent were of medium size, and 41 or 38 percent were small instructional units.

TABLE 50

NUMBER AND PERCENTAGE OF RESPONDENTS WHICH JUDGED THEIR INSTRUCTIONAL UNITS AS BEING GENERALLY WEAK RELATING TO THE COMMITMENT OF THE ADMINISTRATION AND FACULTY TO THE PRESENCE AND FUNCTIONS OF SCHOOL SYSTEM EDUCATIONAL MEDIA STAFF

Instructional Units	Instructional Unit Sizes			Total
	(1)* Large	(2) Medium	(3) Small	
Number	18	47	41	106
Percentage	16	44	38	52

Source: Evaluative Checklist.

*Numbers in parentheses represent enrollment categories of the instructional units as follow: (1) 1,000 and over; (2) 500 to 999; and (3) 499 and less.

The data reveal still further that of the 41 medium sized instructional units, 45 percent were in parish systems of 5,000 to 9,999 enrollment.

Element VI-B: Building Media Staff

The data. Element VI-B of the Evaluative Checklist was designed to elicit judgmental responses regarding the extent to which an instructional unit meets the criteria relating to the commitment of the administration and faculty to the presence and functions of building educational media staff. Criteria that were used as the basis for the evaluation of this element of educational media programs in Louisiana public schools appear in Appendix D.

Data collected reveal that 124 instructional units or 61 percent of all respondents in parish systems of all sizes judged their instructional units in the undeveloped and lower range of media program adequacy, 54 or 27 percent in the middle range, and 15 or 7 percent in the upper range of media program adequacy.

Evaluation of data. The data cited, as shown in Table 51, indicate that 124 instructional units or 61 percent of all respondents in parish systems of all sizes were generally weak to the commitment of the administration and faculty to the presence and functions of building educational media staff. The data further reveal that of the

124 instructional units, which were judged weak to the presence and functions of building educational media staff, 27 or 21 percent were large, 48 or 38 percent were of medium size, and 49 or 39 percent were small instructional units. The data reveal still further that of the 49 small instructional units, 40 percent were in parish systems of 20,000 to 49,999 enrollment.

TABLE 51

NUMBER AND PERCENTAGE OF RESPONDENTS WHICH JUDGED THEIR INSTRUCTIONAL UNITS AS BEING GENERALLY WEAK RELATING TO THE COMMITMENT OF THE ADMINISTRATION AND FACULTY TO THE PRESENCE AND FUNCTIONS OF BUILDING EDUCATIONAL MEDIA STAFF

Instructional Units	Instructional Unit Sizes			Total
	(1)* Large	(2) Medium	(3) Small	
Number	27	48	49	124
Percentage	21	38	39	61

Source: Evaluative Checklist.

*Numbers in parentheses represent enrollment categories of the instructional units as follow: (1) 1,000 and over; (2) 500 to 999; and (3) 499 and less.

TABLE 52

PERCENTAGE OF SCHOOLS IN EACH ENROLLMENT CATEGORY WHICH WERE IN THE UNDEVELOPED, LOWER, MIDDLE, AND UPPER RANGES OF MEDIA PROGRAM ADEQUACY ON PROGRAM ELEMENTS INCLUDED WITHIN THE ASPECT OF EDUCATIONAL MEDIA STAFF

Media Program Element	Percentage of Instructional Units in Each Range of Media Program Adequacy by Enrollment Size																			
	Undeveloped					Lower					Middle					Upper				
	A 48	B 60	C 80	D 126	E 51	A 48	B 60	C 80	D 126	E 51	A 48	B 60	C 80	D 126	E 51	A 48	B 60	C 80	D 126	E 51[b]
VI-A School System Media Staff	8	15	16	19	14	6	15	21	15	2	13	12	26	14	14	6	8	13	11	12
VI-B Building Media Staff	23	32	29	21	18	6	10	16	8	6	13	12	24	13	10	0	3	6	4	6

Source: Evaluative Checklist, Section VI.

[a]Letters represent enrollment categories as follows: A = 50,000 and over; B = 20,000 to 49,999; C = 10,000 to 19,999; D = 5,000 to 9,999; E = 4,999 and less.

[b]The numbers below the enrollment size categories represent the number of instructional units in each size category.

PART III. ANALYSIS AND EVALUATION OF DATA RELATED TO EDUCATIONAL MEDIA UTILIZATION PRACTICES

The evaluation of educational media utilization in the Louisiana public schools is organized around nine major aspects of educational media utilization: (I) General (which deals with the role of educational media in instruction), (2) Educational Television, (3) Teaching Machines and Programmed Learning Materials, (4) Recordings, (5) Opaque Materials, (6) Overhead Transparencies, (7) Slides, (8) Filmstrips, and (9) Motion Picture Films.

Evaluation of Educational Media Utilization in Instruction

The General Section of the Utilization Checklist contains two educational media utilization elements relating to the commitment of the teachers of the Louisiana public schools toward educational media utilization in instruction. An evaluation of the two educational media utilization elements relating to the General Section of the Utilization Checklist is presented here. Table 55 indicates the percentage of instructional units that responded to each of the four ranges of program utilization.

The evaluation of educational media utilization in instruction was based on criteria developed by Totten and Fulton, whose criteria appear in entirety in Appendix E.

Element General-A: The Role of Educational Media in Instruction

The data. Element General-A of the Utilization Checklist was designed to elicit judgmental responses regarding the extent to which an instructional unit meets the criteria relating to the commitment of teachers to the role of educational media in instruction. Criteria that were used as a basis for the evaluation of this element of educational media utilization in Louisiana public schools appear in Appendix E.

Data collected reveal that 46 instructional units or 19 percent of all respondents in parish systems of all sizes judged their instructional units in the non-usage and lower range of media utilization adequacy. Eighty-nine instructional units or 37 percent judged their instructional units in the upper range, and 104 or 44 percent judged their instructional units in the middle range of media utilization adequacy.

Evaluation of data. The data cited, as shown in Table 53, indicate that 104 instructional units or 44 percent of all respondents in parish systems of all sizes were generally neither weak nor strong in the commitment of

teachers to the role of educational media in instruction. The data further reveal that of the 104 instructional units, which were judged as being neither weak nor strong, 19 or 18 percent were large, 35 or 33 percent were of medium size, and 50 or 48 percent were small. The data reveal still further that of the 50 small sized instructional units, 47 percent were in parish systems of 50,000 and more enrollment.

TABLE 53

NUMBER AND PERCENTAGE OF RESPONDENTS WHICH JUDGED THEIR INSTRUCTIONAL UNITS NEITHER WEAK NOR STRONG TO THE COMMITMENT OF TEACHERS TO THE ROLE OF EDUCATIONAL MEDIA IN INSTRUCTION

Instructional Units	Instructional Unit Sizes			Total
	(1)* Large	(2) Medium	(3) Small	
Number	19	35	50	104
Percentage	18	33	48	44

Source: Evaluative Checklist Utilization.

*Numbers in parentheses represent the enrollment categories of the instructional units as follow: (1) 1,000 and over; (2) 500 to 999; and (3) 499 and less.

Element General-B: Provisions for Inservice Education in the Use of Educational Media

The data. Element General-B of the Utilization Checklist was designed to elicit judgmental responses

regarding the extent to which a school meets the criteria relating to provisions for inservice education in the use of educational media. Criteria that were used as a basis for the evaluation of this element of educational media utilization in Louisiana public schools appear in Appendix E.

Data collected reveal that 23 percent of all respondents in parish systems of all sizes judged their instructional units in the non-usage and lower ranges of media utilization adequacy, 23 instructional units or 10 percent in the upper range, and 139 instructional units or 58 percent in the middle range of utilization media adequacy.

Evaluation of data. The data cited, as shown in Table 54, indicate that 139 instructional units or 58 percent of all respondents in parish systems of all sizes were generally neither weak nor strong relating to provisions for inservice education in the use of educational media. The data further reveal that of the 139 instructional units, which were judged as being neither weak nor strong, 28 or 20 percent were large, 54 or 38 percent were of medium size, and 57 or 41 percent were small. The data reveal still further that of the 57 small instructional units, 80 percent were in each of the two larger parish systems.

TABLE 54

NUMBER AND PERCENTAGE OF RESPONDENTS WHICH JUDGED THEIR INSTRUCTIONAL UNITS NEITHER WEAK NOR STRONG TO PROVISIONS FOR IN-SERVICE EDUCATION IN THE USE OF EDUCATIONAL MEDIA

Instructional Units	Instructional Unit Sizes			Total
	(1)* Large	(2) Medium	(3) Small	
Number	28	54	57	139
Percentage	20	39	41	58

Source: Evaluative Checklist Utilization.

*Numbers in parentheses represent the enrollment categories of the instructional units as follow: (1) 1,000 and over; (2) 500 to 999; and (3) 499 and less.

TABLE 55

PERCENTAGE OF SCHOOLS IN EACH ENROLLMENT CATEGORY WHICH WERE IN THE NON-USAGE, LOWER, MIDDLE, AND UPPER RANGES OF EDUCATIONAL MEDIA UTILIZATION ON UTILIZATION ELEMENTS INCLUDED WITHIN THE ASPECT OF GENERAL USE

Media Utilization Element	Percentage of Schools in Each Range of Media Utilization by Enrollment Size																				
	Non-Usage					Lower					Middle					Upper					
	A 48	B 60	C 80	D 126	E 51	A 48	B 60	C 80	D 126	E 51	A 48	B 60	C 80	D 126	E 51	A 48	B 60	C 80	D 126	E 51[b]	[a]
G-A The Role of Educational Media in Instruction	4	5	3	12	2	0	2	10	11	0	25	37	19	30	37	15	28	23	25	3	
G-B Provisions for Inservice Education in the Use of Educational Media	4	8	4	8	6	17	15	14	19	4	42	45	35	40	25	2	2	6	11	4	

Source: Utilization Checklist, General.

[a]Letters represent enrollment categories as follows: A = 999 or less; B = 1,000 to 4,999; C = 5,000 to 9,999; D = 10,000 to 19,999; and E = 20,000 or above.

[b]The numbers below the enrollment size categories represent the number of schools in each size category.

Evaluation of Educational Television

Section I of the Utilization Checklist contains four educational media utilization elements relating to the commitment of the teachers of the Louisiana public schools toward educational television. An evaluation of the four educational media utilization elements relating to Section I of the Utilization Checklist is presented here. Table 60 indicates the percentage of instructional units that responded to each of the four ranges of program utilization.

The evaluation of educational television was based on criteria developed by Totten and Fulton, whose criteria appear in entirety in Appendix E. These criteria were used as a basis for developing the Utilization Checklist used in this study.

Element I-A: Dissemination of Information by Educational Television

The data. Element I-A of the Utilization Checklist was designed to elicit judgmental responses regarding the extent to which an instructional unit meets the criteria relating to the commitment of the teachers to the dissemination of information by educational television. Criteria that were used as a basis for the evaluation of this element of educational media utilization in Louisiana public schools appear in Appendix E.

Data collected reveal that 31 instructional units or 13 percent of all respondents in parish systems of all sizes judged their instructional units in the middle range of media utilization adequacy, 24 instructional units or 10 percent in the upper range, and 182 instructional units or 76 percent in the non-usage and lower ranges of media utilization adequacy.

Evaluation of data. The data cited, as shown in Table 56, indicate that 182 instructional units or 76 percent of all respondents in parish systems of all sizes were generally weak in the commitment of teachers to the dissemination of information by educational television.

TABLE 56

NUMBER AND PERCENTAGE OF RESPONDENTS WHICH JUDGED THEIR INSTRUCTIONAL UNITS AS BEING WEAK TO THE PROVISIONS FOR DISSEMINATION OF INFORMATION BY EDUCATIONAL TELEVISION

Instructional Units	Instructional Unit Sizes			Total
	(1)* Large	(2) Medium	(3) Small	
Number	38	69	75	182
Percentage	20	37	41	76

Source: Evaluative Checklist Utilization.

*Numbers in parentheses represent the enrollment categories of the instructional units as follow: (1) 1,000 and over; (2) 500 to 999; and (3) 499 and less.

The data further reveal that of the 182 instructional units, 38 or 20 percent were large, 60 or 37 percent were of medium size, and 75 or 41 percent were small. The data reveal still further that of the 75 small instructional units 49 percent were in parish systems of 10,000 to 19,999 enrollment.

Element I-B: Pictorial Current Events Depicted by Educational Television

The data. Element I-B of the Utilization Checklist was designed to elicit judgmental responses regarding the extent to which a school meets the criteria relating to the commitment of teachers toward the use of educational television as means of depicting pictorial current events. Criteria that were used as a basis for the evaluation of this element of educational media utilization in Louisiana public schools appear in Appendix E.

Data collected reveal that 24 instructional units or 10 percent of all respondents in parish systems of all sizes judged their instructional units in the upper range of media utilization adequacy, 36 instructional units or 15 percent in the middle range, and 179 instructional units or 75 percent in the non-usage and lower ranges of media utilization adequacy.

Evaluation of data. The data cited, as shown in Table 57 indicate that 179 instructional units or 75 percent of all respondents in parish systems of all sizes were

generally weak in the commitment of teachers toward the use of educational television as a means of depicting pictorial current events. The data further reveal that of the 179 instructional units, 34 or 18 percent were large, 71 or 39 percent were of medium size, and 74 or 42 percent were small. The data reveal still further that of the 74 small instructional units, 65 percent were in parish systems of 20,000 to 49,999 enrollment.

TABLE 57

NUMBER AND PERCENTAGE OF RESPONDENTS WHICH JUDGED THEIR INSTRUCTIONAL UNITS AS BEING WEAK TO THE COMMITMENT OF TEACHERS TOWARD THE USE OF EDUCATIONAL TELEVISION AS A MEANS OF DEPICTING PICTORIAL CURRENT EVENTS

Instructional Units	Instructional Unit Sizes			Total
	(1)* Large	(2) Medium	(3) Small	
Number	34	71	74	179
Percentage	18	39	42	75

Source: Evaluative Checklist Utilization.

*Numbers in parentheses represent the enrollment categories of the instructional units as follow: (1) 1,000 and over; (2) 500 to 999; and (3) 499 and less.

Element I-C: Use of Educational Television to Reach Widely Dispersed Audiences

The data. Element I-C of the Utilization Checklist was designed to elicit judgmental responses regarding the extent to which a school meets the criteria relating to the commitment of teachers to the use of educational television to reach widely dispersed audiences. Criteria that were used as a basis for the evaluation of this element of educational media utilization in Louisiana public schools appear in Appendix E.

Data collected reveal that 186 instructional units or 76 percent of all respondents in all parish systems judged their instructional units in the non-usage and lower ranges of media utilization adequacy, 29 instructional units or 12 percent in the middle range, and 24 or 10 percent in the upper range of media utilization adequacy.

Evaluation of data. The data cited, as shown in Table 58, indicate that 186 instructional units or 78 percent of all respondents in all sizes of parish systems were generally weak in the commitment of teachers to the use of educational television to reach widely dispersed audiences. The data further reveal that of the 186 instructional units, 35 or 19 percent were large, 74 or 39 percent were of medium size, and 77 or 41 percent were small. The data reveal still further that of the 77 small instructional

units, 65 percent were in parish systems of 20,000 to 49,999 enrollment.

TABLE 58

NUMBER AND PERCENTAGE OF RESPONDENTS WHICH JUDGED THEIR INSTRUCTIONAL UNITS AS BEING WEAK TO THE COMMITMENT OF TEACHERS TO THE USE OF EDUCATIONAL TELEVISION TO REACH WIDELY DISPERSED AUDIENCES

Instructional Units	Instructional Unit Sizes			Total
	(1)* Large	(2) Medium	(3) Small	
Number	35	74	77	186
Percentage	19	39	41	78

Source: Evaluative Checklist Utilization.

*Numbers in parentheses represent the enrollment categories of the instructional units as follow: (1) 1,000 and over; (2) 500 to 999; and (3) 499 and less.

Element I-D: Self-Evaluation Through the Use of the Television Video Tape Recorder

The data. Element I-D of the Utilization Checklist was designed to elicit judgmental responses regarding the extent to which a school meets the criteria relating to the commitment of teachers to the use of the television video tape recorder for self-evaluation. Criteria that were used as a basis for the evaluation of this element of educational media utilization in Louisiana public schools appear in Appendix E.

Data collected reveal that 182 or 76 percent of all respondents in parish systems of all sizes judged their instructional units in the non-usage and lower ranges of media utilization adequacy, 30 or 13 percent in the middle range, and 26 or 11 percent in the upper range of media utilization adequacy.

Evaluation of data. The data cited, as shown in Table 59, indicates that 186 instructional units or 76 percent of all respondents in parish systems of all sizes were generally weak in the commitment of teachers to the use of the television video tape recorder for self-evaluation.

TABLE 59

NUMBER AND PERCENTAGE OF RESPONDENTS WHICH JUDGED THEIR INSTRUCTIONAL UNITS AS BEING WEAK TO THE COMMITMENT OF TEACHERS TO THE USE OF THE TELEVISION VIDEO TAPE RECORDER FOR SELF-EVALUATION

Instructional Units	Instructional Unit Sizes			Total
	(1)* Large	(2) Medium	(3) Small	
Number	36	69	77	182
Percentage	19	37	42	76

Source: Evaluative Checklist Utilization.

*Numbers in parentheses represent the enrollment categories of the instructional units as follow: (1) 1,000 and over; (2) 500 to 999; and (4) 499 and less.

The data further reveal that of the 182 instructional units, which were judged as being weak to the commitment of teachers to the use of the television video tape recorder for self-evaluation, 36 or 19 percent were large, 69 or 37 percent were of medium size, and 77 or 42 percent were small instructional units. The data reveal still further that of the 77 small instructional units, 75 percent were in parish systems of 20,000 to 49,999 enrollment.

TABLE 60

PERCENTAGE OF SCHOOLS IN EACH ENROLLMENT CATEGORY WHICH WERE IN THE NON-USAGE, LOWER, MIDDLE, AND UPPER RANGES OF EDUCATIONAL MEDIA UTILIZATION ON UTILIZATION ELEMENTS INCLUDED WITHIN THE ASPECT OF EDUCATIONAL TELEVISION

Media Utilization Element	Percentage of Schools in Each Range of Media Utilization by Enrollment Size																				
	Non-Usage					Lower					Middle					Upper					
	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	[a]
	48	60	80	126	51	48	60	80	126	51	48	60	80	126	51	48	60	80	126	51	[b]
I-A Dissemination of Information by Educ. Telev.	40	38	46	44	35	6	8	8	14	10	8	10	8	8	10	6	5	6	9	4	
I-B Pict. Current Events Depicted by Educ. Telev.	29	37	39	35	35	13	17	11	17	6	8	7	9	9	20	13	8	8	6	0	
I-C Use of Educ. Telev. to Reach Widely Dispersed Audiences	33	45	45	39	47	6	13	5	12	8	6	5	9	6	16	17	5	8	6	0	
I-D Self-Evaluation Through Use of Telev. Video Tape Recorder	33	52	44	35	37	13	12	23	13	2	0	3	8	10	18	13	3	8	10	0	

Source: Utilization Checklist, Section I.

[a]Letters represent enrollment categories as follows: A = 999 or less; B = 1,000 to 4,999; C = 5,000 to 9,999; D = 10,000 to 19,999; and E = 20,000 or above.

[b]The numbers below the enrollment size categories represent the number of schools in each size category.

Evaluation of Teaching Machines and Programmed Learning Materials

Section II of the Utilization Checklist contains two educational media utilization elements relating to the commitment of the teachers of Louisiana public schools to teaching machines and programmed learning materials. An evaluation of the two educational media utilization elements relating to Section II of the Utilization Checklist is presented here. Table 63 indicates the percentage of instructional units that responded to each of the four ranges of program utilization.

The evaluation of teaching machines and programmed learning materials was based on criteria developed by Totten and Fulton, whose criteria appear in entirety in Appendix E.

Element II-A: Use of Teaching Machines and/or Programmed Materials in the Immediate Reinforcement of Subject Matter

The data. Element II-A of the Utilization Checklist was designed to elicit judgmental responses regarding the extent to which instructional units meet the criteria relating to the commitment of teachers to the use of teaching machines and/or programmed learning materials in the immediate reinforcement of subject matter. Criteria that were used as a basis for the evaluation of this element of educational media utilization in Louisiana public schools appear in Appendix E.

Data collected reveal that 122 instructional units or 51 percent of all respondents in parish systems of all sizes judged their instructional units in the non-usage and lower ranges of media utilization adequacy, 58 or 24 percent in the middle range, and 59 or 25 percent in the upper range of media utilization adequacy.

Evaluation of data. The data cited, as shown in Table 61, indicate that 122 instructional units or 51 percent of all respondents in all sizes of parish systems were generally weak to the commitment of teachers to the use of teaching machines and/or programmed learning materials in the immediate reinforcement of subject matter.

TABLE 61

NUMBER AND PERCENTAGE OF RESPONDENTS WHICH JUDGED THEIR INSTRUCTIONAL UNITS AS BEING GENERALLY WEAK TO THE COMMITMENT OF TEACHERS TO THE USE OF TEACHING MACHINES AND/OR PROGRAMMED LEARNING MATERIALS IN THE IMMEDIATE REINFORCEMENT OF SUBJECT MATTER

Instructional Units	Instructional Unit Sizes			Total
	(1)* Large	(2) Medium	(3) Small	
Number	29	41	52	122
Percentage	23	33	42	51

Source: Evaluative Checklist Utilization.

*Numbers in parentheses represent the enrollment categories of the instructional units as follow: (1) 1,000 and over; (2) 500 to 999; and (3) 499 and less.

The data further reveal that of the 122 instructional units, which were judged as being weak to the commitment of teachers to the use of teaching machines and/or programmed learning materials in the immediate reinforcement of subject matter, 29 or 23 percent were large, 41 or 33 percent were of medium size, and 52 or 42 percent were small instructional units. The data reveal still further that of the 52 instructional units of small size, 41 percent were in the 4,999 and less sized parish systems.

Element II-B: Use of Teaching Machines and/or Programmed Learning Materials in Learning Routine Skills and Factual Information

The data. Element II-B of the Utilization Checklist was designed to elicit judgmental responses regarding the extent to which a school meets the criteria relating to the commitment of teachers toward the use of teaching machines and/or programmed learning materials in learning routine skills and factual information. Criteria that were used as a basis for the evaluation of this element of educational media utilization in Louisiana public schools appear in Appendix E.

Data collected reveal that 132 instructional units or 54 percent of all respondents in parish systems of all sizes judged their instructional units in the non-usage and lower ranges of media utilization adequacy, 61 or 26 percent in the middle range, and 49 instructional units or 21 percent in the upper range of media utilization adequacy.

Evaluation of data. The data cited, as shown in Table 62, indicate that 132 instructional units or 54 percent of all respondents in parish systems of all sizes were generally weak to the commitment of teachers toward the use of teaching machines and/or programmed learning materials in learning routine skills and factual information. The data further reveal that of the 132 instructional units, 28 or 21 percent were large instructional units, 64 or 48 percent were of medium size, and 40 or 30 percent were small. The data reveal still further that of the 64 medium sized instructional units, 57 percent were in parish systems of 20,000 to 49,999 enrollment.

TABLE 62

NUMBER AND PERCENTAGE OF RESPONDENTS WHICH JUDGED THEIR INSTRUCTIONAL UNITS AS BEING GENERALLY WEAK TO THE COMMITMENT OF TEACHERS TOWARD THE USE OF TEACHING MACHINES AND/OR PROGRAMMED LEARNING MATERIALS IN LEARNING ROUTINE SKILLS AND FACTUAL INFORMATION

Instructional Units	Instructional Unit Sizes			Total
	(1)* Large	(2) Medium	(3) Small	
Number	28	64	40	132
Percentage	21	48	30	54

Source: Evaluative Checklist Utilization.

*Numbers in parentheses represent the enrollment categories of the instructional units as follow: (1) 1,000 and over; (2) 500 to 999; and (3) 499 and less.

TABLE 63

PERCENTAGE OF SCHOOLS IN EACH ENROLLMENT CATEGORY WHICH WERE IN THE NON-USAGE, LOWER, MIDDLE, AND UPPER RANGES OF EDUCATIONAL MEDIA UTILIZATION ON UTILIZATION ELEMENTS INCLUDED WITHIN THE ASPECT OF TEACHING MACHINES AND PROGRAMMED LEARNING MATERIALS

Media Utilization Element	Percentage of Schools in Each Range of Media Utilization by Enrollment Size																				
	Non-Usage					Lower					Middle					Upper					
	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	[a]
	48	60	80	126	51	48	60	80	126	51	48	60	80	126	51	48	60	80	126	51	[b]
II-A Use of Teaching Machines and/or Programmed Learning Materials in the Immediate Reinforcement of Subject Matter	13	18	9	31	24	13	12	13	14	12	15	12	28	13	12	15	12	21	14	20	
II-B Use of Teaching Machines and/or Programmed Learning Materials in Learning Routine Skills and Factual Information	23	30	25	25	4	13	22	18	11	4	13	18	11	20	20	10	20	15	11	12	

Source: Utilization Checklist, Section II.

[a]Letters represent enrollment categories as follows: A = 999 or less; B = 1,000 to 4,999; C = 5,000 to 9,999; D = 10,000 to 19,999; and E = 20,000 or above.

[b]The numbers below the enrollment size categories represent the number of schools in each size category.

Evaluation of Recordings

Section III of the Utilization Checklist contains three educational media utilization elements relating to the commitment of the teachers of the Louisiana public schools toward the use of recordings. An evaluation of the three educational media utilization elements relating to Section III of the Utilization Checklist respondents is presented here. Table 67 indicates the percentage of instructional units that responded to each of the four ranges of program utilization.

The evaluation of the use of recordings was based on criteria developed by Totten and Fulton, whose criteria appear in entirety in Appendix E. These criteria were used as a basis for developing the Utilization Checklist used in this study.

Element III-A: Use of Recordings to Enlive, Enhance, and Vivify Impressions of Materials

The data. Element III-A of the Utilization Checklist was designed to elicit judgmental responses regarding the extent to which an instructional unit meets the criteria relating to the commitment of teachers to the use of recordings to enliven, enhance, and vivify impressions of materials. Criteria that were used as a basis for the evaluation of this element of educational media utilization in Louisiana public schools appear in Appendix E.

Data collected reveal that 99 instructional units or 41 percent of all respondents in parish systems of all sizes judged their instructional units in the upper range of media utilization adequacy, 86 or 36 percent in the middle range, and 54 or 23 percent in the non-usage and lower ranges of media utilization adequacy.

Evaluation of data. The data cited, as shown in Table 64, indicate that 99 instructional units or 41 percent of all respondents in parish systems of all sizes were generally strong to the commitment of teachers to the use of recordings to enliven, enhance, and vivify impressions of materials.

TABLE 64

NUMBER AND PERCENTAGE OF RESPONDENTS WHICH JUDGED THEIR INSTRUCTIONAL UNITS AS BEING GENERALLY STRONG TO THE COMMITMENT OF TEACHERS TO THE USE OF RECORDINGS TO ENLIVEN, ENHANCE, AND VIVIFY IMPRESSIONS OF MATERIALS

Instructional Units	Instructional Unit Sizes			Total
	(1)* Large	(2) Medium	(3) Small	
Number	11	39	28	99
Percentage	11	39	28	41

Source: Evaluative Checklist Utilization.

*Numbers in parentheses represent the enrollment categories of the instructional units as follow: (1) 1,000 and over; (2) 500 to 999; and (3) 499 and less.

The data further reveal that of the 99 instructional units, which were judged as being strong to the commitment of teachers to the use of recordings to enliven, enhance, and vivify impressions of materials, 11 or 11 percent were large instructional units, 39 or 39 percent were of medium size, and 49 or 49 percent were small. The data reveal still further that of the 49 small instructional units, 35 percent were in parish systems of 10,000 to 19,999 enrollment.

Element III-B: Use of Recordings to Provide Realistic Musical and Unique Narrative Experience, to Capture Original Sounds, and to Overcome Barriers of Time and Distance

The data. Element III-B of the Utilization Checklist was designed to elicit judgmental responses regarding the extent to which an instructional unit meets the criteria relating to the commitment of teachers to the use of recordings to provide realistic musical and unique narrative experience, to capture original sounds, and to overcome barriers of time and distance. Criteria that were used as a basis for the evaluation of this element of educational media utilization in Louisiana public schools appear in Appendix E.

Data collected reveal that 115 instructional units or 47 percent of all respondents in parish systems of all sizes judged their instructional units in the non-usage and lower ranges of media utilization adequacy, 63 or 26 percent

in the upper range, and 62 or 26 percent in the middle range of media utilization adequacy.

Evaluation of data. The data cited, as shown in Table 65, indicate that 114 instructional units or 47 percent of all respondents in parish systems of all sizes were generally weak to the commitment of teachers to the use of recordings to provide realistic musical and unique narrative experience, to capture original sounds, and to overcome barriers of time and distance.

TABLE 65

NUMBER AND PERCENTAGE OF RESPONDENTS WHICH JUDGED THEIR INSTRUCTIONAL UNITS AS BEING GENERALLY WEAK TO THE COMMITMENT OF TEACHERS TO THE USE OF RECORDINGS TO PROVIDE REALISTIC MUSICAL AND UNIQUE NARRATIVE EXPERIENCE, TO CAPTURE ORIGINAL SOUNDS AND TO OVERCOME BARRIERS OF TIME AND DISTANCE

Instructional Units	Instructional Unit Sizes			Total
	(1)* Large	(2) Medium	(3) Small	
Number	21	48	46	115
Percentage	15	41	40	47

Source: Evaluative Checklist Utilization.

*Numbers in parentheses represent the enrollment categories of the instructional units as follow: (1) 1,000 and over; (2) 500 to 999; and (3) 499 and less.

The data further reveal that of the 115 instructional units, which were judged as being generally weak in the commitment of teachers to the use of recordings to provide

realistic musical and unique narrative experiences, to capture original sounds, and to overcome barriers of time and distance, 21 or 18 percent were large instructional units, 48 or 41 percent were of medium size, and 46 or 40 percent were small. The data reveal still further that of the 48 medium instructional units, 51 percent were in parish systems of 10,000 to 19,999 enrollment.

Element III-C: Use of Tape Recordings for Self-Evaluation and Improvement, and the Reporting of Pre-recorded Information

The data. Element III-C of the Utilization Checklist was designed to elicit judgmental responses regarding the extent to which an instructional unit meets the criteria relating to the commitment of teachers to the use of tape recordings for self-improvement, and the reporting of pre-recorded information. Criteria that were used as a basis for the evaluation of this element of educational media utilization in Louisiana public schools appear in Appendix E.

Data collected reveal that 131 instructional units or 54 percent of all respondents in parish systems of all sizes judged their instructional units in the non-usage and lower ranges of media utilization adequacy, 62 or 26 percent in the middle range, and 46 or 19 percent in the upper range.

Evaluation of data. The data cited, as shown in Table 66, indicate that 131 instructional units or 54 percent of all respondents in parish systems of all sizes were

generally weak in the commitment of the teachers to the use of tape recordings for self-evaluation and improvement and the reporting of pre-recorded information. The data further reveal that of the 131 instructional units, which were judged as being generally weak to the commitment of teachers to the use of tape recordings for self-evaluation and improvement and the reporting of pre-recorded information, 22 or 16 percent were large instructional units, 52 or 39 percent were of medium size, and 57 or 43 percent were small. The data reveal still further that of the 57 small instructional units, 42 percent were in the 4,999 and less enrollment sized parish systems.

TABLE 66

NUMBER AND PERCENTAGE OF RESPONDENTS WHICH JUDGED THEIR INSTRUCTIONAL UNITS AS BEING GENERALLY WEAK TO THE COMMITMENT OF TEACHERS TO THE USE OF TAPE RECORDINGS FOR SELF-IMPROVEMENT, AND THE REPORTING OF PRE-RECORDED INFORMATION

Instructional Units	Instructional Unit Sizes			Total
	(1)* Large	(2) Medium	(3) Small	
Number	22	52	57	131
Percentage	16	39	43	54

Source: Evaluative Checklist Utilization.

*Numbers in parentheses represent the enrollment categories of the instructional units as follow: (1) 1,000 and over; (2) 500 to 999; and (3) 499 and less.

TABLE 67

PERCENTAGE OF SCHOOLS IN EACH ENROLLMENT CATEGORY WHICH WERE IN THE NON-USAGE, LOWER, MIDDLE, AND UPPER RANGES OF EDUCATIONAL MEDIA UTILIZATION ON UTILIZATION ELEMENTS INCLUDED WITHIN THE ASPECT OF RECORDINGS

Media Utilization Element	Percentage of Schools in Each Range of Media Utilization by Enrollment Size																				
	Non-Usage					Lower					Middle					Upper					
	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E[a]	
	48	60	80	126	51	48	60	80	126	51	48	60	80	126	51	48	60	80	126	51[b]	
III																					
A Use of Recordings to Enliven, Enhance and Vivify Impressions of Materials	2	3	5	10	14	0	7	4	13	6	13	17	33	26	22	19	22	24	37	22	
B Use of Recordings to Provide Realistic Musical Experiences, etc.	19	20	15	15	22	8	12	15	18	12	13	13	14	21	20	10	17	11	25	14	
C Use of Tape Recordings for Self-Evaluation and Improvement, etc.	15	25	20	23	25	18	12	14	15	16	13	10	11	23	24	11	5	13	18	10	

Source:

[a]Letters represent enrollment categories as follows: A = 999 or less; B = 1,000 to 4,999; C = 5,000 to 9,999; D = 10,000 to 19,999; and E = 20,000 or above.

[b]The numbers below the enrollment size categories represent the number of schools in each size category.

Evaluation of Opaque Materials

Section IV of the Utilization Checklist contains two educational media utilization elements relating to the commitment of the teacher of the Louisiana public schools to the use of opaque materials. An evaluation of the two educational media utilization elements relating to Section IV is presented here. Table 70 indicates the percentage of instructional units that responded to each of the four ranges of program utilization.

The evaluation of the use of opaque materials was based on criteria developed by Totten and Fulton, whose criteria appear in entirety in Appendix E.

Element IV-A: Use of Opaque Materials for Non-Transparent Materials to be Used for Group Observation and Economy of Time

The data. Element IV-A of the Utilization Checklist was designed to elicit judgmental responses regarding the extent to which an instructional unit meets the criteria relating to the commitment of teachers to the use of opaque materials for non-transparent materials to be used for group observation and economy of time. Criteria that were used as a basis for the evaluation of this element of educational media utilization in Louisiana public schools appear in Appendix E.

Data collected reveal that 132 instructional units or 54 percent of all respondents in parish systems of all

sizes judged their instructional units in the non-usage and lower ranges of media utilization adequacy, 64 or 27 percent in the middle range, and 43 or 18 percent in the upper range of media utilization adequacy.

Evaluation of data. The data cited, as shown in Table 68, indicate that 134 instructional units or 56 percent of all respondents in parish systems of all sizes were generally weak to the commitment of teachers to the use of opaque materials for non-transparent materials to be used for group observation and economy of time.

TABLE 68

NUMBER AND PERCENTAGE OF RESPONDENTS WHICH JUDGED THEIR INSTRUCTIONAL UNITS AS BEING WEAK TO THE COMMITMENT OF TEACHERS TO THE USE OF OPAQUE MATERIALS FOR NON-TRANSPARENT MATERIALS TO BE USED FOR GROUP OBSERVATION AND ECONOMY OF TIME

Instructional Units	Instructional Unit Sizes			Total
	(1)* Large	(2) Medium	(3) Small	
Number	23	57	54	134
Percentage	17	42	40	56

Source: Evaluative Checklist Utilization.

*Numbers in parentheses represent the enrollment categories of the instructional units as follow: (1) 1,000 and over; (2) 500 to 999; and (3) 499 and less.

The data further reveal that of the 134 instructional units, which were judged as being generally weak to

the commitment of teachers to the use of opaque materials for non-transparent materials to be used for group observation and economy of time, 23 or 17 percent were large instructional units, 57 or 42 percent were of medium size, and 54 or 40 percent were small. The data reveal still further that of the 57 medium sized instructional units, 94 percent were in the 4,999 and less enrollment sized parish systems.

Element IV-B: Use of Opaque Materials to Enlarge Small Size Still Pictures and to Project Three Dimensional Objects

The data. Element IV-B of the Utilization Checklist was designed to elicit judgmental responses regarding the extent to which an instructional unit meets the criteria relating to the commitment of teachers to the use of opaque materials to enlarge small size still pictures and to project three dimensional objects. Criteria that were used as a basis for the evaluation of this element of educational media utilization in Louisiana public schools appear in Appendix E.

Data collected reveal that 149 instructional units or 62 percent of all respondents in parish systems of all sizes judged their instructional units in the non-usage and lower ranges of media utilization adequacy, 60 or 25 percent in the middle range, and 34 or 14 percent in the upper range.

Evaluation of data. The data cited, as shown in Table 69, indicate that 149 instructional units or 62 percent

of all respondents in parish systems of all sizes were generally weak to the commitment of teachers to the use of opaque materials to enlarge small size still pictures and to project three dimensional objects. The data further reveal that of the 149 instructional units, which were judged as being generally weak to the commitment of teachers to the use of opaque materials to enlarge small size still pictures and to project three dimensional objects, 24 or 16 percent were large instructional units, 63 or 42 percent were of medium size, and 62 or 41 percent were small. The data reveal still further that of the 63 medium size instructional units, 75 percent were in the 4,999 and less enrollment sized parish systems.

TABLE 69

NUMBER AND PERCENTAGE OF RESPONDENTS WHICH JUDGED THEIR INSTRUCTIONAL UNITS AS BEING WEAK TO THE COMMITMENT OF TEACHERS TO THE USE OF OPAQUE MATERIALS TO ENLARGE SMALL SIZE STILL PICTURES AND TO PROJECT THREE DIMENSIONAL OBJECTS

Instructional Units	Instructional Unit Sizes			Total
	(1)* Large	(2) Medium	(3) Small	
Number	24	63	62	149
Percentage	16	42	41	62

Source: Evaluative Checklist Utilization.

*Numbers in parentheses represent the enrollment categories of the instructional units as follow: (1) 1,000 and over; (2) 500 to 999; and (3) 499 and less.

TABLE 70

PERCENTAGE OF SCHOOLS IN EACH ENROLLMENT CATEGORY WHICH WERE IN THE NON-USAGE, LOWER, MIDDLE, AND UPPER RANGES OF EDUCATIONAL MEDIA UTILIZATION ON UTILIZATION ELEMENTS INCLUDED WITHIN THE ASPECT OF OPAQUE MATERIALS

Media Utilization Element	Percentage of Schools in Each Range of Media Utilization by Enrollment Size																			
	Non-Usage					Lower					Middle					Upper				
	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E[a]
	48	60	80	126	51	48	60	80	126	51	48	60	80	126	51	48	60	80	126	51[b]
IV-A Use of Opaque Materials for Non-Transparent Materials to be Used for Group Observation and Economy of Time	17	25	18	25	29	4	12	23	19	25	15	18	25	16	10	8	10	6	16	16
IV-B Use of Opaque Materials to Enlarge Small Size Still Pictures and to Project Three Dimensional Objects	15	32	25	26	27	10	15	10	17	24	17	12	18	17	18	17	7	15	6	18

Source: Utilization Checklist, Section IV.

[a]Letters represent enrollment categories as follows: A = 999 or less; B = 1,000 to 4,999; C = 5,000 to 9,999; D = 10,000 to 19,999; and E = 20,000 or above.

[b]The numbers below the enrollment size categories represent the number of schools in each size category.

Evaluation of Overhead Transparencies

Section V of the Utilization Checklist contains one educational media utilization element relating to the commitment of teachers of the Louisiana public schools to the use of overhead transparencies. An evaluation of the one educational media utilization element relating to Section V of the Utilization Checklist is presented here. Table 72 indicates the percentage of instructional units that responded to each of the four ranges of program utilization. The evaluation of the use of overhead transparencies was based on criteria developed by Totten and Fulton, whose criteria appear in entirety in Appendix E. These criteria were used as a basis for developing the Utilization Checklist used in this study.

Element V-A: Use of Overhead Transparencies to Show Development of Wholes from Parts or the Cumulative Growth of a Whole, to Write on Projection Material at the Time of Projection, or to Present Illustrations While the Teacher is Facing the Class

The data. Element V-A of the Utilization Checklist was designed to elicit judgmental responses regarding the extent to which an instructional unit meets the criteria relating to the commitment of teachers to the use of overhead transparencies to show development of wholes from parts or the cumulative growth of a whole, to write on projection material at the time of projection, or to present

illustrations while the teacher is facing the class. Criteria that were used as a basis for the evaluation of this element of educational media utilization in Louisiana public schools appear in Appendix E.

Data collected reveal that 112 instructional units or 47 percent of all respondents in parish systems of all sizes judged their instructional units in the upper range of media utilization adequacy.

Evaluation of data. The data cited, as shown in Table 71, indicate that 112 instructional units or 47 percent of all respondents in parish systems of all sizes were generally strong to the commitment of teachers to the use of overhead transparencies to show development of wholes from parts or the cumulative growth of a whole, to write on projection material at the time of projection, or to present illustrations while the teacher is facing the class. The data further reveal that of the 112 instructional units, which were judged as being generally strong to the commitment to the use of overhead transparencies to show development of wholes from parts or the cumulative growth of a whole, to write on projection material at the time of projection, or to present illustrations while the teacher is facing the class, 18 or 16 percent were large instructional units, 46 or 41 percent were of medium size, and 48 or 42 percent were small. The data reveal still further

that of the 48 small instructional units, 44 percent were in the 4,999 and less enrollment sized parish systems.

TABLE 71

NUMBER AND PERCENTAGE OF RESPONDENTS WHICH JUDGED THEIR INSTRUCTIONAL UNITS AS BEING STRONG TO THE COMMITMENT OF TEACHERS TO THE USE OF OVERHEAD TRANSPARENCIES TO SHOW DEVELOPMENT OF WHOLES FROM PARTS OR THE CUMULATIVE GROWTH OF THE WHOLE, TO WRITE ON PROJECTION MATERIAL AT THE TIME OF PROJECTION, OR TO PRESENT ILLUSTRATIONS WHILE THE TEACHER IS FACING THE CLASS

Instructional Units	Instructional Unit Sizes			Total
	(1)* Large	(2) Medium	(3) Small	
Number	18	46	48	112
Percentage	16	41	42	47

Source: Evaluative Checklist Utilization.

*Numbers in parentheses represent the enrollment categories of the instructional units as follow: (1) 1,000 and over; (2) 500 to 999; and (3) 499 and less.

TABLE 72

PERCENTAGE OF SCHOOLS IN EACH ENROLLMENT CATEGORY WHICH WERE IN THE NON-USAGE, LOWER, MIDDLE, AND UPPER RANGES OF EDUCATIONAL MEDIA UTILIZATION ON UTILIZATION ELEMENTS INCLUDED WITHIN THE ASPECT OF OVERHEAD TRANSPARENCIES

Media Utilization Element	Percentage of Schools in Each Range of Media Utilization by Enrollment Size																				
	Non-Usage					Lower					Middle					Upper					
	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E [a]	
	48	60	80	126	51	48	60	80	126	51	48	60	80	126	51	48	60	80	126	51 [b]	
V-A Use of Overhead Transparencies to Show Development of Wholes from Parts or the Cumulative Growth of a Whole, to Write on Projection Material at the Time of Projection, or to Present Illustrations While the Teacher is Facing the Class	10	13	9	7	4	8	7	6	12	14	10	18	16	18	18	19	33	19	35	45	

Source: Utilization Checklist, Section V.

[a]Letters represent enrollment categories as follows: A = 999 or less; B = 1,000 to 4,999; C = 5,000 to 9,999; D = 10,000 to 19,999; and E = 20,000 or above.

[b]The numbers below the enrollment size categories represent the number of schools in each size category.

Evaluation of Slides

Section VI of the Utilization Checklist contains one educational media utilization element relating to the commitment of the teachers of Louisiana public schools to the use of slides. An evaluation of the one educational media utilization element relating to Section VI of the Utilization Checklist is presented here. Table 74 indicates the percentage of instructional units that responded to each of the four ranges of program utilization.

The evaluation of slides was based on criteria developed [redacted]on, whose criteria appear in entire[redacted]e criteria were used as a basis for [redacted]n Checklist used in this study.

Element [redacted] for Reduction in Size [redacted] and Retrieval and to [redacted]d Trips and Laboratory Experiments

The data. Element VI-A of the Utilization Checklist was designed to elicit judgmental responses regarding the extent to which an instructional unit meets the criteria relating to the commitment of teachers to the use of slides for reduction in size for easy storage and retrieval and to document field trips and laboratory experiments. Criteria that were used as a basis for the evaluation of

Evaluation of Slides

Section VI of the Utilization Checklist contains one educational media utilization element relating to the commitment of the teachers of Louisiana public schools to the use of slides. An evaluation of the one educational media utilization element relating to Section VI of the Utilization Checklist is presented here. Table 74 indicates the percentage of instructional units that responded to each of the four ranges of program utilization.

The evaluation of the use of slides was based on criteria developed by Totten and Fulton, whose criteria appear in entirety in Appendix E. These criteria were used as a basis for developing the Utilization Checklist used in this study.

Element VI-A: Use of Slides for Reduction in Size for Easy Storage and Retrieval and to Document Field Trips and Laboratory Experiments

The data. Element VI-A of the Utilization Checklist was designed to elicit judgmental responses regarding the extent to which an instructional unit meets the criteria relating to the commitment of teachers to the use of slides for reduction in size for easy storage and retrieval and to document field trips and laboratory experiments. Criteria that were used as a basis for the evaluation of

this element of educational media utilization in Louisiana public schools appear in Appendix E.

Data collected reveal that 158 instructional units or 66 percent of all respondents in parish systems of all sizes judged their instructional units in the non-usage and lower ranges of media utilization adequacy.

Evaluation of data. The data cited, as shown in Table 73, indicate that 158 instructional units or 66 percent of all respondents in parish systems of all sizes were generally weak to the commitment of teachers to the use of slides for reduction in size for easy storage and retrieval and to document field trips and laboratory experiments. The data further reveal that of the 158 instructional units, which were judged as being generally weak to the commitment to the use of slides for reduction in size for easy storage and retrieval and to document field trips and laboratory experiments, 32 or 20 percent were large instructional units, 65 or 41 percent were of medium size, and 61 or 38 percent were small. The data reveal still further that of the 65 medium instructional units, 64 percent were in parish systems of 5,000 to 9,999 enrollment.

TABLE 73

NUMBER AND PERCENTAGE OF RESPONDENTS WHICH JUDGED THEIR INSTRUCTIONAL UNITS AS BEING WEAK TO THE COMMITMENT OF TEACHERS TO THE USE OF SLIDES FOR REDUCTION IN SIZE FOR EASY STORAGE AND RETRIEVAL AND TO DOCUMENT FIELD TRIPS AND LABORATORY EXPERIMENTS

Instructional Units	Instructional Unit Sizes			Total
	(1)* Large	(2) Medium	(3) Small	
Number	32	65	61	158
Percentage	20	41	38	66

Source: Evaluative Checklist Utilization.

*Numbers in parentheses represent the enrollment categories of the instructional units as follow: (1) 1,000 and over; (2) 500 to 999; and (3) 499 and less.

TABLE 74

PERCENTAGE OF SCHOOLS IN EACH ENROLLMENT CATEGORY WHICH WERE IN THE NON-USAGE, LOWER, MIDDLE, AND UPPER RANGES OF EDUCATIONAL MEDIA UTILIZATION ON UTILIZATION ELEMENTS INCLUDED WITHIN THE ASPECT OF SLIDES

Media Utilization Element	Percentage of Schools in Each Range of Media Utilization by Enrollment Size																				
	Non-Usage					Lower					Middle					Upper					
	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E[a]	
	48	60	80	126	51	48	60	80	126	51	48	60	80	126	51	48	60	80	126	51[b]	
VI-A Use of Slides for Reduction in Size for Easy Storage and Retrieval and to Document Field Trips and Laboratory Experiments	25	32	21	33	27	15	10	5	21	22	10	15	11	21	12	8	5	4	10	14	

Source: Utilization Checklist, Section VI.

[a]Letters represent enrollment categories as follows: A = 999 or less; B = 1,000 to 4,999; C = 5,000 to 9,999; D = 10,000 to 19,999; and E = 20,000 or above.

[b]The numbers below the enrollment size categories represent the number of schools in each size category.

Evaluation of Filmstrips

Section VIII of the Utilization Checklist contains one educational media utilization element relating to the commitment of the teachers of the Louisiana public schools to the use of filmstrips. An evaluation of the one educational media utilization aspect relating to Section VII of the Utilization Checklist is presented here. Table 76 indicates the percentage of instructional units that responded to each of the four ranges of program utilization.

The evaluation of the use of filmstrips was based on criteria developed by Totten and Fulton, whose criteria appear in entirety in Appendix E. These criteria were used as a basis for developing the Utilization Checklist used in this study.

Element VII-A: Use of Filmstrips for Photographs of a Sequential Nature and for Discussion of Individual Frames

The data. Element VII-A of the Utilization Checklist was designed to elicit judgmental responses regarding the extent to which an instructional unit meets the criteria relating to the commitment of teachers to the use of filmstrips for photographs of a sequential nature and for discussion of individual frames. Criteria that were used as a basis for the evaluation of this element of educational media utilization in Louisiana public schools appear in Appendix E.

Data collected reveal that 129 instructional units or 54 percent of all respondents in parish systems of all sizes judged their instructional units in the upper range of media utilization adequacy, 67 or 28 percent in the middle range, and 43 or 18 percent in the non-usage and lower ranges of media utilization adequacy.

Evaluation of data. The data cited, as shown in Table 75, indicate that 129 instructional units or 54 percent of all respondents in parish systems of all sizes were generally strong to the commitment of teachers to the use of filmstrips for photographs of a sequential nature and for discussion of individual frames. The data further reveal that of the 129 instructional units, which were judged as being generally strong to the commitment of teachers to the use of filmstrips for photographs of a sequential nature and for discussion of individual frames, 28 or 21 percent were large instructional units. The data reveal still further that of the 54 medium-sized instructional units, 45 percent were in parish systems of 5,000 to 9,999 enrollment.

TABLE 75

NUMBER AND PERCENTAGE OF RESPONDENTS WHICH JUDGED THEIR INSTRUCTIONAL UNITS AS BEING GENERALLY STRONG TO THE COMMITMENT OF TEACHERS TO THE USE OF FILMSTRIPS FOR PHOTOGRAPHS OF A SEQUENTIAL NATURE AND FOR DISCUSSION OF INDIVIDUAL FRAMES

Instructional Units	Instructional Unit Sizes			Total
	(1)* Large	(2) Medium	(3) Small	
Number	28	54	47	129
Percentage	21	41	36	54

Source: Evaluative Checklist Utilization.

*Numbers in parentheses represent the enrollment categories of the instructional units as follow: (1) 1,000 and over; (2) 500 to 999; and (3) 499 and less.

TABLE 76

PERCENTAGE OF SCHOOLS IN EACH ENROLLMENT CATEGORY WHICH WERE IN THE NON-USAGE, LOWER, MIDDLE, AND UPPER RANGES OF EDUCATIONAL MEDIA UTILIZATION ON UTILIZATION ELEMENTS INCLUDED WITHIN THE ASPECT OF FILMSTRIPS

Media Utilization Element	Percentage of Schools in Each Range of Media Utilization by Enrollment Size																			
	Non-Usage					Lower					Middle					Upper				
	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E[a]
	48	60	80	126	51	48	60	80	126	51	48	60	80	126	51	48	60	80	126	51[b]
VII-A Use of Filmstrips for Photographs of a Sequential Nature and for Discussion of Individual Frames	4	8	3	10	8	6	5	4	6	6	13	10	14	24	27	35	40	31	38	29

Source: Utilization Checklist, Section VII.

[a]Letters represent enrollment categories as follows: A = 999 or less; B = 1,000 to 4,999; C = 5,000 to 9,999; D = 10,000 to 19,999; and E = 20,000 or above.

[b]The numbers below the enrollment size categories represent the number of schools in each size category.

Evaluation of Motion Picture Films

Section VIII of the Utilization Checklist contains three educational media utilization elements relating to the commitment of the teachers of the Louisiana public schools to the use of motion picture films. An evaluation of the three educational media utilization elements relating to Section VIII of the Utilization Checklist is presented here. Table 80 indicates the percentage of instructional units that responded to each of the four ranges of program utilization.

The evaluation of the use of motion picture films is based on criteria developed by Totten and Fulton, whose criteria appear in entirety in Appendix E. These criteria were selected as a basis for developing the Utilization Checklist used in this study.

Element VIII-A: Use of Motion Picture Films to Enhance Lecture, to Provide Motivation and for Effective Presentation of Material

The data. Element VIII-A of the Utilization Checklist was designed to elicit judgmental responses regarding the extent to which an instructional unit meets the criteria relating to the commitment of teachers to the use of motion picture films to enhance lecture, to provide motivation, and for the evaluation of this element of educational media utilization appear in Appendix E.

Data collected reveal that 86 instructional units or 36 percent of all respondents in parish systems of all sizes judged their instructional units in the upper range of media utilization adequacy, 82 or 34 in the middle range, and 71 or 29 percent in the non-usage and lower ranges of media utilization adequacy.

Evaluation of data. The data cited, as shown in Table 77, indicate that 86 instructional units or 36 percent of all respondents in parish systems of all sizes were generally strong to the commitment of teachers to the use of motion picture films to enhance lecture, to provide motivation and for effective presentation of material.

TABLE 77

NUMBER AND PERCENTAGE OF RESPONDENTS WHICH JUDGED THEIR INSTRUCTIONAL UNITS AS BEING GENERALLY STRONG TO THE COMMITMENT OF TEACHERS TO THE USE OF MOTION PICTURE FILMS TO ENHANCE LECTURE, TO PROVIDE MOTIVATION, AND FOR EFFECTIVE PRESENTATION OF MATERIAL

Instructional Units	Instructional Unit Sizes			Total
	(1)* Large	(2) Medium	(3) Small	
Number	18	32	36	86
Percentage	20	37	41	36

Source: Evaluative Checklist Utilization.

*Numbers in parentheses represent the enrollment categories of the instructional units as follow: (1) 1,000 and over; (2) 500 to 999; and (3) 499 and less.

The data further reveal that of the 86 instructional units, which were judged as being generally strong to the commitment of teachers to the use of motion picture films to enhance lecture, to provide motivation and for effective presentation of material, 18 or 20 percent were large instructional units, 32 or 37 percent were of medium size, and 36 or 41 percent were small. The data reveal still further that of the 36 small-sized instructional units, 29 percent were in parish systems of 4,999 and less enrollment.

Element VIII-B: Use of Motion Picture Films for Verbalization and Motion, for Modification of Time, and for Review and Summarization

The data. Element VIII-B of the Utilization Checklist was designed to elicit judgmental responses regarding the extent to which an instructional unit meets the criteria relating to the commitment of teachers to the use of motion picture films for verbalization and motion, for modification of time, and for review and summarization. Criteria that were used as a basis for evaluation of this element of educational media utilization appear in Appendix E.

Data collected reveal that 115 instructional units or 48 percent of all respondents in parish systems of all sizes judged their instructional units in the non-usage and lower ranges of media utilization adequacy, 72 or 30 percent in the middle range, and 52 or 21 percent in the upper range of media utilization adequacy.

Evaluation of data. The data cited, as shown in Table 78, indicate that 115 instructional units or 48 percent of all respondents in parish systems of all sizes were generally weak to the commitment of teachers to the use of motion picture films for verbalization and motion, for modification of time, and for review and summarization.

TABLE 78

NUMBER AND PERCENTAGE OF RESPONDENTS WHICH JUDGED THEIR INSTRUCTIONAL UNITS AS BEING GENERALLY WEAK IN THE COMMITMENT OF TEACHERS TO THE USE OF MOTION PICTURE FILMS FOR VERBALIZATION AND MOTION, FOR MODIFICATION OF TIME, AND FOR REVIEW AND SUMMARIZATION

Instructional Units	Instructional Unit Sizes			Total
	(1)* Large	(2) Medium	(3) Small	
Number	19	49	47	115
Percentage	16	42	40	48

Source: Evaluative Checklist Utilization.

*Numbers in parentheses represent the enrollment categories of the instructional units as follow: (1) 1,000 and over; (2) 500 to 999; and (3) 499 and less.

The data further reveal that of the 115 instructional units, which were judged as being generally weak to the commitment of teachers to the use of motion picture films for verbalization and summarization, 19 or 16 percent were large instructional units, 49 or 42 percent were of medium size,

and 47 or 40 percent were small instructional units. The data reveal still further that of the 49 medium sized instructional units 51 percent were in parish systems of 10,000 to 19,999 enrollment.

Element VIII-C: Use of Eight Millimeter Cartridge Silent Motion Picture Films for Small Group or for Individual Instruction and for Inexpensive Local Production

The data. Element VIII-C of the Utilization Checklist was designed to elicit judgmental responses regarding the extent to which an instructional unit meets the criteria relating to the commitment of teachers to the use of eight millimeter cartridge silent motion picture films for small group or for individual instruction and for inexpensive local production. Criteria that were used as a basis for the evaluation of this element of educational media utilization in Louisiana public schools appear in Appendix E.

Data collected reveal that 173 instructional units or 72 percent of all respondents in parish systems of all sizes judged their instructional units in the non-usage and lower ranges of media utilization adequacy, 47 or 20 percent in the middle range, and 19 or 8 percent in the upper range of media utilization adequacy.

Evaluation of data. The data cited, as shown in Table 79, indicate that 173 instructional units or 72 percent of all respondents in parish systems of all sizes were

generally weak to the commitment of teachers to the use of eight millimeter cartridge silent motion picture films for small group or for individual instruction and for inexpensive local production.

TABLE 79

NUMBER AND PERCENTAGE OF RESPONDENTS WHICH JUDGED THEIR INSTRUCTIONAL UNITS AS BEING GENERALLY WEAK IN THE COMMITMENT OF TEACHERS TO THE USE OF EIGHT MILLIMETER CARTRIDGE SILENT MOTION PICTURE FILMS FOR SMALL GROUP OR FOR INDIVIDUAL INSTRUCTION AND FOR INEXPENSIVE LOCAL PRODUCTION

Instructional Units	Instructional Unit Sizes			Total
	(1)* Large	(2) Medium	(3) Small	
Number	32	71	70	173
Percentage	18	41	40	72

Source: Evaluative Checklist Utilization.

*Numbers in parentheses represent the enrollment categories of the instructional units as follow: (1) 1,000 and over; (2) 500 to 999; and (3) 499 and less.

The data further reveal that of the 173 instructional units, which were judged as being generally weak to the commitment of teachers to the use of eight millimeter cartridge silent motion picture films for small groups or for individual instruction and for inexpensive local production, 32 or 18 percent were large instructional units, 71

or 41 percent were of medium size, and 70 or 40 percent were small. The data reveal still further that of the 71 medium instructional units, 64 percent were in parish systems of 5,000 to 9,999 enrollment.

TABLE 80

PERCENTAGE OF SCHOOLS IN EACH ENROLLMENT CATEGORY WHICH WERE IN THE NON-USAGE, LOWER, MIDDLE, AND UPPER RANGES OF EDUCATIONAL MEDIA UTILIZATION ON UTILIZATION ELEMENTS INCLUDED WITHIN THE ASPECT OF MOTION PICTURE FILMS

Media Utilization Element	Percentage of Schools in Each Range of Media Utilization by Enrollment Size																				
	Non-Usage					Lower					Middle					Upper					
	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E[a]	
	48	60	80	126	51	48	60	80	126	51	48	60	80	126	51	48	60	80	126	51[b]	
VIII																					
A Use of Motion Picture Films to Enhance Lecture, to Provide Motivation, etc.	10	8	14	13	16	4	8	4	7	12	21	25	13	27	25	15	18	18	33	25	
B Use of Motion Picture Films for Verbalization and Motion, etc.	13	17	20	22	27	9	12	23	8	4	17	13	11	24	33	6	8	8	23	18	
C Use of 8mm Cartridge Silent Motion Picture Films for Small Group, etc.	33	43	33	43	33	6	5	6	13	12	0	3	8	25	14	6	8	3	6	4	

Source: Utilization Checklist, Section VIII.

[a]Letters represent enrollment categories as follows: A = 999 or less; B = 1,000 to 4,999; C = 5,000 to 9,999; D = 10,000 to 19,999; and E = 20,000 or above.

[b]The numbers below the enrollment size categories represent the number of schools in each size category.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter reviews the purposes and procedures of the study, delineates the major findings, states the conclusions, and makes recommendations in accordance with the study.

Summary

The purpose of this study was to analyze and evaluate the educational media programs in the Louisiana public schools to ascertain how well the Parish Media Centers of the state are aiding the schools by making available the appropriate instruments, namely the materials and equipment, and the extent to which available educational media are being utilized.

An Evaluative Checklist obtained data from the instructional units regarding the quality of the educational media program. A Utilization Checklist, on the other hand, elicited data from the instructional units indicating the level at which educational media was utilized. An Inventory Sheet was used to obtain data denoting the quantitative

status of educational media programs in the various instructional units and parish school systems.

In order to facilitate the analysis and evaluation, enrollment size categories were established for school systems and instructional units within the school systems. The following five enrollment size categories were established based on the parish system population: (1) 50,000 and over; (2) 20,000 to 49,999; (3) 10,000 to 19,999; (4) 5,000 to 9,999; and (5) 4,999 and less. Then three categories were established for the instructional units based on instructional unit population, as follows: (1) 1,000 and more students, large size; (2) 500 to 999 students, medium size; and (3) 499 and less, small size instructional units.

Major Findings: Part I

Evaluative judgments relating to the following six major aspects of educational media programs in Louisiana public schools were made after an analysis of the data: (1) School System Educational Media Services, which concerned the commitment of the administration and faculty toward providing an educational media program; (2) Educational Media Services for Curriculum and Instruction; (3) The Educational Media Center; (4) Physical Facilities for Educational Media; (5) Budget and Finance of the Educational Media Program; and (6) Educational Media Staff.

The evaluation of the educational media programs was based on criteria developed by Fulton, which appear in Appendix A. The responses from the Evaluative Checklists that were completed were analyzed in relation to the criteria. After having analyzed the data, an evaluative judgment was made concerning each element included within the six major aspects of educational media programs listed previously. The Evaluative Checklist appears in Appendix D.

Instructional units within parish school systems with an enrollment of 50,000 and over were generally weak on thirteen media program elements, neither weak nor strong on eight, and strong on one media program element. Instructional Units within parish school systems with an enrollment of 20,000 to 49,999 were generally weak on twelve media program elements, neither weak nor strong on seven, and strong on three media program elements. Instructional units within parish school systems with an enrollment of 10,000 to 19,999 were generally weak on fifteen media program elements, neither weak nor strong on four, and strong on three media program elements. Instructional units within parish school systems with an enrollment of 5,000 to 9,999 were generally weak on fifteen media program elements, neither weak nor strong on six, and strong on one media program element. Instructional units within parish school systems with an enrollment of 4,999 and less were generally weak on twelve

media program elements, neither weak nor strong on seven, and strong on three media program elements.

An analysis of the judgments made by the respondents of all the instructional units in each enrollment size category that relate to each element of the Evaluative Checklist appears in Figures 1 through 5. The data reveal the following findings concerning the qualitative status of educational media programs in the public schools of Louisiana during the 1970-71 school year.

1. As shown in Figure 1, the instructional units within parish school systems with an enrollment of 50,000 and over were generally weak in the following elements:

   a. Commitment to the Media Program.
   b. Commitment to Providing Media Facilities.
   c. Commitment to Financing the Media Program.
   d. Faculty-Student Use of Media.
   e. Involvement of Media Staff in Planning.
   f. Maintenance of Media.
   g. Production of Media.
   h. Physical Facilities in Existing Classrooms.
   i. Physical Facilities in New Classrooms.
   j. Reporting Financial Needs.
   k. Basis for Budget Allocations.
   l. Development of Media Budget.
   m. Building Media Staff.

Figure 1

PROFILE OF STRENGTHS AND WEAKNESSES OF ELEMENTS OF MEDIA PROGRAMS IN THE THIRTY INSTRUCTIONAL UNITS WITHIN SYSTEMS WITH ENROLLMENT OF 50,000 AND OVER

Media Program Element	Weak	Neither Weak nor Strong	Strong
I-A Commitment to the Media Program			
I-B Com. to Media as Integral Part			
I-C Com. to Provide Media Facil.			
I-D Com. to Financing Media Program			
I-E Com. to Staffing Media Program			
II-A Consult. Serv. in Media Utiliz.			
II-B Inservice Ed. in Media Utiliz.			
II-C Faculty-Student Use of Media			
II-D Involv. of Media Staff in Plan.			
III-A Location and Access. of Media			
III-B Dissemination of Media Informa.			
III-C Availability of Educ. Media			
III-D Storage and Retrieval of Media			
III-E Maintenance of Media			
III-F Production of Media			
IV-A Phys. Facil. Exist. Classrooms			
IV-B Phys. Facil. New Classrooms			
V-A Reporting Financial Needs			
V-B Basis for Budget Allocations			
V-C Development of Media Budget			
VI-A School System Media Staff			
VI-B Building Media Staff			

2. As shown in Figure 1, the instructional units within parish school systems with an enrollment of 50,000 and over were generally neither weak nor strong in the following elements:

a. Commitment to Media as an Integral Part of Instruction.

b. Commitment to Staffing the Media Program.

c. Consultative Services in Media Utilization.

d. Inservice Education in Media Utilization.

e. Dissemination of Media Information.

f. Availability of Educational Media.

g. Storage and Retrieval of Media.

h. School System Media Staff.

3. As shown in Figure 1, the instructional units within parish school systems with an enrollment of 50,000 and over were generally strong in the following element:

a. Location and Accessibility of Media.

4. As shown in Figure 2, the instructional units within parish school systems with an enrollment of 20,000 to 49,999 were generally weak in:

a. Commitment to Providing Media Facilities.

b. Commitment to Financing the Media Program.

c. Availability of Educational Media.

d. Maintenance of Media.

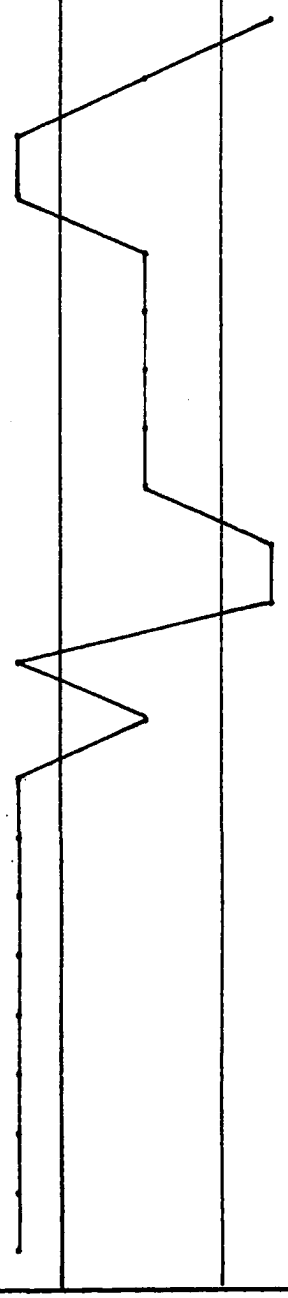
e. Production of Media.

f. Physical Facilities in Existing Classrooms.

Figure 2

PROFILE OF STRENGTHS AND WEAKNESSES OF ELEMENTS OF MEDIA PROGRAMS IN THE THIRTY-SEVEN INSTRUCTIONAL UNITS WITHIN SYSTEMS WITH ENROLLMENT OF 20,000 TO 49,999

Media Program Element	Weak	Neither Weak nor Strong	Strong
I-A Commitment to the Media Program			
I-B Com. to Media as Integral Part			
I-C Com. to Provide Media Facil.			
I-D Com. to Financing Media Program			
I-E Com. to Staffing Media Program			
II-A Consult. Serv. in Media Utiliz.			
II-B Inservice Ed. in Media Utiliz.			
II-C Faculty-Student Use of Media			
II-D Involv. of Media Staff in Plan.			
III-A Location and Access. of Media			
III-B Dissemination of Media Informa.			
III-C Availability of Educ. Media			
III-D Storage and Retrieval of Media			
III-E Maintenance of Media			
III-F Production of Media			
IV-A Phys. Facil. Exist. Classrooms			
IV-B Phys. Facil. New Classrooms			
V-A Reporting Financial Needs			
V-B Basis for Budget Allocations			
V-C Development of Media Budget			
VI-A School System Media Staff			
VI-B Building Media Staff			



g. Physical Facilities in New Classrooms.

h. Reporting Financial Needs.

i. Basis for Budget Allocations.

j. Development of Media Budget.

k. School System Media Staff.

l. Building Media Staff.

5. As shown in Figure 2, the instructional units within parish school systems with an enrollment of 20,000 to 49,999 were generally neither weak nor strong in these elements:

a. Commitment to Media as an Integral Part of Instruction.

b. Commitment to Staffing the Media Program.

c. Consultative Services in Media Utilization.

d. Inservice Education in Media Utilization.

e. Faculty-Student Use of Media.

f. Involvement of Media Staff in Planning.

g. Storage and Retrieval of Media.

6. As shown in Figure 2, the instructional units within parish school systems with an enrollment of 20,000 to 49,999 were generally strong in these elements:

a. Commitment to the Media Program.

b. Location and Accessibility of Media.

c. Dissemination of Media Information.

7. As shown in Figure 3, the instructional units within parish school systems with an enrollment of 10,000

to 19,999 were generally weak on fifteen elements:

a. Commitment to the Media Program.

b. Commitment to Providing Media Facilities.

c. Commitment to Financing the Media Program.

d. Commitment to Staffing the Media Program.

e. Consultative Service in Media Utilization.

f. Inservice Education in Media Utilization.

g. Involvement of Media Staff in Planning.

h. Maintenance of Media.

i. Production of Media.

j. Physical Facilities in Existing Classrooms.

k. Physical Facilities in New Classrooms.

l. Reporting Financial Needs.

m. Basis for Budget Allocations.

n. Development of Media Budget.

o. Building Media Staff.

8. As shown in Figure 3, the instructional units within parish school systems with an enrollment of 10,000 to 19,999 were generally neither weak nor strong on these elements:

a. Faculty-Student Use of Media.

b. Availability of Educational Media.

c. Storage and Retrieval of Media.

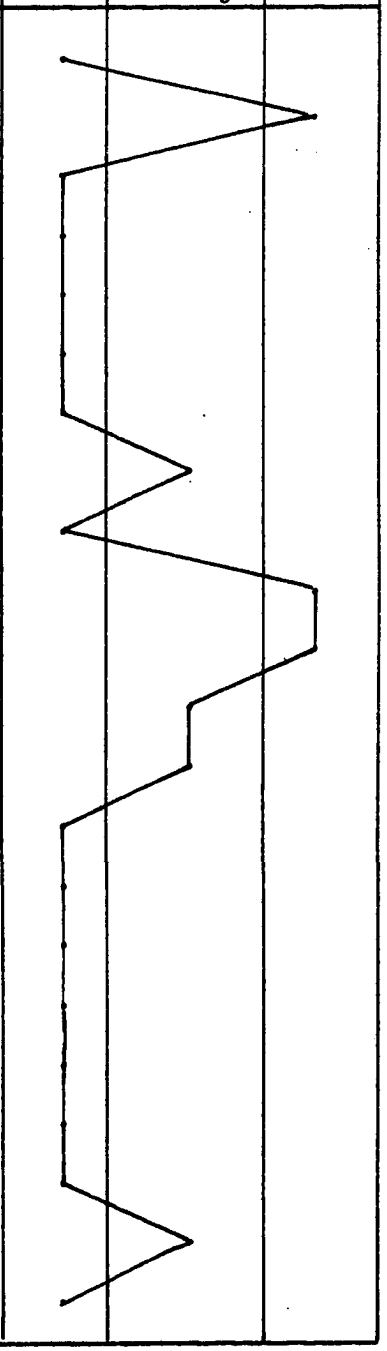
d. School System Media Staff.

9. As shown in Figure 3, the instructional units within parish school systems with an enrollment of 10,000

Figure 3

PROFILE OF STRENGTHS AND WEAKNESSES OF ELEMENTS OF MEDIA PROGRAMS IN THE FIFTY-TWO INSTRUCTIONAL UNITS WITHIN SYSTEMS WITH ENROLLMENT OF 10,000 TO 19,999

Media Program Element	Weak	Neither Weak nor Strong	Strong
I-A Commitment to the Media Program			
I-B Com. to Media as Integral Part			
I-C Com. to Provide Media Facil.			
I-D Com. to Financing Media Program			
I-E Com. to Staffing Media Program			
II-A Consult. Serv. in Media Utiliz.			
II-B Inservice Ed. in Media Utiliz.			
II-C Faculty-Student Use of Media			
II-D Involv. of Media Staff in Plan.			
III-A Location and Access. of Media			
III-B Dissemination of Media Informa.			
III-C Availability of Educ. Media			
III-D Storage and Retrieval of Media			
III-E Maintenance of Media			
III-F Production of Media			
IV-A Phys. Facil. Exist. Classrooms			
IV-B Phys. Facil. New Classrooms			
V-A Reporting Financial Needs			
V-B Basis for Budget Allocations			
V-C Development of Media Budget			
VI-A School System Media Staff			
VI-B Building Media Staff			



to 19,999 were generally strong on the following elements:

a. Commitment to Media as an Integral Part of Instruction.

b. Location and Accessibility of Media.

c. Dissemination of Media.

10. As shown in Figure 4, the instructional units within parish school systems with an enrollment of 5,000 to 9,999 were generally weak on these media program elements:

a. Commitment to Providing Media Facilities.

b. Commitment to Financing the Media Program.

c. Commitment to Staffing the Media Program.

d. Consultative Services in Media Utilization.

e. Inservice Education in Media Utilization.

f. Involvement of Media Staff in Planning.

g. Maintenance of Media.

h. Production of Media.

i. Physical Facilities in Existing Classrooms.

j. Physical Facilities in New Classrooms.

k. Reporting Financial Needs.

l. Basis for Budget Allocations.

m. Development of Media Budget.

n. School System Media Staff.

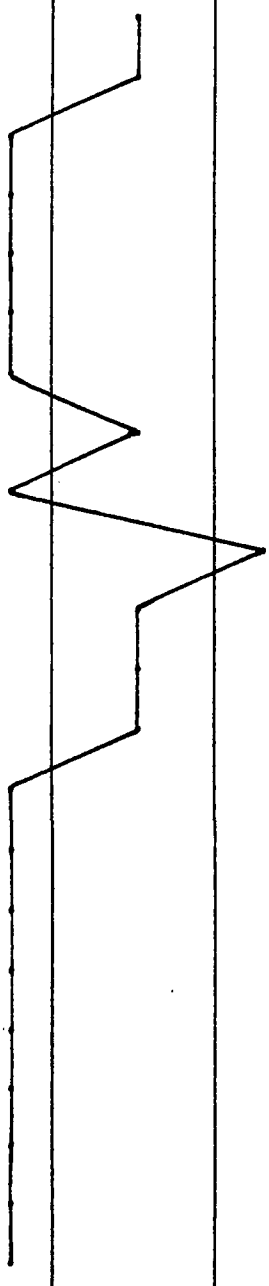
o. Building Media Staff.

11. As shown in Figure 4, the instructional units within parish school systems with an enrollment of 5,000 to 9,999 were generally neither weak nor strong on these:

Figure 4

PROFILE OF STRENGTHS AND WEAKNESSES OF ELEMENTS OF MEDIA PROGRAMS IN THE EIGHTY-FIVE INSTRUCTIONAL UNITS WITHIN SYSTEMS WITH ENROLLMENT OF 5,000 TO 9,999

Media Program Element	Weak	Neither Weak nor Strong	Strong
I-A Commitment to the Media Program			
I-B Com. to Media as Integral Part			
I-C Com. to Provide Media Facil.			
I-D Com. to Financing Media Program			
I-E Com. to Staffing Media Program			
II-A Consult. Serv. in Media Utiliz.			
II-B Inservice Ed. in Media Utiliz.			
II-C Faculty-Student Use of Media			
II-D Involv. of Media Staff in Plan.			
III-A Location and Access. of Media			
III-B Dissemination of Media Informa.			
III-C Availability of Educ. Media			
III-D Storage and Retrieval of Media			
III-E Maintenance of Media			
III-F Production of Media			
IV-A Phys. Facil. Exist. Classrooms			
IV-B Phys. Facil. New Classrooms			
V-A Reporting Financial Needs			
V-B Basis for Budget Allocations			
V-C Development of Media Budget			
VI-A School System Media Staff			
VI-B Building Media Staff			



a. Commitment to the Media Program.

b. Commitment to Media as an Integral Part of Instruction.

c. Faculty-Student Use of Media.

d. Dissemination of Media Information.

e. Availability of Educational Media.

f. Storage and Retrieval of Media.

12. As shown in Figure 4, the instructional units within parish school systems with an enrollment of 5,000 to 9,999 were generally strong on this element:

a. Location and Accessibility of Media.

13. As shown in Figure 5, the instructional units within parish school systems with an enrollment of 4,999 and less were generally weak on the following elements:

a. Commitment to Providing Media Facilities.

b. Commitment to Financing the Media Program.

c. Commitment to Staffing the Media Program.

d. Consultative Services in Media Utilization.

e. Involvement of Media Staff in Planning.

f. Availability of Educational Media.

g. Maintenance of Media.

h. Production of Media.

i. Physical Facilities in Existing Classrooms.

j. Physical Facilities in New Classrooms.

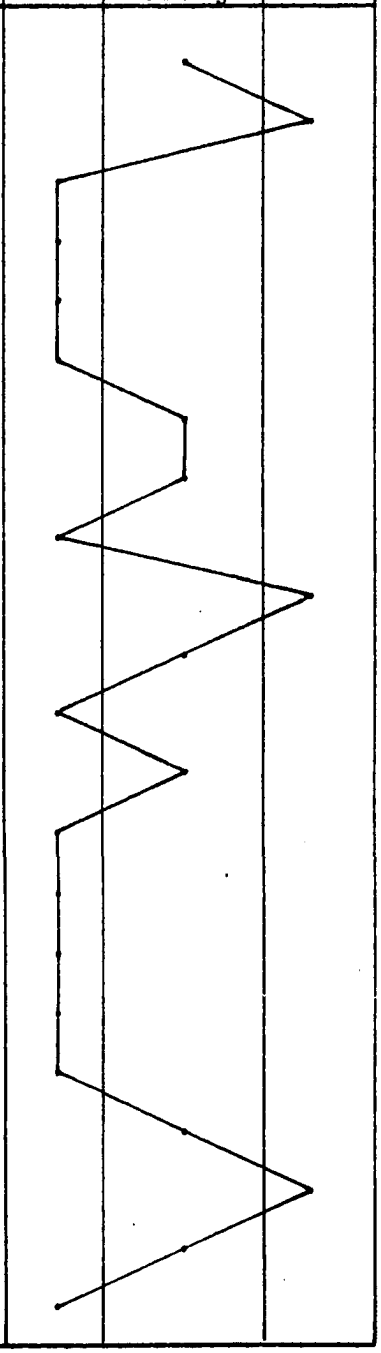
k. Reporting Financial Needs.

l. Building Media Staff.

Figure 5

PROFILE OF STRENGTHS AND WEAKNESSES OF ELEMENTS OF MEDIA PROGRAMS IN THE THIRTY-FIVE INSTRUCTIONAL UNITS WITHIN SYSTEMS WITH ENROLLMENT OF 4,999 AND LESS

Media Program Element	Weak	Neither Weak nor Strong	Strong
I-A Commitment to the Media Program			
I-B Com. to Media as Integral Part			
I-C Com. to Provide Media Facil.			
I-D Com. to Financing Media Program			
I-E Com. to Staffing Media Program			
II-A Consult. Serv. in Media Utiliz.			
II-B Inservice Ed. in Media Utiliz.			
II-C Faculty-Student Use of Media			
II-D Involv. of Media Staff in Plan.			
III-A Location and Access. of Media			
III-B Dissemination of Media Informa.			
III-C Availability of Educ. Media			
III-D Storage and Retrieval of Media			
III-E Maintenance of Media			
III-F Production of Media			
IV-A Phys. Facil. Exist. Classrooms			
IV-B Phys. Facil. New Classrooms			
V-A Reporting Financial Needs			
V-B Basis for Budget Allocations			
V-C Development of Media Budget			
VI-A School System Media Staff			
VI-B Building Media Staff			



14. As shown in Figure 5, the instructional units within parish school systems with an enrollment of 4,999 and less were generally neither weak nor strong on the following media program elements:

a. Commitment to the Media Program.

b. Inservice Education in Media Utilization.

c. Faculty-Student Use of Media.

d. Storage and Retrieval of Media.

e. Basis for Budget Allocations.

f. School System Media Staff.

15. As shown in Figure 5, the instructional units within parish school systems with an enrollment of 4,999 and less were generally strong on these three elements:

a. Commitment to Media as an Integral Part of Instruction.

b. Location and Accessibility of Media.

c. Development of Media Budget.

Major Findings: Part II

Evaluative judgments relating to the following nine major aspects of educational media utilization were derived from an analysis of the data: (1) General, which deals with the role of educational media in instruction; (2) Educational Television; (3) Teaching Machines and Programmed Learning Materials: (4) Recordings; (5) Opaque Materials; (6) Overhead Transparencies; (7) Slides; (8) Filmstrips; and (9) Motion Picture Films.

The evaluation derived from the Utilization Checklist was based on criteria that were submitted with each major aspect within the checklist. The responses from the Utilization Checklist were analyzed in relation to the criteria. After having analyzed the data, an evaluative judgment was made concerning each element included within the nine major aspects of educational media utilization listed above. The Utilization Checklist appears in Appendix E.

Data obtained from the Utilization Checklist indicate that instructional units within parish school systems with an enrollment of 50,000 and over were generally weak in ten of the utilization elements and neither weak nor strong in six elements, and generally strong on three utilization elements. All instructional units within parish school systems with an enrollment of 20,000 to 49,999 were generally weak on thirteen utilization elements, neither weak nor strong on three elements, and generally strong on three utilization elements. All instructional units within parish school systems with an enrollment of 10,000 to 19,999 were generally weak on eleven utilization elements, generally neither weak nor strong on four elements, and generally strong on four utilization elements. All instructional units within parish systems with an enrollment of 5,000 to 9,999 were generally weak on twelve utilization elements, generally neither weak nor strong on three elements, and generally strong on four utilization elements.

All instructional units with parish systems having an enrollment of 4,999 and less were generally weak on ten utilization elements, generally neither weak nor strong on seven elements, and generally strong of two utilization elements.

An analysis of the judgments made by the respondents of all the instructional units in each enrollment size category that relate to each element of the Utilization Checklist appears in Figures 6 through 10.

The data reveal the following findings concerning the educational media utilization practices in the Louisiana public schools during the 1970-71 school year:

1. As shown in Figure 6, the instructional units within parish school systems with an enrollment of 50,000 and over were generally weak on the following elements:

    a. Dissemination of Information by Educational Television.

    b. Current Events Depicted by Educational Television.

    c. Educational Television for Widely Dispersed Audiences.

    d. Video Tape Recorder for Self-Evaluation.

    e. Programmed Learning of Skills and Facts.

    f. Recordings to Provide Realistic Experiences.

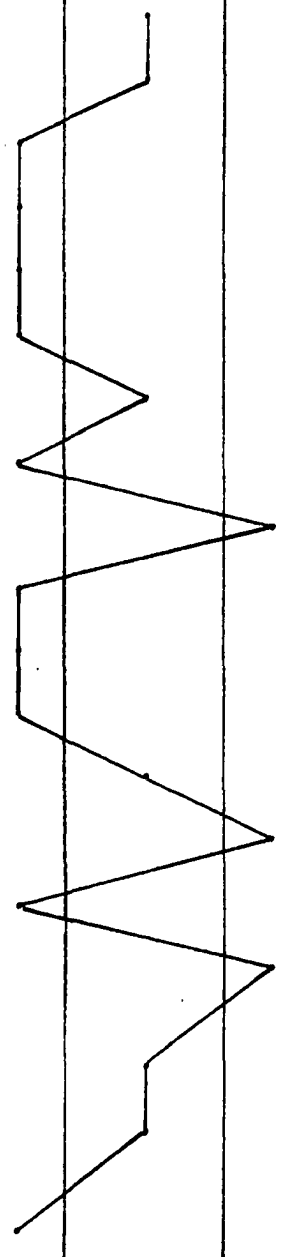
    g. Tape Recordings for Self-Evaluation.

    h. Use of Opaque Materials in Instruction.

Figure 6

PROFILE OF STRENGTHS AND WEAKNESSES OF ELEMENTS OF MEDIA UTILIZATION IN THE THIRTY INSTRUCTIONAL UNITS WITHIN SYSTEMS WITH ENROLLMENT OF 50,000 AND OVER

Media Utilization Element	Weak	Neither Weak nor Strong	Strong
G-A Role of Ed. Media in Instruc.			
G-B Inservice Ed. Use of Ed. Media			
I-A Dissem. of Informa. by Ed. TV			
I-B Cur. Events Depicted by Ed. TV			
I-C Ed. TV for Widely Dispersed Aud.			
I-D Video Tape Record.--Self-Eval.			
II-A Teach. Machine for Immed. Rein.			
II-B Prog. Learn. of Skills and Facts			
III-A Recordings to Enliven Materials			
III-B Recordings to Provide Realistic			
III-C Tape Recordings for Self-Eval.			
IV-A Use of Opaque Mat.--Instruc.			
IV-B Use of Opaque Mat.--Enlarg.			
V-A Use Overhead Trans. in Instruc.			
VI-A Use of Slides in Instruction			
VII-A Use of Filmstrips in Instruc.			
VIII-A Motion Picture Films for Enrich. of Materials			
VIII-B Motion Picture Films--Instruc.			
VIII-C Silent Cartridge Films for Use in Instruction			



i. Use of Slides in Instruction.

j. Silent Cartridge Films for Use in Instruction.

2. As shown in Figure 6, the instructional units within parish school systems with an enrollment of 50,000 and over were generally neither weak nor strong on the following elements:

a. The Role of Educational Media in Instruction.

b. Inservice Education in the Use of Educational Media.

c. Teaching Machines for Immediate Reinforcement.

d. Use of Opaque Materials for Enlargement.

e. Motion Picture Films for Enlargement of Materials in Instruction.

f. Motion Picture Films for Instruction.

3. As shown in Figure 6, the instructional units within parish school systems with an enrollment of 50,000 and over were generally strong on the following media program elements:

a. Recordings to Enliven Materials.

b. Use of Overhead Transparencies in Instruction.

c. Use of Filmstrips in Instruction.

4. As shown in Figure 7, the instructional units within parish school systems with an enrollment of 20,000 to 49,999 were generally weak on thirteen elements:

a. Dissemination of Information by Educational Television.

b. Current Events Depicted by Educational Television.

c. Educational Television for Widely Dispersed Audiences.

d. Video Tape Recorder for Self-Evaluation.

e. Teaching Machines for Immediate Reinforcement.

f. Programmed Learning of Skills and Facts.

g. Recordings to Provide Realistic Experiences.

h. Tape Recordings for Self-Evaluation.

i. Use of Opaque Materials in Instruction.

j. Use of Opaque Materials for Enlargement.

k. Use of Slides in Instruction.

l. Motion Picture Films for Instruction.

m. Silent Cartridge Films for Use in Instruction.

5. As shown in Figure 7, the instructional units within parish school systems with an enrollment of 20,000 to 49,999 were generally weak on these elements:

a. The Role of Educational Media Instruction.

b. Inservice Education in the Use of Educational Media.

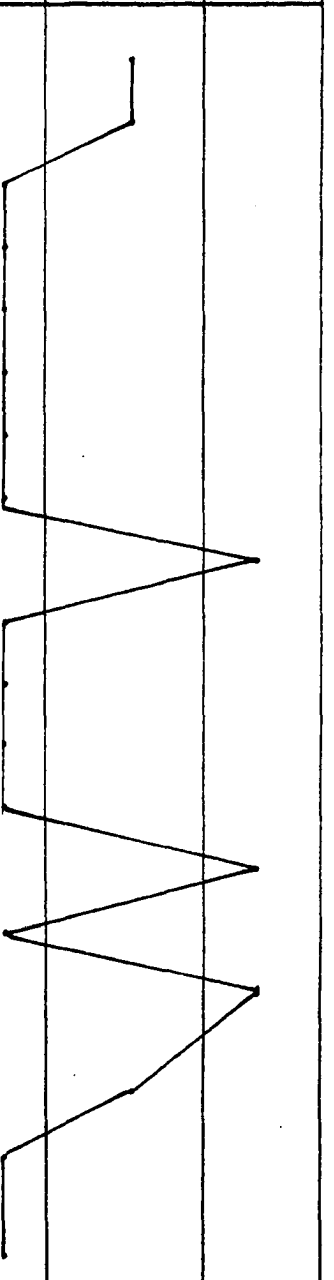
c. Motion Picture Films for Enrichment of Materials in Instruction.

6. As shown in Figure 7, the instructional units within parish school systems with an enrollment of 20,000 to 49,999 were generally strong on three elements:

Figure 7

PROFILE OF STRENGTHS AND WEAKNESSES OF ELEMENTS OF MEDIA UTILIZATION IN THE THIRTY-SEVEN INSTRUCTIONAL UNITS WITHIN SYSTEMS WITH ENROLLMENT OF 20,000 TO 49,999

Media Utilization Element	Weak	Neither Weak nor Strong	Strong
G-A Role of Ed. Media in Instruc.			
G-B Inservice Ed. Use of Ed. Media			
I-A Dissem. of Informa. by Ed. TV			
I-B Cur. Events Depicted by Ed. TV			
I-C Ed. TV for Widely Dispersed Aud.			
I-D Video Tape Record.--Self-Eval.			
II-A Teach. Machine for Immed. Rein.			
II-B Prog. Learn. of Skills and Facts			
III-A Recordings to Enliven Materials			
III-B Recordings to Provide Realistic			
III-C Tape Recordings for Self-Eval.			
IV-A Use of Opaque Mat.--Instruc.			
IV-B Use of Opaque Mat.--Enlarg.			
V-A Use Overhead Trans. in Instruc.			
VI-A Use of Slides in Instruction			
VII-A Use of Filmstrips in Instruc.			
VIII-A Motion Picture Films for Enrich. of Materials			
VIII-B Motion Picture Films--Instruc.			
VIII-C Silent Cartridge Films for Use in Instruction			



a. Recordings to Enliven Materials.

b. Use of Overhead Transparencies in Instruction.

c. Use of Filmstrips in Instruction.

7. As shown in Figure 8, the instructional units within parish school systems with an enrollment of 10,000 to 19,999 were generally weak on these utilization elements:

a. Dissemination of Information by Educational Television.

b. Current Events Depicted by Educational Television.

c. Educational Television for Widely Dispersed Audiences.

d. Video Tape Recorder for Self-Evaluation.

e. Programmed Learning of Skills and Facts.

f. Recordings to Provide Realistic Experiences.

g. Tape Recordings for Self-Evaluation.

h. Use of Opaque Materials for Enlargement.

i. Use of Slides in Instruction.

j. Motion Picture Films for Instruction.

k. Silent Cartridge Films for Use in Instruction.

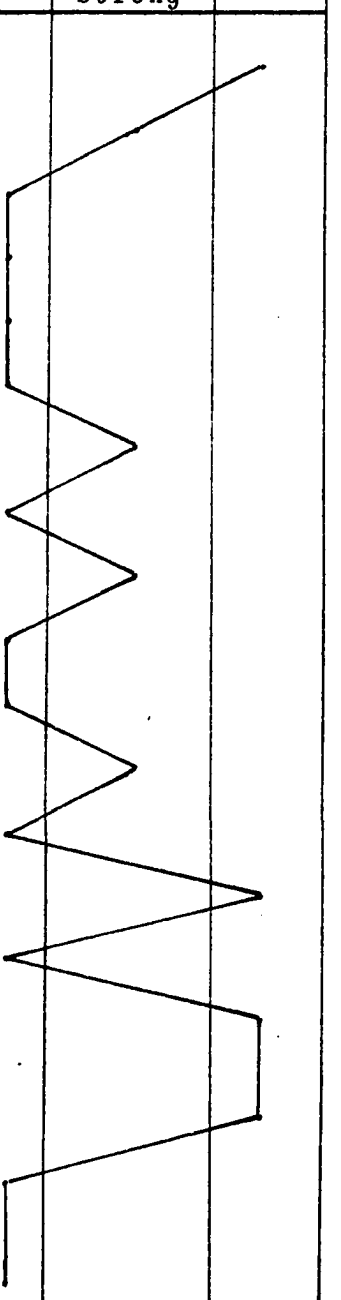
8. As shown in Figure 8, the instructional units within parish school systems with an enrollment of 10,000 to 19,999 were generally neither weak nor strong on these elements:

a. Inservice Education in the Use of Educational Media.

Figure 8

PROFILE OF STRENGTHS AND WEAKNESSES OF ELEMENTS OF MEDIA UTILIZATION IN THE FIFTY-TWO INSTRUCTIONAL UNITS WITHIN SYSTEMS WITH ENROLLMENT OF 10,000 TO 19,999

Media Utilization Element	Weak	Neither Weak nor Strong	Strong
G-A Role of Ed. Media in Instruc.			
G-B Inservice Ed. Use of Ed. Media			
I-A Dissem. of Informa. by Ed. TV			
I-B Cur. Events Depicted by Ed. TV			
I-C Ed. TV for Widely Dispersed Aud.			
I-D Video Tape Record.--Self-Eval.			
II-A Teach. Machine for Immed. Rein.			
II-B Prog. Learn. of Skills and Facts			
III-A Recordings to Enliven Materials			
III-B Recordings to Provide Realistic			
III-C Tape Recordings for Self-Eval.			
IV-A Use of Opaque Mat.--Instruc.			
IV-B Use of Opaque Mat.--Enlarg.			
V-A Use Overhead Trans. in Instruc.			
VI-A Use of Slides in Instruction			
VII-A Use of Filmstrips in Instruc.			
VIII-A Motion Picture Films for Enrich. of Materials			
VIII-B Motion Picture Films--Instruc.			
VIII-C Silent Cartridge Films for Use in Instruction			



b. Teaching Machines for Immediate Reinforcement.

c. Recordings to Enliven Materials.

d. Use of Opaque Materials in Instruction.

9. As shown in Figure 8, the instructional units within parish school systems with an enrollment of 10,000 to 19,999 were generally strong on the following elements:

a. The Role of Educational Media in Instruction.

b. Use of Overhead Transparencies in Instruction.

c. Use of Filmstrips in Instruction.

d. Motion Picture Films for Enrichment of Materials in Instruction.

10. As shown in Figure 9, the instructional units within parish school systems with an enrollment of 5,000 to 9,999 were generally weak on these elements:

a. Dissemination of Information by Educational Television.

b. Current Events Depicted by Educational Television.

c. Educational Television for Widely Dispersed Audiences.

d. Video Tape Recorder for Self-Evaluation.

e. Teaching Machines for Immediate Reinforcement.

f. Programmed Learning of Skills and Facts.

g. Recordings to Provide Realistic Experiences.

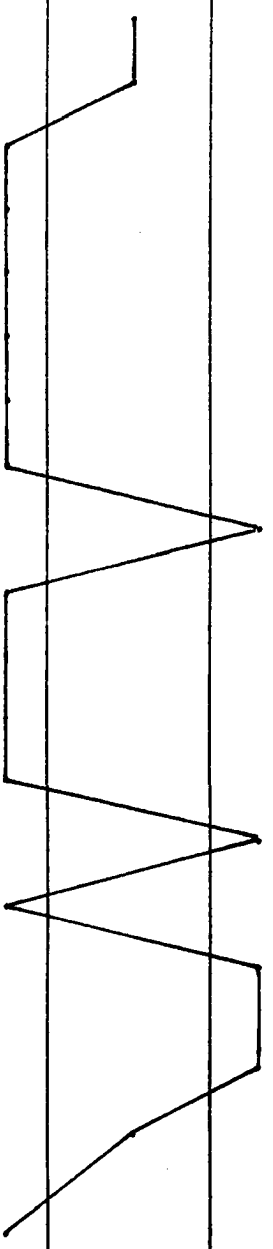
h. Tape Recordings for Self-Evaluation.

i. Use of Opaque Materials in Instruction.

Figure 9

PROFILE OF STRENGTHS AND WEAKNESSES OF ELEMENTS OF MEDIA UTILIZATION IN THE EIGHTY-FIVE INSTRUCTIONAL UNITS WITHIN SYSTEMS WITH ENROLLMENT OF 5,000 TO 9,999

Media Utilization Element	Weak	Neither Weak nor Strong	Strong
G-A Role of Ed. Media in Instruc.			
G-B Inservice Ed. Use of Ed. Media			
I-A Dissem. of Informa. by Ed. TV			
I-B Cur. Events Depicted by Ed. TV			
I-C Ed. TV for Widely Dispersed Aud.			
I-D Video Tape Record.--Self-Eval.			
II-A Teach. Machine for Immed. Rein.			
II-B Prog. Learn. of Skills and Facts			
III-A Recordings to Enliven Materials			
III-B Recordings to Provide Realistic			
III-C Tape Recordings for Self-Eval.			
IV-A Use of Opaque Mat.--Instruc.			
IV-B Use of Opaque Mat.--Enlarg.			
V-A Use Overhead Trans. in Instruc.			
VI-A Use of Slides in Instruction			
VII-A Use of Filmstrips in Instruc.			
VIII-A Motion Picture Films for Enrich. of Materials			
VIII-B Motion Picture Films--Instruc.			
VIII-C Silent Cartridge Films for Use in Instruction			



j. Use of Opaque Materials for Enlargement.

k. Use of Slides in Instruction.

l. Silent Cartridge Films for Use in Instruction.

11. As shown in Figure 9, the instructional units within parish school systems with an enrollment of 5,000 to 9,999 were generally neither weak nor strong on these utilization elements:

a. The Role of Educational Media in Instruction.

b. Inservice Education in the Use of Educational Media.

c. Motion Picture Films for Instruction.

12. As shown in Figure 9, the instructional units within parish school systems with an enrollment of 5,000 to 9,999 were generally strong on four elements:

a. Recordings to Enliven Materials.

b. Use of Overhead Transparencies in Instruction.

c. Use of Filmstrips in Instruction.

d. Motion Picture Films for Enrichment of Materials in Instruction.

13. As shown in Figure 10, the instructional units within parish school systems with an enrollment of 4,999 and less were generally weak on the following elements:

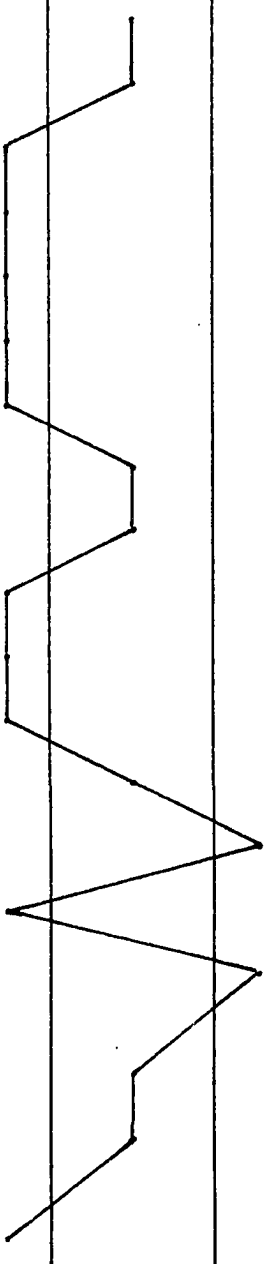
a. Dissemination of Information by Educational Television.

b. Current Events Depicted by Educational Television.

Figure 10

PROFILE OF STRENGTHS AND WEAKNESSES OF ELEMENTS OF MEDIA UTILIZATION IN THE THIRTY-FIVE INSTRUCTIONAL UNITS WITHIN SYSTEMS WITH ENROLLMENT OF 4,999 AND LESS

Media Utilization Element	Weak	Neither Weak nor Strong	Strong
G-A Role of Ed. Media in Instruc.			
G-B Inservice Ed. Use of Ed. Media			
I-A Dissem. of Informa. by Ed. TV			
I-B Cur. Events Depicted by Ed. TV			
I-C Ed. TV for Widely Dispersed Aud.			
I-D Video Tape Record.--Self-Eval.			
II-A Teach. Machine for Immed. Rein.			
II-B Prog. Learn. of Skills and Facts			
III-A Recordings to Enliven Materials			
III-B Recordings to Provide Realistic			
III-C Tape Recordings for Self-Eval.			
IV-A Use of Opaque Mat.--Instruc.			
IV-B Use of Opaque Mat.--Enlarg.			
V-A Use Overhead Trans. in Instruc.			
VI-A Use of Slides in Instruction			
VII-A Use of Filmstrips in Instruc.			
VIII-A Motion Picture Films for Enrich. of Materials			
VIII-B Motion Picture Films--Instruc.			
VIII-C Silent Cartridge Films for Use in Instruction			



c. Educational Television for Widely Dispersed Audiences.

d. Video Tape Recorder for Self-Evaluation.

e. Teaching Machines for Immediate Reinforcement.

f. Recordings to Provide Realistic Experiences.

g. Tape Recordings for Self-Evaluation.

h. Use of Opaque Materials in Instruction.

i. Use of Slides in Instruction.

j. Silent Cartridge Films for Use in Instruction.

14. As shown in Figure 10, the instructional units within parish school systems with an enrollment of 4,999 and less were generally neither weak nor strong on these elements:

a. The Role of Educational Media in Instruction.

b. Inservice Education in the Use of Educational Media.

c. Programmed Learning of Skills and Facts.

d. Recordings to Enliven Materials.

e. Use of Opaque Materials for Enlargement.

f. Motion Picture Films for Enrichment of Materials in Instruction.

g. Motion Picture Films for Instruction.

15. As shown in Figure 10, the instructional units within parish school systems with an enrollment of 4,999 and less were generally strong on the following utilization elements:

a. Use of Overhead Transparencies in Instruction.

b. Use of Filmstrips in Instruction.

Summary of Findings

1. The use of recordings (disc) to enliven materials appeared generally strong in all size categories of instructional units and in all parish school systems.

2. Opaque projection and materials were not generally used in the instructional units of Louisiana.

3. Slides were not generally used in the instructional units of Louisiana.

4. Silent cartridge films (8mm) for instruction were not generally in the instructional units of Louisiana.

5. The use of motion picture films for enrichment of materials and instruction appears to be generally strong in all instructional units of Louisiana.

6. Filmstrip utilization was generally strong in categories of all sizes of instructional units and in all parish school systems.

7. The use of overhead transparencies in instruction was generally strong in all sizes of categories of instructional units and in all parish school systems.

8. The use of tape recordings for self-evaluation was generally weak in all sizes of instructional units and parish school systems.

Conclusions

The following conclusions were drawn after an analysis and evaluation of the qualitative and quantitative status and utilization practices of educational media programs in the Louisiana public schools:

1. The instructional units in all parish systems generally regard educational media programs as an integral part of the instructional program but fail to give their media programs the necessary support needed to operate properly, as reflected in Figures 1 through 5.

2. Services from the educational media centers in the areas of media utilization and inservice education to the instructional units were not generally provided.

3. The use of educational television and the video tape recorder was generally non-existent in all sizes of instructional units and in all parish school systems. The study revealed that all respondents judged their instructional units in the non-usage or lower ranges of television utilization.

4. Most of the Louisiana parish school systems did not appear to be providing adequate financing for educational media programs. The primary financing for educational media programs is provided by Federal Funding (Titles I and II).

5. The educational media programs did not appear to include provisions for an educational media budget.

Fifty-six percent of the respondents judged their instructional units in the undeveloped and lower ranges insofar as commitment to financing the educational media program was concerned, as indicated in Table 28.

6. As contrasted to the Parish Media Centers, staffing the educational media programs in the instructional units was limited, in some cases non-existent. The returned evaluative checklists revealed the librarian was usually in charge of the educational media program at the instructional level, yet the librarian admitted having little or no audio-visual training.

7. Provisions for staffing the Parish Media Centers with qualified media directors were adequate. Table 21 indicated that 93 percent of all Parish Media Centers employed full-time media directors.

8. The instructional units of Louisiana public schools were not generally equipped to produce a wide variety of instructional materials. Table 19 indicated that the larger instructional units were better equipped to produce instructional materials than the smaller units.

9. Many instructional units do not have a sufficient quantity of materials and equipment to meet basic standards for a media program. The study revealed that a significantly greater number of large size instructional units met the recommended standards than did the smaller

units met the recommended standards than did the smaller instructional units. Furthermore, the study revealed that the larger instructional units were generally better equipped with instructional materials and equipment than the medium and smaller instructional units.

10. The physical facilities in existing and new classrooms were not generally equipped to utilize a wide range of media. Seventy-four to 80 percent of the respondents judged their instructional units in the undeveloped and lower ranges of program adequacy insofar as commitment to providing physical facilities in existing and new classrooms.

11. The educational media programs in the larger size instructional units appeared generally stronger than the media programs of the medium or smaller size units. The data indicate that educational media are not generally available in the smaller instructional units.

12. The data indicate that a positive relationship exists between well established educational media programs and teacher utilization of educational media in the Louisiana public schools.

Recommendations

The findings of the study suggest the following proposals to improve the educational media programs in the Louisiana public schools:

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their instructional units as weak in the presence and functions of a building coordinator. This was upheld by the fact that the person responsible for filling out the Evaluative Checklist was the librarian.

5. That a systematic and periodic evaluation of the educational media programs of the state be initiated on a definitely planned basis.

6. The use of a wide variety of educational media might well improve instruction by improving the physical facilities of existing and new classrooms. Tables 43 and 44 indicate that 70 percent and more of all respondents in all sizes of categories and in all parish systems judged their instructional units as weak or non-existent in providing physical facilities in existing and new classrooms.

7. That the instructional units increase the production of instructional materials on the local level. Table 41 indicated that 64 percent of all respondents in all sizes of instructional units indicated that little or no production on the local level exists. Table 18 reveals that the production equipment is available in the instructional units. This would tend to indicate that there was no qualified person with free time in charge of the program.

8. That a concerted effort be made to determine ways and means of utilizing educational or instructional television and the video tape recorder to improve the instructional program throughout the state.

The study indicated that of the 205 instructional units responding, 77 percent judged their instructional units in the non-usage and lower ranges of educational television utilization.

9. That an effort be made to maintain a balance of materials and equipment in all size categories of instructional units. The study indicated that the medium and smaller instructional units have significantly fewer materials and equipment than the larger units.

10. That the Parish Media Center provide inservice education to the instructional units, especially in the area of media utilization. Sixty-three percent of the responding instructional units judged their media program adequacy in the undeveloped or lower ranges providing consultative service in educational media utilization.

11. That the state universities involved in teacher training make an effort to provide services such as workshops, institutes, and summer courses for the inservice teachers which will enable them to better utilize educational media materials and equipment. The study indicated that utilization from the standpoint of the teachers was weak and in some instances non-existent.

12. That the state universities involved in training librarians make an effort to provide services which will help the inservice librarian function as a media specialist.

The study revealed that the librarian was the person in charge of the educational media program at the instructional level and, furthermore, she had little or no training in audio-visual education.

Recommendations for Further Studies

This study was based on the status of the educational media programs in the public schools of Louisiana during the academic year 1971-72. Yet, rapid changes in the field of educational media are occurring and should continue, perhaps even accelerate. Such a situation demands continuous study directed toward the evaluation of educational media activities in the public schools. The following studies, therefore, are recommended. They would add materially to the accumulation of data necessary to insure proper utilization of materials and equipment to improve the educational process within the public schools of Louisiana.

1. An in depth study dealing with the effectiveness with which educational media is being utilized by the teachers in the classrooms of Louisiana public schools.

2. A comprehensive study to determine teachers' attitudes toward the use of educational media in the Louisiana public schools.

3. A continuous evaluation, both internally and externally, to determine the quality of the educational media programs.

4. Detailed individual studies conducted periodically to investigate the status and functions of the educational media programs in Louisiana public schools to determine their effectiveness.

5. A study to determine the professional media staff needs according to school population or by initiating standards.

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APPENDIX A

CRITERIA RELATING TO EDUCATIONAL MEDIA PROGRAMS

CRITERIA

RELATING TO

EDUCATIONAL MEDIA PROGRAMS

IN

SCHOOL SYSTEMS

W. R. Fulton
University of Oklahoma
Norman, Oklahoma

These criteria were developed as part of a study performed pursuant to a contract with the United States Office of Education, Department of Health, Education, and Welfare, under the provisions of Title VII, Public Law 85-864.

CRITERIA RELATING TO AN EDUCATIONAL MEDIA PROGRAM

The criteria listed below were empirically derived from two primary sources. First, many of them were derived from the literature dealing with various aspects of educational media programs. This source consisted of more than 150 articles, books, and monograms. Second, others were derived from papers written by twelve outstanding educational media specialists currently engaged in directing programs in various parts of the country. Each was given a special assignment to write a description of what he considered to be a model media program. They represented both large and small public schools and large and small institutions of higher education.

Although the list is fairly comprehensive, it is not intended to be all inclusive. No claim is made for the validity of these criteria. Nevertheless, they should serve as useful guidelines for evaluating an educational media program by assisting in making subjective judgments about specific aspects of an on-going program.

I. SCHOOL SYSTEM EDUCATIONAL MEDIA SERVICES

A. Commitment to the Media Program

- A school system should have a program of media services administered through a school educational media center, and building centers if such are needed, which provide teachers with an adequate supply of appropriate instructional materials.
- The educational media center should be an independent service unit that operates at the same level as other major school system services.
- A school system's educational media program should provide media and services compatible with modern-day instructional technology.
- A school system's educational media program should be directed toward the improvement of instruction in a modern educational program.

- The educational media program should occupy an important position in a school system's organizational plan.

- A school system's educational media functions and services should be coordinated under a single supervisory unit, generally called an "Educational Media Center."

- A school system should have clearly defined policies, procedures, and plans for its educational media program, including immediate short-range, and long-range goals.

- A school system's administrative line and staff relationships should be such that teachers and media personnel have a sense of administrative support.

- School system lines of communications and responsibilities should be clearly established to define the relationship of the director of the educational media program to other staff members and to establish channels through which he should communicate in order to realize the objectives of the media program.

- School administrators should utilize the consultative assistance of national, state, county or local media specialists in evaluating the media program and in planning future action.

- Liaison should be maintained with state and national public institutions or agencies to make it possible for a school system to participate in cooperative projects that enrich or stimulate the local media program.

B. Commitment to Educational Media as an Integral Part of Curriculum and Instruction

- The philosophy of an educational media program should be congruent with the philosophy and objectives of the school system in which it exists.

- A school system should engage in a continuous evaluation of its educational media program as it relates to the instructional program.

- A school system should provide sufficient leadership and technical assistance to insure that all faculty members have easy access to appropriate educational media for all learning situations.

- Adequate channels for disseminating information about educational media and their potentialities should be maintained throughout a school system.

- Teachers should be encouraged to experiment with educational media as a means of increasing instructional effectiveness.

- The educational media program in a comprehensive school system should provide media and services for a wide variety of curricula in the various specialized departments, technical courses, and special education curriculums of the school.

- Long-range school system goals should include the development and implementation of instructional systems involving automation approaches to the flow of information and ideas.

C. Commitment to Adequate Educational Media Facilities

- New buildings constructed by a school system should provide for the full use of all presently owned educational media and for the installation and use of new media as such as developed and made available.

- There should be a long-range system-wide plan which provides for the adaptation of old classrooms for effective use of educational media.

- An educational media center should be provided with adequate physical facilities for optimum service to a school system.

- Housing should be provided for the educational media services in which offices and work areas meet the normal standards of the school system for activities of a similar nature.

D. Commitment to Budgeting and Financing the Educational Media Program

- A school system's educational media program should be adequately financed through an independent budget.

- The budget of an educational media program should reflect the educational media requirements of the entire school system.

- The manner in which an educational media budget is administered should be determined by clear cut school system policies concerning allocations, income, and expenditures.

- The budget of an educational media program should be based on both the school system's long-range goals and its immediate educational needs.

- The budget of a school system's educational media program should be sufficient to support an adequate media program for optimum instructional improvement.

E. Commitment to Educational Media Staff

- There should be a sufficient number of professional media staff members to administer the educational media program and to provide consultative services to a school system's entire faculty.

- A school system should have a sufficient number of non-professional media staff members to relieve teachers and professional media staff of all routine clerical and technical tasks.

- The director of a school system's educational media program should be directly responsible to the administrative officer in charge of instruction.

- A school system's educational media program should be directed by a person with a good educational background who has special preparation as an educational media specialist.

II. EDUCATIONAL MEDIA SERVICES--CURRICULUM AND INSTRUCTION

- The services and materials provided through an educational media center should be integral parts of curriculum and instruction.

- The use of educational media should be encouraged when such use contributes to the improvement of instruction.

- Teachers should be kept informed on new developments in materials, equipment, and the technology of instruction.

- Educational media personnel should participate in curriculum planning and development and in the implementation of curriculum improvement, particularly as it relates to the integration of educational media into the total instructional process.

- The professional media staff should cooperate with teachers, supervisors, and other curriculum workers in

planning and developing the parts of the instructional program that make provisions for the use of educational media.

- The director of an educational media program should participate in policy making decisions relating to the use of educational media and with the help of well trained professional and technical assistants, provide consultative services to all instructional programs that make use of media.

- An educational media program should include a consultation function with professional media staff members competent to render advice to teachers, administrators, supervisors, and other curriculum workers in the selection, acquisition, preparation, production, utilization, and evaluation of educational media.

- Continuous inservice education in the use of educational media should be carried on as a means of improving instruction.

- Continuous inservice education should be carried on in such areas as the selection and use of materials, experimentation with the use of new instructional devices, materials and techniques, and the importance and value of educational media in instruction.

- If the inservice education activities for teachers, librarians and media personnel includes educational media workshops, institutes and conferences, the assistance of local, regional, and state educational media specialists should be utilized in planning and conducting these activities.

- Professional educational media personnel should be readily available for consultation on research projects in which educational media are used.

- The administrator in charge of an educational media program should work in close cooperation with a faculty committee and/or an educational media evaluation team, in periodic evaluations of the media program.

III. THE EDUCATIONAL MEDIA CENTER

- An educational media center should be organized around the concept of offering a wide variety of services and media to all instructional and administrative units of the school system, with leadership, consultative help,

and other services provided by professional media specialists and other media center personnel.

- An instructional program should be supported by an adequate supply of educational media and a system of making them accessible to teachers and students.

- The quantity and variety of educational media provided for the instructional program should be based on demonstrated need, availability, and utilization patterns.

- An educational media center should provide such media as projected materials, recorded materials, graphic materials, self-instruction materials, and television kinescopes or video tapes.

- An educational media center should provide such media services as procurement, maintenance, and production of appropriate educational media to support the instructional program.

- Services provided by the school's educational media center for building instructional units should include consultative services, acquisition of materials, storage of materials, circulation (pick-up and delivery) of materials, maintenance and inspection of materials and equipment, and dissemination of information about educational media.

- In order to achieve a high level of utilization all educational media should be made highly accessible to each teacher, either by delivery from the school educational media center to the point of use, or by the establishment of building centers where frequently used media are placed on long-term loan.

- If a school system is large and complex, the school media center should be supplemented by building media centers. The services provided by the school media center should be comprehensive and its services should include all those which the building centers are not equipped to provide. Duplication of effort should be held to a minimum.

- All frequently used educational media should be automatically placed in building media centers on a long-term loan when the need is established.

- Frequently used low cost media such as filmstrips, slides, and certain recorded materials should be

permanently located in buildings, departments, and in some cases in classrooms where they are used.

- Educational media available only from the school media center should be delivered to the school buildings where used at regularly scheduled intervals.

- The central classification and cataloging system should permit rapid location of media needed for specific teaching-learning situations.

- An educational media center should have facilities for producing such original materials as photographs, slides, filmstrips, overhead projection materials, drawings, illustrations, cartoons, charts, maps, graphs, display and exhibits, set and costume design, lettering, animation, models, and motion pictures.

- A production unit should have a minimum staff consisting of a director, secretary, photographer, and artist.

- There should be a central photographic production service available to all building instructional units which produces all kinds of still photographic materials.

- Unique materials needed for specific teaching and learning situations should be produced in the school educational media center. Such media include magnetic tapes, graphics of all kinds, mountings and display boards, photo copies, overhead transparencies, films, filmstrips, slides, study prints, laminations, specialized photographic materials such as time-lapse sequences and microphotography, and special visual materials for use by administrative officials.

- Graphic materials production facilities and services should be available in one location with sub-facilities available in buildings where needed for the production of graphs, charts, animations, art work, transparency originals, silk-screen plates, teaching models, and scientific exhibits.

- If a school has need for complete recording and professional type high-speed re-recording, such facilities and equipment should be made available and provisions made for duplicating tapes for radio broadcasts and for learning centers and language laboratories.

- If a school has need for complete motion picture production services, there should be facilities for the

production of black and white or color 16mm motion picture films with optical sound, and/or 8mm black and white or color films with magnetic sound, and a motion picture laboratory should be provided for processing and printing black and white and color film.

- There should be centralized services for maintaining all educational media owned by the school system.
- Educational media should be cleaned and inspected after each use and in no case should media go for more than a year without cleaning and inspection for evidence of damage or need for replacement.
- There should be a definite plan for replacement of worn out or obsolete equipment.
- Equipment selection and procurement should be based on recommendations of teachers, consultants, and maintenance personnel.
- All educational media should be examined and/or previewed before being purchased by the school.
- The quantity and types of educational media necessary for effective support of an instructional program should be determined by the level of utilization of the school's faculty.
- There should be a definite plan for evaluating and selecting new materials and equipment and for evaluating the effectiveness of presently owned items.
- There should be definite plans for involving teachers in continuous evaluations of the effectiveness of presently owned media.
- A school educational media center should maintain an up-to-date collection of catalogs, indexes, and other references for use in the selection and procurement of materials and equipment. This collection should include the Media Index, if this publication is not otherwise available to school media personnel.
- Each building educational media center should maintain an up-to-date file of community resources available to teachers in the building, and the school media center should maintain a master file of all community resources available to all teachers in the school system.

IV. PHYSICAL FACILITIES FOR EDUCATIONAL MEDIA

- Housing facilities for the school's educational media center should be sufficient in size and arrangement to facilitate the efficiency and effectiveness of media services to all instructional functions. The facilities should provide for such specialized activities as storage, handling, maintenance, and circulation control of media, and for office space needed for media center personnel.

- Housing facilities for building educational media centers should be adequate in size and arrangement to make it possible for services needed from the building centers to be effectively provided. The facilities should provide for the storage of all media on long-term loan to the buildings, and for specialized activities such as handling, circulation, and production of media.

- Professional educational media personnel should be provided office space with sufficient privacy for consultations and conferences.

- The materials production services should be provided with space for the following work activities: (1) office, (2) conference room, (3) photographic studio, (4) at least one darkroom, and (5) a graphics studio.

- Adequate housing should be provided for such production activities as graphic production, sound recordings, still photography, motion picture photography, television, and radio.

- A school should have facilities for the production of graphic materials which include a studio, drawing tables, graphic and art equipment and supplies, a silk-screen production area, mechanical printing devices, and office space as required.

- A school that has a need for still photographic production and processing facilities should have darkrooms, printing and finishing room, storage space, copy room, and microfilm copy room.

- A school that has a need for its own film production facilities should have production stages with ceilings at least 16 feet high with lights, a shop for the production and storage of sets, sound recording rooms, an animation room, preview and conference rooms, and office space as required.

- A school that has a need for its own motion picture film processing facilities should have a processing laboratory, a printing room, a processing control room, a negative storage room with humidity control, and office space as required.

- An educational media center should have preview rooms where educational media can be examined and evaluated.

- An educational media specialist should be consulted about specifications relating to media when plans are made for the construction of new buildings and the remodeling of old ones.

- In order to avoid having to move classes to special rooms to make use of educational media, each classroom in all school buildings should be equipped with essential facilities for effective use of appropriate educational media, including telecasts, projected materials, recordings, and self-instruction devices.

- Every classroom should be equipped with full light control, electrical outlets, forced ventilation, and educational media storage space.

- Classrooms should be equipped with permanently installed bulletin boards, chalk boards, projection screens, map rails, and storage facilities needed for the particular type of instruction conducted in each room.

V. BUDGET AND FINANCE OF THE EDUCATIONAL MEDIA PROGRAM

- An educational media program should operate from a central budget which is prepared and defended by representatives of the educational media services.

- An educational media program should be financed entirely from regularly appropriated school funds.

- A school system should have clear-cut policies concerning allocation, income, and charges against the educational media budget.

- The budget of an educational media program should be based on both the school's long-range goals and immediate educational media needs.

- Long-range budget planning should provide for improvements to be made gradually until the full media program goals are realized.

- Long-range financial plans should include provisions for the expansion of media services as required by the improvement of quality and scope of the instructional program.

- The budget of an educational media program should provide for increased scope of services, expansion of services to meet increased enrollments, and the needs created by the addition of new structures.

- There should be a definite plan for gaining administrative and community support for the media program. The plan should include evaluation of the program, determination of media needs, long and short range planning, and presenting facts about media needs to administrators and governing boards.

- All costs relating to procurement or production of materials, purchase of equipment, and employment of staff for use in the school's educational program should be completely subsidized through a centralized budget.

- Teachers should be able to use educational media from the media center with no more restrictions than those imposed on the use of the book library or similar school services.

- The selection of all materials and equipment for purchase by the educational media center should be based on pre-determined specifications formulated by the media staff.

- Provision should be made in the educational media budget for the systematic replacement of obsolete or worn-out media.

VI. EDUCATIONAL MEDIA STAFF

- Educational media personnel should work within the framework of job descriptions and policies relating to school media activities and these should be clear to the media administrator, his superior officer, and the entire media staff.

- The school's educational media center and building media centers should be staffed with professional, clerical, and technical personnel appropriately trained for the level of performance they are expected to render.

- Professional educational media personnel should possess a high degree of sensitivity to the potential of educational media for improving instruction and an awareness of new developments, new techniques, new equipment and new materials.

- The director of the educational media program should be well grounded in general education, and should have had practical experience in teaching. He should possess a doctors degree or its equivalent, and should have had special training in such areas as the theory of education communication, curriculum and instructional methods, production of such materials as graphics and photography, programed learning, research methods, administration, and supervision.

- The functions of the director of the educational media program should include: reporting the needs of the media program to the school administration, determining budget and financial needs, and providing consultative services to teachers, administrators, supervisors, and other staff members.

- The functions of the director of the educational media program should include the administration of the educational media center. In large school systems the coordination of the various functions of the educational media center should be delegated to an assistant director who approaches the broad educational requirements listed above for educational media directors.

- Specialists in the various media areas should be delegated supervisory responsibilities for the specialized functions of the educational media center. Such supervisors should report to the director or the assistant director, and should include specialists in television production, radio production, programed learning, media evaluation, selection and procurement, film librarians, and consultants skilled in assisting teachers in the instructional application of educational media.

- Professional educational media staff members should have advanced degrees with specialization in the media area in which they work.

- Professional educational media staff members should be active in professional organizations, particularly those representing the area of their specialization.

- The educational media program in each building should be implemented and coordinated by an educational media specialist specifically prepared for this activity.

- Large buildings should be provided with the full-time services of a professional educational media coordinator.

- Small buildings should share the services of a professional educational media coordinator. Each coordinator should be assigned to few enough buildings to allow him to effectively implement and coordinate the media program in each building.

- The educational media coordinator should be well grounded in general education, and should have had successful experience as a classroom teacher. He should possess a masters degree, or its equivalent, and should have had training in such areas as theory of educational communications, curriculum and instructional methods, production of such media as graphics, photographic materials, and recorded materials, programed learning, administration, and supervision.

- Coordinators assigned to buildings where educational television is used should have an understanding of educational television production, and should be well grounded in techniques of television utilization in classroom instruction.

- The functions of the educational media coordinator should include: reporting the media needs of the building to the school media director, assisting teachers in the selection and procurement of materials, supervising all functions of the building media center, and providing consultative services to teachers, principals, supervisors, and other staff members assigned to the building.

- The non-professional educational media staff should consist of adequate numbers of clerical personnel, maintenance technicians, television technicians, distribution clerks, and production technicians.

- An educational media specialist should be able to delineate subject matter into teachable concepts, lead the faculty in cooperatively planning the curriculum, and organize a media center so that equipment and materials can be coordinated into the teaching program with dispatch. He should possess administrative ability to a high order, know and be skilled in the use

of evaluation techniques, and be able to operate as a research specialist.

- An educational media specialist should have skill in the care and operation of all media devices so that he can ably train and supervise operators and maintenance personnel.

- An educational media specialist should be able to evaluate emerging innovations for possible introduction into instructional programs and should be able to interpret and promote those innovations that can make significant contributions to teaching and learning.

- In order to wisely select and supervise appropriate personnel, an educational media specialist should have a thorough understanding of such technical fields as television and radio production, photography, curriculum materials production.

- An educational media specialist should demonstrate a desire to improve his professional competence by attending local, state, and national educational media conferences, conventions, and workshops.

APPENDIX B

INVENTORY SHEET FOR SCHOOL SYSTEMS

EDUCATIONAL MEDIA INVENTORY SHEET
(School System)

The educational media inventory sheet includes three sections relating to: (1) School System Identification; (2) Inventory of the Educational Media Center; and (3) an Inventory of Educational Media Services and Finances.

This sheet is designed to be used as a basis for determining the inventory status of the educational media in a school system. Obviously many types of equipment and materials will not be applicable to a given situation, and there is no implication that any one school system should possess all items listed.

The checksheet is intentionllly comprehensive, so that it may be used by school systems of various types and sizes. In most cases, the completion of the checksheet requires only the use of numbers indicating quantities, amounts, or percentages.

I. SCHOOL SYSTEM IDENTIFICATION

A. Name of School System _____

B. Location _____
City and Parish

C. Person in charge of the Educational Media Organization:

1. Name _____

2. Title _____

D. Check the type of organization that most nearly describes the situation in your school system:

( ) 1. Centralized, with all media services provided from one educational media center.

( ) 2. A main educational media center, with sub-centers located in schools or instructional units.

II. INVENTORY OF THE EDUCATIONAL MEDIA CENTER

	Yes	No
A. Educational Media Staff		
1. Professional Staff		
a) Educational Media Director:.....	( )	( )
1) Possesses a Doctorate or its equivalent.....	( )	( )
2) Active in educational media organizations.....	( )	( )
3) Special training in theory of educational communication media.....	( )	( )
4) Experience in general education, curriculum and methodology.....	( )	( )
5) Special training in curriculum and instructional methods.....	( )	( )
6) Training in production of such materials as graphics, photography, and programmed materials.....	( )	( )
7) Special training in research and administration.....	( )	( )

Number

b) Professional staff members:
   1) Full-time in educational media center.._____
   2) Half-time or more in educational media center and/or sub-centers....._____

c) Other professional staff members:
   1) Specialists in photography....._____
   2) Specialists in graphics....._____
   3) Film librarians....._____
   4) Specialists in programed learning....._____
   5) Television directors....._____
   6) Others. Please specify.
   7) _____....._____
   8) _____....._____

2. Non-professional staff
   a) Clerical assistants, assigned to following:
      1) Filing materials, filling orders and circulating materials....._____
      2) Stenographic, typing, and clerical....._____
      3) Business procedures....._____
      4) Delivery of media....._____
   b) Part-time clerical assistants....._____
   c) Technical assistants, assigned to the following:
      1) Maintenance of materials and equipment._____
      2) Production of materials....._____
      3) Production of educational telecasts...._____
   d) Part-time technical assistants....._____
   e) Specialists assigned to the following:
      1) Television engineering staff....._____
      2) Radio engineering staff....._____
      3) Sound recording staff....._____
   f) Photography specialists:
      1) Still photography production and processing....._____
      2) Motion picture production and processing....._____
   g) Graphics production....._____
   h) Specialists in educational media procurement....._____
   i) Specialists in educational media cataloging....._____
   j) Other non-professional staff members. Please specify.
      1) _____....._____
      2) _____....._____
      3) _____....._____

	Yes	No
B. Media Center Special Equipment and Facilities		
1. Photographic processing facilities:		
a) Motion picture processing facilities:		
1) Editing room and equipment.....	( )	( )
2) Processing laboratory.....	( )	( )
3) Printing room.....	( )	( )
4) Negative storage room with humidity control.....	( )	( )
5) Capabilities for processing color and black and white.....	( )	( )
b) Still photographic processing facilities:		
1) Still photography studio(s).....	( )	( )
2) Dark rooms and work areas.....	( )	( )
3) Rooms for printing, dyeing, trimming and mounting prints.....	( )	( )
4) Copy room.....	( )	( )
5) Chemical storage area.....	( )	( )
6) Filmstrip and slide production areas.....	( )	( )
7) Camera and equipment storage area..	( )	( )
8) Microfilm copy area.....	( )	( )
9) Negative storage area with humidity control.....	( )	( )
10) Capabilities for processing color and black and white.....	( )	( )
c) Are photographic processing facilities air conditioned?.....	( )	( )
d) Is office space provided as needed by production staff?.....	( )	( )
2. Finishing room(s) with equipment for preparing photographic prints for classroom use.....	( )	( )
3. Copy and titling room.....	( )	( )
4. Multi-purpose studio furnished with equipment, accessories, and light control for use in producing motion pictures, filmstrips, slides, and other photographic materials.....	( )	( )
5. Television production facilities:		
a) Video taping equipment and recording room.....	( )	( )
b) Control rooms with staff communications network.....	( )	( )
c) Workroom for use in producing materials and backgrounds.....	( )	( )
d) Offices and work spaces for staff.....	( )	( )
e) Desk, work, and storage spaces for studio teachers.....	( )	( )

		Yes	No
	f) Observation room (for viewing programs in process)	( )	( )
	g) Studios:		
	1) Capabilities for both closed-circuit and broadcast	( )	( )
	2) Capabilities for closed-circuit only	( )	( )
	3) Capabilities for broadcast transmission only	( )	( )
	h) Electronic equipment room	( )	( )
	i) Engineering and equipment maintenance shop	( )	( )
	j) Storage area for video tapes, films, and other media	( )	( )
6.	Radio production facilities:		
	a) Broadcasting studios	( )	( )
	b) Control rooms, adjacent to studios	( )	( )
	c) Areas for transmitters and related equipment	( )	( )
	d) Work areas for script writers	( )	( )
	e) Newsroom	( )	( )
	f) Storage areas for tapes, records and other materials	( )	( )
	g) Conference rooms	( )	( )
	h) Work area for production staff	( )	( )
	i) Equipment storage areas	( )	( )
	j) Engineering and equipment repair areas.	( )	( )
	k) Staff office space	( )	( )
7.	Film library with facilities for booking, processing, shipping and storing films	( )	( )
8.	Cubicles equipped for viewing motion picture films, slides, and filmstrips; and for listening to recordings	( )	( )
9.	Sound studio:		
	a) Equipment for producing and editing tape recordings	( )	( )
	b) Equipment for producing disc recordings	( )	( )
	c) Control rooms adjacent to studio	( )	( )
	d) Storage area for recorded materials	( )	( )
10.	Office space with required fixtures (for Center Director and Administrative Staff).	( )	( )
11.	Reception area, including waiting room and reception desk space	( )	( )
12.	Graphic laboratory:		
	a) Graphic studio equipped with drawing tables, graphic equipment, and art equipment	( )	( )
	b) Silk screen production space	( )	( )

	Yes	No
c) Space for mechanical printing processes.	( )	( )
d) Storage space for graphic supplies	( )	( )
e) Model and exhibit production space (with tools and supplies)	( )	( )
f) Office space as required by staff	( )	( )
g) A library of overhead transparency masters	( )	( )
13. Classroom(s) equipped for inservice training of media to teacher	( )	( )
14. Laboratory for use in inservice training of teachers and demonstrations	( )	( )
15. Maintenance shop for repair of equipment, storage of spare parts and housing of equipment maintenance records	( )	( )
16. Conference rooms for research planning, evaluating and selecting new materials and equipment	( )	( )
17. Curriculum library, to serve as a centralized professional library for teachers, supervisors and other staff members (including media reference books and research studies)	( )	( )
18. Study carrels or individual stations, including:		
a) Systems designed for individual learning	( )	( )
b) Electronic learning laboratories	( )	( )
c) Table top viewers with sound	( )	( )
d) Programed learning materials and devices	( )	( )
e) Curriculum materials, study guides and teachers manuals	( )	( )
f) Single concept films	( )	( )
g) Microfilm and facilities	( )	( )
h) Controlled readers and pacers	( )	( )
i) Maps and models	( )	( )

III. INVENTORY OF EDUCATIONAL MEDIA SERVICES AND FINANCES

	Yes	No
A. Services		
1. Services to the schools:		
a) Are the Center resources used for teacher orientation and other teacher services?	( )	( )
b) Do students and faculty members request more services from the Center than are available?	( )	( )

	Yes	No
c) Do the center personnel contribute as consultants to faculty members and students?	( )	( )
1) During the regular school day?	( )	( )
2) At other hours?	( )	( )
3) On non-school days?		
2. Services to individual teachers:		
a) Are suitable facilities available to teachers for evaluation, production, and practice in most media?	( )	( )
1) Within the Educational Media Center?	( )	( )
2) Within the School Building?	( )	( )
3) Elsewhere?	( )	( )
3. Services to School Building:		
a) Are materials and equipment furnished without charge when used for instructional purposes?	( )	( )
b) The Media Center:		
1) Is frequently used equipment deposited on a long-term loan in the buildings where used?	( )	( )
2) Are equipment and materials delivered on request?	( )	( )
3) Are materials ordered from outside sources for teachers?	( )	( )
c) Does the media center furnish maintenance and repair services for all educational media equipment and materials?	( )	( )
d) Does media center furnish consultative services on utilization and other media problems?	( )	( )
e) Are preview facilities and services suitable and adequate for:		
1) The teachers?	( )	( )
2) The students?	( )	( )
f) Are preview facilities available at the media center?	( )	( )
g) Are recording studios available for general use by all teachers and students?	( )	( )
h) Is radio studio located:		
1) In the Media Center?	( )	( )
2) Near the center and available to school personnel?	( )	( )

	Yes	No
i) Is an annual report of educational media activities prepared and submitted to the administration with a copy retained in the director's office?		
1) Have in-service education activities included any or all of the following: extension courses, telecasts, workshops and conferences, on campus and off campus, during the past twelve months?.....	( )	( )
2) Is educational media information disseminated through newsletters and other publications?.....	( )	( )

B. Finances

1. Income for the Educational Media Center

	Percent
a) The financial support sources are:	
1) Regular budget allocation.....	_____%
2) Student fees.....	_____%
3) Other.....	_____%
b) Average annual amount of support is:	
1) Per student.....	$_____
2) Per faculty member.....	$_____

2. Expenditures for Educational Media Center

a) The per capita expenditures for the Educational Media Program during the last two completed fiscal years were:

	Last Fiscal Year	Preceding Year
1) Per student.....	$_____	$_____
2) Per faculty member....	$_____	$_____

b) Purchase expenditures for your institution's (school's) Educational Media Program for the last two completed fiscal years were:

	Last Fiscal Year	Preceding Year
1) Purchase of materials.	$_____	$_____
2) Purchase of equipment.	$_____	$_____
3) Rental of materials...	$_____	$_____
4) Total purchase expenditures.....	$_____	$_____

APPENDIX C

INVENTORY SHEET FOR INSTRUCTIONAL UNITS

EDUCATIONAL MEDIA INVENTORY SHEET
(School)

This educational media inventory sheet includes three sections relating to: (1) School Identification; (2) Inventory of Physical Facilities; and (3) Inventory of Equipment and Materials.

This sheet is designed to be used as a basis for determining the inventory status of the educational media in a school instructional unit. Obviously many types of equipment and materials will not be applicable to a given situation, and there is no implication that any one school should possess all items listed.

The checksheet is intentionally comprehensive, so that it may be used by schools of various types and sizes. In most cases the completion of the checksheet requires the use of numbers indicating quantities, amounts, or percentages.

I. INSTITUTION IDENTIFICATION

A. Name of School_____

B. Location_____
City and Parish

C. Person in charge of the educational media program:

1. Name_____

2. Title_____

D. Check the type of organization that most nearly describes the situation at your school:

( ) 1. Centralized, with all media services provided from one educational center.

( ) 2. A main media center, with sub-centers located in school buildings or instructional units.

E. Date Inventory Taken _____
Month Year

II. INVENTORY OF PHYSICAL FACILITIES

A. Classrooms--Total Number_____

Indicate the percentage of classrooms equipped with:

____% 1. Light control for all projected media and television.

____% 2. Ventilation and temperature control, for a maximum student load viewing projected materials for prolonged periods of time.

____% 3. Electrical outlets, sufficient in number and location.

____% 4. Permanently installed projection screens.

____% 5. Display facilities and chalkboards.

____% 6. Mounting rails for maps and charts.

____% 7. Storage cabinets, files and "built-ins" for materials.

____% 8. Permanent mounts for all television receivers, with coaxial cable from receivers to building junction boxes.

____% 9. Acoustical treatment for optimum student listening, and for the prevention of interference with adjacent classrooms.

B. Learning Carrels--Total Number_____

____% Percentage equipped for the use of educational media (wet).

C. Language and Learning Laboratories--Total Number_____

____% Percentage fully equipped for the use intended.

D. Auditorium--Total Number_____

Indicate the percentage of rooms equipped with:

____% 1. Permanent mounted adjustable angle screen and/or screens for multi-screen presentations.

____% 2. Light control for all projected media and television.

____% 3. Acoustical treatment, where sound is to be used, to prevent interference with adjacent classrooms, and to facilitate optimum student listening.

____% 4. Electrical outlets, sufficient in number and location.

____% 5. Permanent mounts for all television receivers to building junction boxes.

E. Media Production Facilities

Check in the appropriate columns below indicating whether facilities are available for media production.

Yes	No	
( )	( )	1. Photographs
( )	( )	2. Slides

Yes	No		
( )	( )	3.	Filmstrips
( )	( )	4.	Overhead transparencies
( )	( )	5.	Drawings
( )	( )	6.	Illustrations
( )	( )	7.	Cartoons
( )	( )	8.	Charts
( )	( )	9.	Graphs
( )	( )	10.	Display
( )	( )	11.	Set and Costume Design
( )	( )	12.	Lettering
( )	( )	13.	Animation
( )	( )	14.	Models
( )	( )	15.	16mm Sound Films
( )	( )	16.	Recordings on tape or disc
( )	( )	17.	Radio programs
( )	( )	18.	Television programs
( )	( )	19.	Other (please list)

_____
_____
_____
_____

III. INVENTORY OF EQUIPMENT AND MATERIALS

Indicate in the left column the total number of operable items owned by the school. Indicate in the right column the number of operable items controlled by the educational media center. If the main educational media center has inventory control of all educational media, the right column should be completed and the left column ignored.

	Number of Operable Pieces	
	Owned by (School)	Controlled by Media Center
A. Equipment		
1. Projectors, motion picture		
a) 16mm projectors, optical sound.....		
b) 16mm projectors, magnetic sound.....		
c) 16mm projectors, repetitive.....		
d) 8mm projectors, silent..		
e) 8mm projectors, magnetic sound.....		

	Number of Operable Pieces	
	Owned by (School)	Controlled by Media Center
2. Projectors, still		
a) Slide projectors, 2" x 2" only, manual control.		
b) Slide projectors, 2" x 2" only, automatic and/or remote control.....		
c) Combination projector, 2" x 2" slides and 35mm filmstrips.....		
d) Filmstrip projectors....		
e) Slide projector 3 1/4" x 4", overhead.....		
f) Lantern slide projector, 3 1/4" x 4".....		
g) Overhead projector, 10" x 10".....		
h) Opaque projectors.....		
i) Specialized projection equipment		
1) Micro-projectors.....		
2) Controlled readers...		
3) Tachistoscopes.....		
4) Projection pointers..		
5) 16mm analysis projector.....		
6) Multi-projection consoles.....		
j) Automatic continuous still projectors.....		
k) Sound slidefilm projector.....		
l) Other specialized projection equipment. List.		
m) _____.....		
n) _____.....		
3. Cameras, motion picture		
a) 16mm		
1) Without sound recorder.....		
2) With sound recorder..		
b) 8mm		
1) Without sound recorder.....		
2) With sound recorder..		

	Number of Operable Pieces	
	Owned by (School)	Controlled by Media Center
4. Cameras, Still		
a) Polaroid, 3 1/4" x 4", and other.....		
b) 35mm Cameras		
1) General purpose.....		
2) Reflex.....		
3) Special adjustable copy.....		
c) Press, cut film and film-pack or roll.....		
d) Others. Please list.		
e) _____....		
f) _____....		
5. Cameras, television		
a) Closed-circuit or portable.....		
b) Network quality.....		
c) Others. Please list.		
d) _____....		
e) _____....		
6. Video tape recorders & playbacks		
a) Closed-circuit TV quality.....		
b) Network TV quality.....		
7. Screens, projection, on tripod		
a) 70" x 70" or larger.....		
b) Smaller than 70" x 70"..		
8. Projection tables or stands		
a) Tables or stands on locking casters.....		
b) Collapsible tables or stands.....		
9. Carts or dollies for moving media		
a) Suitable for single-floor use.....		
b) With strap-downs suitable for stairs.....		
10. Printers, transparency, 10" x 10"		
a) Diazo process.....		
b) Thermocopy (media production).....		
c) Photocopy (media production).....		

	Number of Operable Pieces	
	Owned by (School)	Controlled by Media Center
11. Record and transcription players		
a) Records, standard, microgroove, stereo, up to 12".....		
b) Records, standard, microgroove, up to 17 1/2".....		
c) Records, stereo, monaural, up to 17 1/3".....		
12. Tape recorders and playbacks		
a) Tape recorder-player, portable.....		
b) Tape recorder-player, console, multipurpose...		
13. Repetitive tape equipment..		
14. Tape duplicator, multiple..		
15. Language Laboratory Systems		
a) Fixed.....		
b) Mobile-portable.....		
16. Instructional television		
a) Classroom television receivers.....		
17. Classroom radio receivers		
a) Constructed response....		
b) Audio-passive.....		
c) Multiple choice response		
d) Multiple choice.....		
e) Constructed or multiple choice response.....		
f) Multiple choice program, branching techniques....		
18. Portable public address systems.....		
19. Intercommunication systems.		
20. Test scoring machines.....		
21. Miscellaneous equipment:		
a) Easels.....		
b) Film inspection machinery.....		
c) Head phones.....		
d) Lecterns, plain wood or metal.....		

	Number of Operable Pieces	
	Owned by (School)	Controlled by Media Center
e) Microphones.....		
f) Mechanical lettering equipment.....		
g) Power megaphones.....		
h) Laminating equipment (hot press).....		
i) Others. Please list.		
_____...		
_____...		
B. Materials		
1. 16mm sound films (all prints).....		
2. Titles of 16mm sound films.		
3. Filmstrips.....		
4. Titles of filmstrips.....		
5. 2" x 2" slide sets or number of slides.....		
6. 3 1/4" x 4" slide sets or number of slides.....		
7. Number of 10" x 10" transparency masters on file.....		
8. Study prints (photographs, drawings, paintings, etc.).		
9. Microfilms.....		
10. Graphs, charts, posters, etc.....		
11. Programed textbooks.....		
12. Roll-type programmed materials.....		
13. Teaching kits of related materials (pre-selected, arranged and distributed in packages).....		
14. Kinescopes.....		
15. Video tapes--recorded and filed.....		
16. Community resource files...		
17. Magazine and newspaper clipping files.....		
18. Transcriptions.....		
19. Disc recordings.....		
20. Tape recordings.....		
21. Stereographs.....		
22. Mounted picture units.....		

	Number of Operable Pieces	
	Owned by (School)	Controlled by Media Center
23. Slide-making materials (Instructional Kits).....		
24. Maps (all kinds).....		
25. Globes.....		
26. Models (all types).....		
27. Other. Please list.		
_____...		
_____...		
_____...		
_____...		

APPENDIX D

EVALUATIVE CHECKLIST

EVALUATIVE CHECKLIST

******

AN INSTRUMENT FOR SELF-EVALUATING

AN

EDUCATIONAL MEDIA PROGRAM

IN

SCHOOL SYSTEMS AND COLLEGES

W. R. Fulton
University of Oklahoma
Norman, Oklahoma

Revised April 9, 1970

The Evaluative Checklist which follows is a revision of an earlier instrument developed by W. R. Fulton.[1] The Checklist has been through a try-out and validation phase. It is known that when properly applied, it will discriminate among the several levels of quality in educational media programs.

This Evaluative Checklist is based on the assumption that there are fundamental elements of an educational media program which will facilitate the improvement of instruction. The elements around which this Checklist was developed were assumed to be common to most educational media programs. These include: 1) administrators and teachers are committed to the proper use of educational media for instructional purposes, 2) educational media are an integral part of curriculum and instruction, 3) an educational media center is accessible to the faculty, 4) the physical facilities are conducive to proper use of educational media, 5) the media program is adequately financed, and 6) the staff is adequate and qualified to provide for the educational needs of all faculty members.

The status of an educational media program is not likely to be known without periodic evaluation. The use of this Checklist should greatly facilitate such an evaluation by providing useful guidelines for making judgments on program elements.

The term "educational media" as used in this instrument means all equipment and materials traditionally called "audio-visual materials" and all of the newer media such as television, overhead projectuals, and programed materials. Likewise, the terms "media" and "educational media" are used interchangeably to mean both instructional equipment and instructional materials.

Before completing the Checklist, the evaluator may want to become familiar with the inventory of educational media and pertinent physical facilities of the program being evaluated. He may also want to study the criteria relating to the elements covered in the Checklist.

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[1]The original instrument was a part of a study performed pursuant to a contract with the United States Office of Education, Department of Health, Education and Welfare, under the provisions of Title VII, Public Law 85-864 by W. R. Fulton, Professor of Education, University of Oklahoma.

Instructions for Completing

EVALUATIVE CHECKLIST

Mark one of the spaces at the left of the statement that most nearly represents the situation being evaluated. If a statement accurately describes the situation, mark one of the middle spaces of 2, 5, 8, or 11 to the left of that statement. If you feel that the situation is below what is described, mark one of the lower numbered spaces of 1, 4, 7, or 10, if above, mark one of the higher numbered spaces of 3, 6, 9, or 12. In any case mark only one of the twelve spaces.

Remember, each one of the subdivisions preceded by a capital letter requires only one mark in one of the boxes number 1 to 12. Mark only one box in each subdivision.

EXAMPLE:



There is no director of the media program.



There is a part-time director of the media program.



There is a full-time director in charge of the media program.



There is a full-time director and a sufficient number of clerical and technical personnel.

EVALUATIVE CHECKLIST

I. SCHOOL SYSTEM EDUCATIONAL MEDIA SERVICES

CRITERIA

- A school system or an institution should have a program of educational media services administered through a school media center, and building centers if such are needed, which provides teachers with an adequate supply of appropriate instructional materials.
- The educational media center should be a separate service unit that operates at the same level as other major school services.
- A school system or an institution should have clearly defined policies, procedures, and plans for its educational media program, including short-range, and long-range goals.
- There should be a sufficient number of professional media staff members to administer the educational media program and to provide consultative services to teachers.

A. Commitment to the Media Program

[1] [2] [3] The educational media program does not offer the services of a media center and no clerical or technical staff members are available to administer the educational media program.

[4] [5] [6] The educational media program consists of services from a media center managed by clerical and technical staff members. The services are not well coordinated, and no one person has been given administrative responsibility for all educational media activities.

[7] [8] [9] The educational media program consists of a media center with clerical and technical staff. The program is directed by a staff person who has some educational media training but not enough to

qualify him as an educational media specialist. He reports to the administrative officer in charge of instruction.

[10] [11] [12] There is an educational media program including an educational media center and necessary building media centers directed by an educational media specialist who reports directly to the administrative officer in charge of instruction. He is provided with facilities, finances, and staff essential in meeting the media needs of the instructional program.

B. Commitment to Educational Media as an Integral Part of Instruction

[1] [2] [3] Some educational media are provided for teachers, and no trained personnel are available to assist in the utilization of the educational media that is provided.

[4] [5] [6] Some educational media and services are provided for teachers who request them, but teachers are not particularly encouraged to use the services.

[7] [8] [9] A variety of educational media and services are generally available and some attempts are made to acquaint teachers with the services, and to encourage their use.

[10] [11] [12] Provision is made for an adequate quantity and variety of educational media and services needed by all buildings and teachers are encouraged to use media as integral parts of instruction.

C. Commitment to Providing Educational Media Facilities

[1] [2] [3] The buildings in use at this time provide for only very limited use of educational media.

[4] [5] [6] Although some new and remodeled facilities provide for the use of some types of educational media, the school gives little attention to media utilization at the time buildings are planned.

[7] [8] [9] Most new and remodeled buildings have light control and other facilities necessary for the use of some types of educational media.

[10] [11] [12] All new buildings are equipped for the greatest possible use of educational media and are designed to permit adaptation for new developments in media. Old buildings are being modified as fast as possible to provide for effective use of media.

D. Commitment to Financing the Educational Media Program

[1] [2] [3] Finances for the educational media program are not included in the budget.

[4] [5] [6] Finances for the educational media program are inadequate to provide the services that teachers need and are prepared to use. There are no written policies relative to allocations, income sources, and charges against the budget.

[7] [8] [9] Finances for the educational media program are sufficient to maintain the status quo, but the current media services are not sufficient to meet the instructional needs. Long-range curriculum plans do not include provisions for financing needed educational media services.

[10] [11] [12] The educational media program is financed entirely from regularly appropriated school funds. The budget reflects to some degree long-range educational media plans and includes provisions for special media for unusual curriculum problems. The budget is prepared, presented, and defended by the director of the media services in the same manner as that of any other budget unit.

E. Commitment to Staffing the Educational Media Program

[1] [2] [3] The responsibility for utilization of educational media services rests entirely with the individual teacher who desires such services.

[4] [5] [6] The responsibility for educational media services is assigned to various staff members whose primary commitments are in other jobs.

[7] [8] [9] The responsibility for educational media services is delegated to a person who has had some training in educational media. He is provided with some clerical and technical assistance.

10 11 12 Leadership and consultative services are provided by an educational media specialist and a qualified professional staff. An adequate clerical and technical staff is also provided.

II. EDUCATIONAL MEDIA SERVICES--CURRICULUM AND INSTRUCTION

CRITERIA

- There should be continuous evaluation of an educational media program as it relates to the instructional program.
- Continuous inservice education in the use of educational media should be carried on as a means of improving instruction.
- The faculty and the professional media staff should cooperate in planning and developing the parts of the instructional program that made provisions for the use of educational media.
- Professional educational media personnel should be readily available for consultation on all instructional problems where media are concerned.

A. Consultative Services in Educational Media Utilization

1 2 3 There are no educational media personnel available to provide for consultative services.

4 5 6 Educational media personnel render consultative assistance in the instructional application of educational media when they are asked to do so and are free from other duties.

7 8 9 Educational media personnel are usually available and are called on for consultative assistance in the use of educational media.

10 11 12 Educational media professional personnel work, as a part of their regular assignments, with teachers in analyzing teaching needs and in designing, selecting, and using educational media to meet these needs.

B. Inservice Education in Educational Media Utilization

[1] [2] [3] No inservice education activities relating to the utilization of educational media are provided.

[4] [5] [6] Inservice education is left entirely to building instructional units and is limited to their own capabilities and such other resources as they can find.

[7] [8] [9] Professional educational media staff members are available on request to assist in inservice education activities relative to the use of educational media.

[10] [11] [12] Professional educational media staff members are involved in planning and conducting continuous inservice education activities concerned with the selection, development, production, and use of all types of educational media.

C. Faculty-Student Use of Educational Media

[1] [2] [3] None of the teachers nor students make any use of educational media in their individual presentations.

[4] [5] [6] Only a few teachers make any use of educational media in their classrooms. Students rarely use media in class presentations.

[7] [8] [9] Quite a few teachers make occasional use of educational media in their classrooms. Students occasionally use media in class presentations.

[10] [11] [12] Most teachers use appropriate educational media in their classrooms. Students use appropriate media for individual and group study, as well as for class presentations.

D. Involvement of the Media Staff in Planning

[1] [2] [3] There are no professional educational media staff available, therefore they cannot be involved in planning for the use of educational media.

[4] [5] [6] The professional educational media staff is seldom involved with teachers in planning for the use of educational media.

[7] [8] [9] The professional educational media staff is occasionally involved with teachers in planning and producing materials for use in the instructional program.

[10] [11] [12] The educational media specialist and his professional staff are usually involved with teachers and other curriculum workers in planning for the use of and in experimenting with educational media in the instructional program. He is also regularly involved in decision making activities relating to the integration of educational media with the curriculum and instruction.

III. THE EDUCATIONAL MEDIA CENTER

CRITERIA

- Educational media centers should be organized around the concept of offering a wide variety of services and media to all instructional and administrative units of a school system, with leadership, consultative help, and other services provided by professional media specialists and other media center personnel.
- The instructional program should be supported by an adequate supply of educational media and a system of making them accessible to the faculty and students.
- The educational media center should provide such media services as procurement, maintenance, and production of appropriate educational media to support the instructional program.

A. Location and Accessibility of Educational Media

[1] [2] [3] There is no educational media center and no access to such services and media as might be rendered from an educational media center.

[4] [5] [6] The location of the educational media center is such that media are not accessible to most teachers. The educational media center is not supplemented by building centers where media are placed on long-term loan.

[7] [8] [9] The location of the educational media center is such that media are not accessible to most teachers. The educational media center is not supplemented by building centers where media are placed on long-term loan.

[10] [11] [12] The location of the educational media center and the presence of necessary building centers make media highly accessible to all instructional units. Both the central and the buildings' educational media centers are adequately equipped to support a quality instructional program.

B. Dissemination of Media Information

[1] [2] [3] Information concerning educational media is never disseminated to prospective users as a matter of policy, but occasionally information concerning educational media may be secured upon request.

[4] [5] [6] Information concerning educational media is seldom disseminated to prospective users, but there are no definite plans or channels for such dissemination.

[7] [8] [9] Information concerning educational media is disseminated to teachers and staff members on an occasional basis or when requested.

[10] [11] [12] Information concerning educational media and programs is frequently disseminated to teachers and staff members as a matter of policy.

C. Availability of Educational Media

[1] [2] [3] Educational media is practically nonexistent and responsibility for obtaining such materials rests entirely with the user.

[4] [5] [6] The quantity of educational media is so limited that significant delays occur between requests for materials and their availability. Reservations must be made on a "first come, first served" basis, and the media must be picked up by the user.

[7] [8] [9] The quantity of educational media and the distribution system makes it possible for media to be delivered to teachers on relatively short notice.

[10] [11] [12] There is a sufficient quantity of educational media and an adequate distribution system to insure the delivery of all media to teachers on any day during the week in which they are requested.

D. Storage and Retrieval of Media

[1] [2] [3] There are practically no media storage facilities and those that are available are so inappropriate it is difficult to locate and retrieve specific items.

[4] [5] [6] Media storage facilities are available but are inadequate for some types of educational media, and personnel have difficulty in locating and retrieving specific items.

[7] [8] [9] The educational media center and all building centers have enough storage shelves and drawers for currently owned instructional materials. The retrieval system is adequate most of the time.

[10] [11] [12] Adequate storage space, including space for future expansion, is provided in the educational media center and in all building centers, with proper humidity control where needed. The educational media center has a master retrieval system for immediate location of all media.

E. Maintenance of Media

[1] [2] [3] No provision is made for cleaning and repairing educational media.

[4] [5] [6] Educational media are cleaned and repaired when complaints regarding their operable condition are made by users.

[7] [8] [9] Educational media are cleaned and repaired whenever the maintenance staff has time to do so.

[10] [11] [12] All educational media are inspected after each usage and are cleaned and repaired on a regular basis or when inspection indicates the need.

F. Production of Media

[1] [2] [3] Practically no production facilities are available to teachers for producing their own materials.

[4] [5] [6] Limited production facilities are available for teachers to produce their own materials.

[7] [8] [9] Educational media personnel, as well as teachers, produce some educational materials, but the media staff is so limited that all demands for production cannot be met.

[10] [11] [12] Educational media personnel, as well as teachers, produce a variety of educational media not otherwise available, and meet most production demands for such media as films, filmstrips, slides, graphics, and recordings.

IV. PHYSICAL FACILITIES FOR EDUCATIONAL MEDIA

CRITERIA

- Each classroom should be designed for and provided with essential facilities for effective use of appropriate educational media of all kinds.
- Each classroom should be equipped with full light control, electrical outlets, forced ventilation, and educational media storage space.
- Classrooms should be equipped with permanently installed bulletin boards, chalkboards, projection screens, map rails, and storage facilities needed for the particular type of instruction conducted in each classroom.

A. Physical Facilities in Existing Classrooms

[1] [2] [3] No classrooms have been modified for use of educational media and no systematic plans have been made to adopt such classrooms for use of media.

[4] [5] [6] A few classrooms have been modified for use of educational media. However, no systematic plans have been made to adapt all classrooms for the use

of educational media, except that some departments have made such plans for their own classrooms.

[7] [8] [9] Some classrooms have been modified and equipped with such physical facilities as light control and electrical outlets and others are partially equipped. A plan for systematically equipping all classrooms is in operation.

[10] [11] [12] All classrooms have been modified and equipped for optimum use of all types of educational media.

B. Physical Facilities in New Classrooms

[1] [2] [3] Most classrooms are not provided with physical facilities that make possible the use of educational media.

[4] [5] [6] Some new classrooms are provided with physical facilities such as light control and electrical outlets, but only in special cases are provisions made for the use of a wide variety of media.

[7] [8] [9] Most new classrooms are provided with physical facilities that make possible optimum use of educational media.

[10] [11] [12] All new classrooms are designed for and equipped with physical facilities that make possible optimum use of all types of educational media by faculty and students.

V. BUDGET AND FINANCE OF THE EDUCATIONAL MEDIA PROGRAM

CRITERION

Financing the educational media program should be based on both long-range goals and immediate educational needs. The budget should reflect a recognition of long-range goals, and be sufficient to support an adequate media program for optimum instructional improvement.

A. Reporting Financial Needs

[1] [2] [3] The financial needs of the educational media program are almost never reflected in the budget and are never reported to the administrative officer.

[4] [5] [6] The financial needs of the educational media program are reported to the administrative officer in charge of instruction only when immediate expenditures are urgently needed.

[7] [8] [9] The financial needs of the educational media program are regularly reported to the administrative officer in charge of instruction.

[10] [11] [12] Regular reports reflecting the status and needs of the educational media program, including facts about inventory, facilities, level of utilization, and effectiveness of the media program, are made to the administrative officer in charge of instruction.

B. Basis for Budget Allocations

[1] [2] [3] The budget does not usually contain an allotment for educational media.

[4] [5] [6] The educational media budget is based on an arbitrary allotment of funds irrespective of need.

[7] [8] [9] The educational media budget is based almost entirely on immediate needs, though some consideration is given to long-range goals.

[10] [11] [12] The educational media budget is based on both the immediate needs and the long-range goals and reflect clear-cut policies concerning allocations, income sources, and budget practices.

C. Development of Media Budget

[1] [2] [3] There is no provision for the development of a separate educational media budget.

[4] [5] [6] Each building instructional unit develops its own educational media budget without consulting an educational media specialist.

[7] [8] [9] The budget of the educational media program reflects the media needs of most building instructional units. However, some buildings have their own media budget which has no relationship to the educational media program.

[10] [11] [12] The budget of the educational media program reflects the total media needs and is developed by the professional media staff in consultation with financial officers, and other administrators.

VI. EDUCATIONAL MEDIA STAFF

CRITERION

The educational media program should be directed by a well qualified full-time media specialist who is provided with sufficient professional, clerical, and technical staff to provide adequate media services.

A. School System Media Staff

[1] [2] [3] No person has been assigned to look after the media program. Utilization of educational media is entirely the responsibility of the user.

[4] [5] [6] A staff person has been assigned to look after the media program. He performs more as a clerk and a technician than as a professional media person.

[7] [8] [9] A professional media person with some special training is in charge of the educational media program and has some professional, clerical and technical assistance. He and his assistants are primarily oriented toward the mechanical and technical aspects of the program.

[10] [11] [12] The educational media program is directed by a well qualified media specialist who is provided with sufficient professional, clerical, and technical staff to provide adequate media services from the school media center. Professional media staff members are oriented toward curriculum and instruction.

B. Building Media Staff

[1] [2] [3] No building has a teacher, or a member of the professional staff assigned to coordinate media activities. Any use of media in teaching is included in the other tasks of the teachers.

[4] [5] [6] Some buildings have a teacher, a clerk, or someone else assigned to help obtain materials and care for equipment, but no released time is granted from other jobs to coordinate media activities in the building.

[7] [8] [9] Most buildings have a teacher, or a member of the professional staff assigned to coordinate media activities, but he has not been given sufficient released time from other tasks, or enough clerical and technical assistance to permit him to render media services needed in the instructional program.

[10] [11] [12] A full-time professional educational media coordinator serves each building. Buildings that do not have sufficient teachers and media utilization to warrant a full-time coordinator share his services. He is provided sufficient clerical and technical assistance to supply all media services needed in the building. He reports to the educational media director and works closely with the media staff, and curriculum workers.

PROFILE SHEET

Name of school system or district _____

Enrollment of school system or district _____

To develop a Profile image of your program, transfer your mark from each item of the Evaluative Checklist to this sheet. Connect the marked squares by straight lines. Then turn the sheet to a horizontal position. This will pictorially demonstrate the "peaks" and "valleys" of attainment for your program.

WEAK——————————STRONG

Mark only one of the twelve boxes

Section I: Adminis.Commit.	Item A	1 2 3 4 5 6 7 8 9 10 11 12
	B	1 2 3 4 5 6 7 8 9 10 11 12
	C	1 2 3 4 5 6 7 8 9 10 11 12
	D	1 2 3 4 5 6 7 8 9 10 11 12
	E	1 2 3 4 5 6 7 8 9 10 11 12
Section II: Media Services	Item A	1 2 3 4 5 6 7 8 9 10 11 12
	B	1 2 3 4 5 6 7 8 9 10 11 12
	C	1 2 3 4 5 6 7 8 9 10 11 12
	D	1 2 3 4 5 6 7 8 9 10 11 12
Section III: Media Center	Item A	1 2 3 4 5 6 7 8 9 10 11 12
	B	1 2 3 4 5 6 7 8 9 10 11 12
	C	1 2 3 4 5 6 7 8 9 10 11 12
	D	1 2 3 4 5 6 7 8 9 10 11 12
	E	1 2 3 4 5 6 7 8 9 10 11 12
	F	1 2 3 4 5 6 7 8 9 10 11 12
Section IV: Facilities	Item A	1 2 3 4 5 6 7 8 9 10 11 12
	B	1 2 3 4 5 6 7 8 9 10 11 12
Section V: Budget & Fin.	Item A	1 2 3 4 5 6 7 8 9 10 11 12
	B	1 2 3 4 5 6 7 8 9 10 11 12
	C	1 2 3 4 5 6 7 8 9 10 11 12
Section VI: Staff	Item A	1 2 3 4 5 6 7 8 9 10 11 12
	B	1 2 3 4 5 6 7 8 9 10 11 12

APPENDIX E

UTILIZATION CHECKLIST

EVALUATIVE CHECKLIST

******

AN INSTRUMENT FOR EVALUATING THE USE

OF

EDUCATIONAL MEDIA

by

Herman L. Totten and W. R. Fulton

Revised by Kenneth L. King

University of Oklahoma

Norman, Oklahoma

AN INSTRUMENT FOR EVALUATING THE USE OF EDUCATIONAL MEDIA IN TEACHING

The use of educational media varies markedly from one teacher to another. Some teachers need fewer media because of the nature of their field. Others have greater need for media because of their methods of teaching. Some use media at a high level of sophistication while the level of utilization of others may be less sophisticated. These and other factors enter into the determination of the adequacy of the use of educational media in a given situation. Likewise, these elements make it difficult to establish precise guidelines for judging a particular teaching situation. Nevertheless, there are fundamental principles which appear to be common to the use of all educational media. This instrument, structured around these principles, is presented in the hope that it will make it easier to evaluate the use of educational media in teaching.

The instrument is based on the assumption that the proper use of educational media as an integral part of the instructional program will bring about an improvement of instruction. Effective use of educational media is greatly facilitated by their availability. The status of the use of educational media is not likely to be known without periodic evaluation. The use of this instrument should greatly facilitate such an evaluation by providing useful guidelines for making judgments concerning use.

The term <u>educational media</u> as used in this instrument means all equipment and materials traditionally called <u>audio-visual materials</u> and all of the newer media such as television, overhead projectuals, and programmed materials. Likewise, the terms <u>media</u> and <u>educational media</u> are used interchangeably to mean both instructional equipment and instructional materials.

Criteria have been included at the beginning of each set of items in the instrument. The validity of your judgments will be greatly enhanced if careful study is made of the criteria before responding to the items.

Introduction to Evaluative Checklist

After you have carefully studied the criteria, mark <u>one</u> of the numbers at the left of the statement that most nearly represents the situation in your teaching position. If the statement accurately describes your teaching situation, mark <u>one</u> of the middle squares, 2, 5, 8, or 11. If, in your estimation, the situation is below what is described, mark number 1, 4, 7, or 10; if above, mark 3. 6, 9, or 12. <u>In any event, mark only one of the numbers, 1 through 12</u>.

EXAMPLE:

[1] [2] [3] In my teaching situation, I never make use of educational media.

[4] [5] [6] In my teachi[illegible] I rarely make use of educational[illegible]

[7] [X] [9] In my te[illegible]e occasional use of educatio[illegible]

[10] [11] [12] In my t[illegible] educational media whenever[illegible] learning process.

CRITERIA

- Educational media should be used when they contribute to the clarity of a particular lesson and, subsequently, to the improvement of instruction.
- Continuous inservice education in the use of educational media, including new instructional devices and materials, should be carried on as a means of improving instruction.

A. The Role of Educational Media in Instruction

[1] [2] [3] In my teaching situation, I never use educational media as a means of improving instruction.

[4] [5] [6] In my teaching situation, I rarely use educational media even though they might contribute to the clarity of a particular lesson.

[7] [8] [9] In my teaching situation, I make occasional use of educational media when they contribute to the clarity of a particular lesson.

Introduction to Evaluative Checklist

After you have carefully studied the criteria, mark one of the numbers at the left of the statement that most nearly represents the situation in your teaching position. If the statement accurately describes your teaching situation, mark one of the middle squares, 2, 5, 8, or 11. If, in your estimation, the situation is below what is described, mark number 1, 4, 7, or 10; if above, mark 3. 6, 9, or 12. In any event, mark only one of the numbers, 1 through 12.

EXAMPLE:

[1] [2] [3] In my teaching situation, I never make use of educational media.

[4] [5] [6] In my teaching situation, I rarely make use of educational media.

[7] [X] [9] In my teaching situation, I make occasional use of educational media.

[10] [11] [12] In my teaching situation, I use educational media whenever they are needed in the learning process.

GENERAL

CRITERIA

- Educational media should be used when they contribute to the clarity of a particular lesson and, subsequently, to the improvement of instruction.
- Continuous inservice education in the use of educational media, including new instructional devices and materials, should be carried on as a means of improving instruction.

A. The Role of Educational Media in Instruction

[1] [2] [3] In my teaching situation, I never use educational media as a means of improving instruction.

[4] [5] [6] In my teaching situation, I rarely use educational media even though they might contribute to the clarity of a particular lesson.

[7] [8] [9] In my teaching situation, I make occasional use of educational media when they contribute to the clarity of a particular lesson.

[10] [11] [12] In my teaching situation, I make extensive use of educational media when they contribute to the clarity of a particular lesson.

B. Provisions for Inservice Education in the Use of Educational Media

[1] [2] [3] In my teaching situation, there is never inservice education in the use of educational media or new instructional devices.

[4] [5] [6] In my teaching situation, there is rarely inservice education in the use of educational media or new instructional devices.

[7] [8] [9] In my teaching situation, there is occasional inservice education in the use of educational media and instructional devices.

[10] [11] [12] In my teaching situation, there is frequent inservice education in the use of educational media and instructional devices.

I. EDUCATIONAL TELEVISION

CRITERIA

- Educational television should be used to disseminate information from sources that are not readily available.
- Educational television should be used to present live current events as they are happening when the pictorial aspect of the presentation enhances learning.
- Educational television should be used for:
  a. inservice education when a unit of material is of such a nature that it lends itself to mass dissemination to widely dispersed audiences;
  b. learning groups which are sufficiently large to justify the cost.
- The television video tape recorder should be used:
  a. to record performance and to witness such performance through immediate playback;
  b. to accomplish self-evaluation of students and teachers of what is seen and heard.

A. Dissemination of Information by Educational Television

[1] [2] [3] In my teaching situation, educational television is never used to disseminate information.

[4] [5] [6] In my teaching situation, educational television rarely is used to disseminate information.

[7] [8] [9] In my teaching situation, educational television is occasionally used to disseminate information.

[10] [11] [12] In my teaching situation, educational television is often used to disseminate information.

B. Pictorial Current Events Depicted by Educational Television

[1] [2] [3] In my teaching situation, educational television is never used to depict current events even though the pictorial aspect may be valuable or might enhance learning.

[4] [5] [6] In my teaching situation, educational television is rarely used to depict current events even though the pictorial aspect may be valuable or enhance learning.

[7] [8] [9] In my teaching situation, educational television is occasionally utilized to depict current events when the pictorial aspect is valuable and enhances learning.

[10] [11] [12] In my teaching situation, educational television is often used to depict current events when the pictorial aspect is valuable and enhances learning.

C. Use of Educational Television to Reach Widely Dispersed Audiences

[1] [2] [3] In my teaching situation, educational television is never used for inservice education or to disseminate information to widely scattered audiences.

[4] [5] [6] In my teaching situation, educational television is rarely used for inservice education or to disseminate information to widely scattered audiences even though the learning groups are large enough to justify the cost.

[7] [8] [9] In my teaching situation, educational television is occasionally used for inservice education or to disseminate information to widely scattered audiences when the learning groups are large enough to justify the cost.

[10] [11] [12] In my teaching situation, educational television is often used for inservice education and to disseminate information to widely dispersed audiences when the learning groups are large enough to justify the cost.

D. Self-Evaluation Through the Use of the Television Video Tape Recorder

[1] [2] [3] In my teaching situation, the video tape recorder is never used to witness performance through immediate playback, nor is it used for self-evaluation of students and teachers.

[4] [5] [6] In my teaching situation, the video tape recorder is rarely used to witness performance through immediate playback or for self-evaluation of students and teachers.

[7] [8] [9] In my teaching situation, the video tape recorder is occasionally used to witness performance through immediate playback and for self-evaluation of students and teachers.

[10] [11] [12] In my teaching situation, the video tape recorder is often used to witness performance through immediate playback or for self-evaluation of students and teachers.

II. TEACHING MACHINES AND PROGRAMMED LEARNING MATERIALS

CRITERIA

° Teaching machines and/or programmed learning materials should be used when:

a. the diversity of ability levels is present;
b. immediate reinforcement of subject matter can be accomplished as satisfactorily as by the teacher.

° Teaching machines and/or programmed learning materials should be used for:
  a. the learning of routine skills;
  b. the learning of factual information when such information can be presented in a logical and sequential manner;
  c. the enhancement of individual instruction.

A. Use of Teaching Machines and/or Programmed Learning Materials in the Immediate Reinforcement of Subject Matter

[1] [2] [3] In my teaching situation, teaching machines and/or programmed learning materials are not used even though the diversity of ability levels is present and the immediate reinforcement of subject matter could be accomplished as satisfactorily as by the teacher.

[4] [5] [6] In my teaching situation, teaching machines and/or programmed learning materials are rarely used when the diversity of ability levels is present or in the immediate reinforcement of subject matter.

[7] [8] [9] In my teaching situation, teaching machines and/or programmed learning materials are occasionally used when the diversity of ability levels is present or in the immediate reinforcement of subject matter.

[10] [11] [12] In my teaching situation, teaching machines and/or programmed learning materials are often used when the diversity of ability levels is present or in the immediate reinforcement of subject matter.

B. Use of Teaching Machines and/or Programmed Learning Materials in Learning Routine Skills and Factual Information

[1] [2] [3] In my teaching situation, teaching machines and/or programmed learning materials are not used in the learning of routine skills and factual information nor are they used to enhance individual instruction.

[4] [5] [6] In my teaching situation, teaching machines and/or programmed learning materials are rarely used in the learning of routine skills and factual information or to enhance individual instruction.

[7] [8] [9] In my teaching situation, teaching machines and/or programmed learning materials are occasionally used in the learning of routine skills and factual information and to enhance individual instruction.

[10] [11] [12] In my teaching situation, teaching machines and/or programmed learning materials are often used in the learning of routine skills and factual information to enhance individual instruction.

III. RECORDINGS

CRITERIA

° Recordings should be used when repeated audio experiences enliven, enhance, and vivify impressions of the materials presented.

° Recordings should be used to provide students with:
  a. realistic and accurate musical experiences;
  b. unique and accurate narrative experiences;
  c. original sound reproduction;
  d. particular voices of the past in order to overcome time and distance when these voices enhance the learning process.

° Tape recordings should be used:
  a. as a self-evaluation and improvement tool which can record and playback the voices of students and teachers to serve as models to be listened to, noted, and emulated or improved upon;
  b. to store prerecorded information and dramatize historical episodes with vividness and a sense of reality.

A. Use of Recordings to Enliven, Enhance, and Vivify Impressions of Materials

[1] [2] [3] In my teaching situation, recordings are never used to enliven, enhance, and vivify impressions of material being presented.

[4] [5] [6] In my teaching situation, recordings are rarely used to enliven, enhance, and vivify impressions of material being presented.

[7] [8] [9] In my teaching situation, recordings are occasionally used to enhance, enliven, and vivify impressions of material being presented.

[10] [11] [12] In my teaching situation, recordings are often used to enliven, enhance, and vivify impressions of materials being presented.

B. Use of Recordings to Provide Realistic Musical and Unique Narrative Experiences, to Capture Original Sounds, and to Overcome Barriers of Time and Distance

[1] [2] [3] In my teaching situation, recordings are never used to provide realistic and accurate musical and unique narrative experiences, to capture original sounds, and to overcome barriers of time and distance when particular voices enhance the learning process.

[4] [5] [6] In my teaching situation, recordings are rarely used to provide realistic and accurate musical and unique narrative experiences, to capture original sounds, and to overcome barriers of time and distance when particular voices enhance the learning process.

[7] [8] [9] In my teaching situation, recordings are occasionally used to provide realistic and accurate musical and unique narrative experiences, to capture original sounds, and to overcome barriers of time and distance when particular voices enhance the learning process.

[10] [11] [12] In my teaching situation, recordings are often used to provide realistic and accurate musical and unique narrative experiences, to capture original sounds, and to overcome barriers of time and distance when particular voices enhance the learning process.

C. Use of Tape Recordings for Self-Evaluation and Improvement, and the Reporting of Prerecorded Information

[1] [2] [3] In my teaching situation, tape recordings are not used for student self-evaluation and improvement, nor are they used to report prerecorded information.

[4] [5] [6] In my teaching situation, tape recordings are rarely used for student self-evaluation and improvement and to report prerecorded information.

[7] [8] [9] In my teaching situation, tape recordings are occasionally used for student self-evaluation and improvement, and to report prerecorded information.

[10] [11] [12] In my teaching situation, tape recordings are often used for student self-evaluation and improvement and to report prerecorded information.

IV. OPAQUE MATERIALS

CRITERIA

- Opaque materials should be used when non-transparent materials will contribute:
  a. group observation and/or evaluation;
  b. economy of time when it is unfeasible to prepare material for use with another medium.

- Opaque materials should be used to:
  a. enlarge small size still pictures to a large scale on various surfaces for reproduction;
  b. project three dimensional objects.

A. Use of Opaque Materials for Non-transparent Materials to Be Used for Group Observation and Economy of Time

[1] [2] [3] In my teaching situation, opaque materials are never used for non-transparent materials shown for group observation and/or evaluation or for economy of time when it is unfeasible to prepare material for use with another medium.

[4] [5] [6] In my teaching situation, opaque materials are rarely used for non-transparent materials shown for group observation and/or evaluation or for economy of time when it is unfeasible to prepare material for use with another medium.

[7] [8] [9] In my teaching situation, opaque materials are occasionally used for non-transparent materials shown for group observation and/or evaluation or

for economy of time when it is unfeasible to prepare material for use with another medium.

[10] [11] [12] In my teaching situation, opaque materials are often used for non-transparent materials shown for group observation and/or evaluation or for economy of time when it is unfeasible to prepare material for use with another medium.

B. Use of Opaque Materials to Enlarge Small Size Still Pictures and to Project Three Dimensional Objects

[1] [2] [3] In my teaching situation, opaque materials are never used to enlarge small size still pictures nor to project three dimensional objects.

[4] [5] [6] In my teaching situation, opaque materials are rarely used to enlarge small size still pictures to a large scale on various surfaces for reproduction and to project three dimensional objects.

[7] [8] [9] In my teaching situation, opaque materials are occasionally used to enlarge small size still pictures to a large scale on various surfaces for reproduction and to project three dimensional objects.

[10] [11] [12] In my teaching situation, opaque materials are often used to enlarge small size still pictures to a large scale on various surfaces for reproduction and to project three dimensional objects.

V. OVERHEAD TRANSPARENCIES

CRITERION

- Overhead transparencies should be used when:
  a. it is necessary to show the development of a whole from separate parts or the cumulative growth of a whole;
  b. it is desirable to write or mark on the projection material at the time of projection;
  c. the teacher wishes to present illustrations while facing the class.

A. Use of Overhead Transparencies to Show Development of Wholes from Parts or the Cumulative Growth of a Whole, to Write on Projection Material at the Time of Projection, or to Present Illustrations While the Teacher is Facing the Class

[1] [2] [3] In my teaching situation, overhead transparencies are never used to show development of wholes from parts or the cumulative growth of a whole, to write or mark on the projected material at the time of projection, or to present illustrations while the teacher is facing the class.

[4] [5] [6] In my teaching situation, overhead transparencies are rarely used to show the development of a whole from separate parts or the cumulative growth of a whole, to write or mark on the projection material at the time of projection, or to present illustrations while the teacher is facing the class.

[7] [8] [9] In my teaching situation, overhead transparencies are occasionally used to show the development of a whole from separate parts or the cumulative growth of a whole, to write or mark on the projection material at the time of projection, or to present illustrations while the teacher is facing the class.

[10] [11] [12] In my teaching situation, overhead transparencies are often used to show the development of a whole from separate parts or the cumulative growth of a whole, to write on the projection material at the time of projection, or to present illustrations while the teacher is facing the class.

VI. SLIDES

CRITERION

° Slides should be used when:
   a. it is desirable to reduce material for the purpose of easy storage and retrieval for future use;
   b. it is desirable to document field trips and laboratory experiments.

A. Use of Slides for Reduction in Size for Easy Storage and Retrieval and to Document Field Trips and Laboratory Experiments

[1] [2] [3] In my teaching situation, slides are never used to reduce material for the purpose of easy storage and retrieval for future use or to document field trips and laboratory experiments.

[4] [5] [6] In my teaching situation, slides are rarely used to reduce material for the purpose of easy storage and retrieval for future use or to document field trips and laboratory experiments.

[7] [8] [9] In my teaching situation, slides are occasionally used to reduce material for the purpose of easy storage and retrieval for future use or to document field trips and laboratory experiments.

[10] [11] [12] In my teaching situation, slides are often used to reduce material for the purpose of easy storage and retrieval for future use or to document field trips and laboratory experiments.

VII. FILMSTRIPS

CRITERION

- Filmstrips should be used when motion is not essential and when it is desirable to stop and discuss individual frames.

A. Use of Filmstrips for Photographs of a Sequential Nature and for Discussion of Individual Frames

[1] [2] [3] In my teaching situation, filmstrips are never used when motion is not essential or when it is desirable to stop and discuss individual frames.

[4] [5] [6] In my teaching situation, filmstrips are rarely used when motion is not essential or when it is desirable to stop and discuss individual frames.

[7] [8] [9] In my teaching situation, filmstrips are occasionally used when motion is not essential or when it is desirable to stop and discuss individual frames.

[10] [11] [12] In my teaching situation, filmstrips are often used when motion is not essential or when it is desirable to stop and discuss individual frames.

VIII. MOTION PICTURE FILMS

CRITERIA

- Motion picture sound films should be used when:
  a. the experience presented vicariously contribute to the lecture;
  b. they provide student motivation;
  c. they present the material more effectively than the teacher can.

- Motion picture sound films should be used when:
  a. the combination of verbalization and motion are essential to the learning process;
  b. the modification of time, size, and space is needed;
  c. summarization and review are needed.

- Eight millimeter cartridge silent motion picture films should be used:
  a. when cost is a factor in procurement;
  b. when sound is not essential;
  c. mainly for small group and individual instruction.

A. Use of Motion Picture Films to Enhance Lecture, to Provide Motivation and for Effective Presentation of Material

[1] [2] [3] In my teaching situation, motion pictures are never used to enhance lectures, to provide student motivation, or to present material more effectively than the teacher can.

[4] [5] [6] In my teaching situation, motion picture films are rarely used to enhance lectures, to provide student motivation, or to present material more effectively than the teacher can.

[7] [8] [9] In my teaching situation, motion picture films are occasionally used to enhance lectures, to provide student motivation, or to present material more effectively than the teacher can.

[10] [11] [12] In my teaching situation, motion picture films are often used to enhance lectures, to provide student motivation, or to present material more effectively than the teacher can.

B. Use of Motion Picture Films for Verbalization and Motion, for Modification of Time, and for Review and Summarization

[1] [2] [3] In my teaching situation, motion picture films are never used when verbalization and motion are essential to the learning process, when modification of time, size, and space is needed, or for the purpose of review and summarization.

[4] [5] [6] In my teaching situation, motion picture films are rarely used when verbalization and motion are essential to the learning process, when modification of time, size, and space is needed, or for the purpose of review and summarization.

[7] [8] [9] In my teaching situation, motion picture films are occasionally used when verbalization and motion are essential to the learning process, when modification of time, size, and space is needed, or for the purpose of review and summarization.

[10] [11] [12] In my teaching situation, motion picture films are often used when verbalization and motion are essential to the learning process, when modification of time, size, and space is essential to the learning process, or for the purpose of review and summarization.

C. Use of Eight Millimeter Cartridge Silent Motion Picture Films for Small Group or for Individual Instruction and for Inexpensive Local Production

[1] [2] [3] In my teaching situation, eight millimeter cartridge silent motion picture films are never used for small group or individual instruction, when inexpensive local production is desirable, or when sound is not essential to the learning process.

[4] [5] [6] In my teaching situation, eight millimeter cartridge silent motion picture films are rarely

used for small group or individual instruction, when inexpensive local production is desirable, or when sound is not essential to the learning process.

[7] [8] [9] In my teaching situation, eight millimeter cartridge silent motion picture films are occasionally used for small group or individual instruction, when inexpensive local production is desirable, or when sound is not essential to the learning process.

[10] [11] [12] In my teaching situation, eight millimeter cartridge silent motion picture films are often used for small group or individual instruction, when inexpensive local production is desirable, or when sound is not essential to the learning process.

PROFILE SHEET

Name of school system or district_____

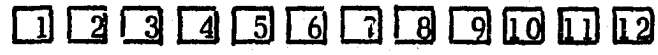
Enrollment of school system or district_____

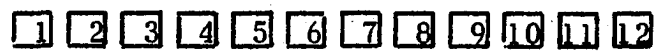
To develop a profile image of your educational media use, transfer your mark from each item of the Evaluative Checklist to this sheet. Connect the marked squares by straight lines. Then turn the sheet to a horizontal position. This will pictorially demonstrate the "peaks" and "valleys" of your use.

WEAK——————————STRONG

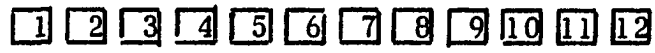
Mark only one of the twelve boxes

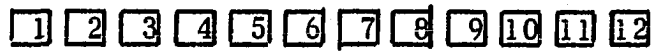
Section: General

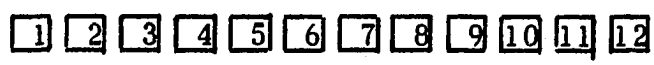
Item A 

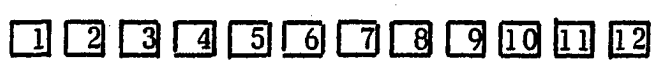
B 

Section I: Educ. Televi.

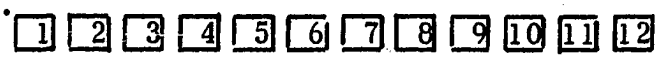
Item A 

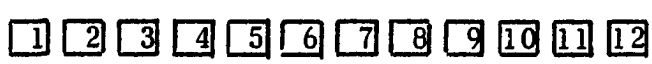
B 

C 

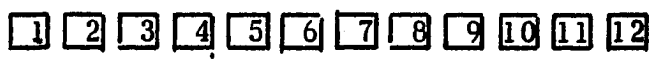
D 

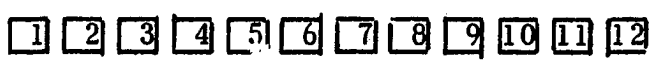
Section II: Program.Learn.

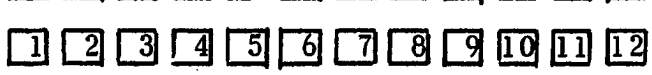
Item A 

B 

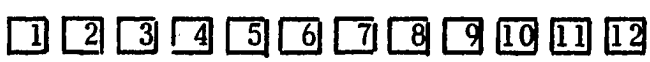
Section III: Recordings

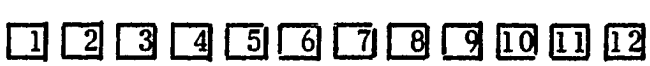
Item A 

B 

C 

Section IV: Opaque Mate.

Item A 

B 

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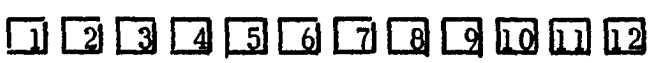
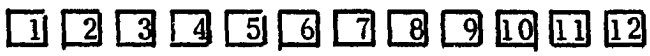
Item A 

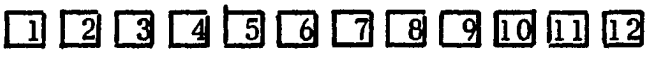
Section VI: Slides

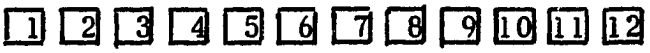
Item A 

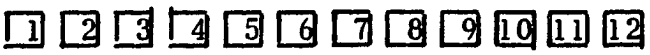
Section VII: Filmstrips

Item A 

Section VIII: Motion Pic.

Item A 

B 

C 

APPENDIX F

LETTER OF INTRODUCTION TO SUPERINTENDENTS

Dear Superintendent:

Allow me to introduce myself before asking for your co-operation in pursuing my doctoral project.

I was for many years a teacher and coach in the public schools of Louisiana. Presently I am a doctoral candidate at the University of Oklahoma, while teaching audio-visual education in the graduate Library School of Texas Woman's University.

My study is being conducted to determine the status of the educational media program in the public schools of Louisiana. The findings should be helpful in locating problems relative to the use of these materials and in making recommendations for their solution. The study has the endorsement of the Louisiana State Department of Public Education, and the Director of Audio-Visual Education of the State.

Several of your principals and teachers chosen at random and the director of the media center will receive questionnaires pertaining to my study during the first week of school. I would appreciate your sending a memo to that effect to these people encouraging them to complete the instruments as quickly as possible and returning to me.

A report of the findings will be forwarded to you at the completion of the study.

May I thank you in advance. With your cooperation I am hoping to have a 100% return from the schools in the state.

Sincerely,

Al Nicosia, Director
A-V Education
School of Library Science

AN:rlk

APPENDIX G

COVER LETTER TO MEDIA DIRECTORS

Dear Media Director:

Allow me to introduce myself before asking for your cooperation in pursuing my doctoral project.

I was for many years a teacher and coach in the public schools of Louisiana. Presently, I am a doctoral candidate at The University of Oklahoma, and teaching audio-visual education in the graduate Library School of Texas Woman's University.

My study is being conducted to determine the status of the educational media program in the public schools of Louisiana. The findings should be helpful in locating problems relative to the use of these materials and in making recommendations for their solution. The study has the endorsement of the Louisiana State Department of Public Education, and the Audio-Visual Education Director of the state.

Enclosed find a quantitative or inventory instrument. Please fill it out and return it in the attached self-addressed stamped envelope.

Your cooperation will be deeply appreciated.

Sincerely,

Al Nicosia, Director
A-V Education
School of Library Science

AN:rlk

APPENDIX H

COVER LETTER TO PRINCIPALS

Dear Principal:

Allow me to introduce myself before asking for your cooperation in pursuing my doctoral project.

I was for many years a teacher and coach in the public schools of Louisiana. Presently, I am a doctoral candidate at The University of Oklahoma, and teaching audio-visual education in the graduate Library School of Texas Woman's University.

My study is being conducted to determine the status of the educational media program in the public schools of Louisiana. The findings should be helpful in locating problems relative to the use of these materials and in making recommendations for their solution. The study has the endorsement of the Louisiana State Department of Public Education, and the Audio-Visual Education Director of the State.

Enclosed please find two instruments, one a quantitative or inventory instrument; the second, a qualitative instrument for the self-evaluation of your educational media program. Either or both may be completed by you or by the person whom you feel is qualified to do so.

Even though your school may not have an extensive Educational Media program, please fill out these questionnaires as completely as possible. Your returns are important in order to make this study valid and useful.

Please return the completed forms to me in the attached stamped envelope. Your cooperation will be deeply appreciated.

Sincerely,

Al Nicosia, Director
A-V Education

AN:rlk

APPENDIX I

COVER LETTER TO TEACHERS

Dear Teacher:

Allow me to introduce myself before asking for your cooperation in pursuing my doctoral project.

I was for many years a teacher and coach in the public schools of Louisiana. Presently I am a doctoral candidate at The University of Oklahoma, while teaching audio-visual education in the graduate School of the Texas Woman's University.

My study is being conducted to determine the status of the educational media program in the public schools of Louisiana. The findings should be helpful in locating problems relative to the use of these materials and in making recommendations for their solution. The study has the endorsement of the Louisiana State Department of Public Education, and the Director of Audio-Visual Education of the state.

Enclosed find a utilization instrument. This instrument requires nineteen responses and should take about twelve minutes of your time.

Please fill out the enclosed instrument and return it in the self-addressed stamped envelope. Thank you for your cooperation.

Sincerely,

Al Nicosia, Director
A-V Education
School of Library Science

AN:rlk

APPENDIX J

FOLLOW-UP LETTER TO MEDIA DIRECTORS

Dear Media Director:

A few weeks ago you received from me a letter requesting that you complete the enclosed questionnaire, "Educational Media Inventory Sheet" for School Systems, a quantitative or inventory instrument. The response has been, in general, exceptionally good, but to date I have not received the questionnaire from you.

As I pointed out in the original letter, your response will be most valuable in the assessment of media achievement and needs in the state of Louisiana. I know that you are extremely busy with your work, however, I will be indeed grateful if you will return the completed questionnaire at your earliest convenience.

Thanks in advance for your kind cooperation.

Sincerely,

Al Nicosia, Director A-V Education
School of Library Science

AN/md

P. S. If you have mailed the questionnaire within the past few days, please forgive this unnecessary plea.

APPENDIX K

FOLLOW-UP LETTER TO PRINCIPALS

Dear Principal:

A few weeks ago you received from me a letter and two questionnaires concerning my doctoral project. One, a quantitative or inventory instrument; the second, a qualitative instrument for the self-evaluation of educational media program. The response has been, in general, exceptionally good, but to date I have not received the two questionnaires from you.

As I pointed out in the original letter, your response will be most valuable in the assessment of educational media achievement and needs in the state of Louisiana. I know that you are extremely busy with your work; however, I will be indeed grateful if you will return the completed questionnaires at your earliest convenience.

Thanks in advance for your kind cooperation.

Sincerely,

Al Nicosia, Director
A-V Education
School of Library Science

AN/md

P.S. If you have mailed the questionnaires within the past few days, please forgive this unnecessary plea.

APPENDIX L

FOLLOW-UP LETTER TO TEACHERS

Dear Teacher:

A few weeks ago you received from me a letter requesting that you complete the enclosed Checklist for Evaluating Media Utilization. The response from your colleagues around the state has been exceptionally good. To date, however, I have not received a completed Checklist from you.

As I pointed out in the original, your response will be valuable in the assessment of educational media achievement and needs in the state. I know that you are extremely busy with your work and that the checklist came to you at a very inopportune time; yet, I will be indeed grateful if you will return this completed checklist at your earliest convenience.

Thanks in advance for your kind cooperation.

Sincerely,

Al Nicosia, Director
A-V Education
School of Library Science

AN/md

P.S. If you have mailed the Checklist within the past few days, please forgive this unnecessary plea.


73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