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GRADUATE COLLEGE

AN EVALUATION OF EDUCATIONAL MEDIA PROGRAMS IN OKLAHOMA PUBLIC SCHOOLS

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FRED ARLO TEAGUE

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AN EVALUATION OF EDUCATIONAL MEDIA PROGRAMS

IN OKLAHOMA PUBLIC SCHOOLS

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AN EVALUATION OF EDUCATIONAL MEDIA PROGRAMS IN OKLAHOMA PUBLIC SCHOOLS

CHAPTER I

DESCRIPTION OF THE STUDY

Introduction

The purpose of Chapter I is to describe the problem of this study. Included are the background, need, and significance of the study, the statement of the problem, the limitations and scope of the study, definitions of certain terms, general research procedures and design, and a description of the general organization of the study.

Background of the Study

Public schools in America are today feeling the effects of many changes in our society. One of the most noticable is the rapid increase in the school-age population. The number of students in the public schools grew from 25 million in 1950 to 36 million in 1960. The United States Office of Education has estimated that there will be 50 million by 1970.[1] Educational media have played an

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[1] James W. Brown and Kenneth D. Norberg, Administering Educational Media (New York: McGraw-Hill Book Company, 1965), p. 3.

important role in providing educational experiences for this rapidly increasing school population.[2]

Another change greatly affecting public schools is the rapid increase in knowledge.[3] There is much more to teach than ever before, bringing added emphasis to the age-old question of what to teach and how best to teach it. Most notable of attacks on this problem are those in the areas of mathematics, physical science and modern foreign languages. Educational media have been helpful in implementing curricular changes in these areas.[4]

Recent technological developments, especially in the field of communications, have also greatly affected public schools in the United States.[5] These developments have made possible the availability of a vast array of instructional materials and equipment. Educational media which can be made available today to teachers and students range from the traditional chalkboard to "multi-media" or "systems" designs utilizing many types of sophisticated electronic equipment and scientifically developed sequences of

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[2]William Clark Trow, Teacher and Technology: New Designs for Learning (New York: Appleton-Century-Crofts, 1963), p.171.

[3]James W. Brown, Richard B. Lewis, and Fred F. Harcleroad, A-V Instruction: Materials and Methods (New York: McGraw-Hill Book Company, 1964), pp. 3-4.

[4]Brown and Norberg, op. cit., p. 4.

[5]Walter A. Wittich, and Charles F. Schuller, Audio-Visual Materials: Their Nature and Use (New York: Harper and Brothers, 1962), pp. 5-6.

learning experiences.[6] It also ranges from television systems capable of providing instruction simultaneously to thousands of students, to machines which teach each student individually.

Many individuals and groups in the country are vitally interested in the problems involved in providing teachers with the assistance they need in order to select and utilize educational media. One such group is the Department of Audiovisual Instruction (DAVI) of the National Education Association. The functions of two committees of DAVI are of particular importance in the background of this study.

The Consultant Service Committee of DAVI has as one of its functions that of arranging consultative assistance for school systems seeking ways to improve their educational media programs. The committee has recognized that a consultant can be of greatest assistance to a school when provided as much accurate information as possible concerning the current status of the school's educational media program. It was recognized that a self-evaluation instrument would be helpful to schools in providing a consultant with such information.[7]

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[6] Ibid., pp. 430-460.

[7] Minutes of a Meeting, December 16-20, 1963, Consultant Service Committee of the Department of Audiovisual Instruction, NEA, University of Oklahoma (in files of the Department).

The United States Office of Education funded, under Title VII of the National Defense Education Act, a research project in which criteria and a self-evaluation instrument which could be used to appraise educational media programs were developed and validated. The project, directed by W. R. Fulton, Chairman of the DAVI Consultant Service Committee, was conducted at the University of Oklahoma during the period of June 1, 1964 to December 31, 1965.

The instrument developed by Fulton, Evaluative Checklist: An Instrument for Self-Evaluating an Educational Media Program in a School System, was used to collect data for this study. The use of the self-evaluation instrument in this study was the first application of the instrument in a large number of school systems concentrated in one section of the country.

The functions of the DAVI Subcommittee on Professional Audiovisual Standards are also important in the background of this study. The committee has for several years been engaged in developing quantitative educational media standards. Tentative standards were published by DAVI in March, 1965.[8] More recently the United States Office of Education has approved and funded an Indiana University research project directed by Gene Faris, Chairman of the DAVI Subcommittee on Professional Audiovisual Standards. The purpose of the

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[8]Gene Faris, "Tentative Guidelines for Audiovisual Personnel and Equipment," Audiovisual Instruction, (March, 1965), 201-204.

project was to develop and validate quantitative standards for educational media programs. The standards were adopted by the DAVI Executive Board on October 30, 1965, and have since been published by the department.[9] The standards were used in this study as a basis for appraising the quantitative status of educational media programs in Oklahoma public schools.

Need for the Study

The contributions which educational media can make to the improvement of instruction and to the effectiveness of learning have been established by numerous research studies.[10] Among these are film utilization studies by Meierhenry,[11] Knowlton and Tilton,[12] Wittich and Fowlkes,[13] Roulon,[14] Anspiger,[15] and Wise.[16]

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[9]Gene Faris and Mendel Sherman, Quantitative Standards for Audiovisual Personnel, Equipment and Materials, (Washington, D.C.: Department of Audiovisual Instruction, NEA, 1966).

[10]Charles F. Schuller, "Vitalize the Curriculum," The School Administrator and His Audio-Visual Program, 1954 Yearbook of the Department of Audiovisual Instruction, NEA (Washington, D.C.: The Department, 1954), p. 8.

[11]Wesley C. Meierhenry, Enriching the Curriculum Through Motion Pictures (Lincoln, Nebraska: University of Nebraska Press, 1952).

[12]Daniel C. Knowlton and Warren J. Tilton, Motion Pictures in History Teaching (New Haven, Connecticut: Yale University Press, 1929).

[13]Walter A. Wittich, and John G. Fowlkes, Audio-Visual Paths to Learning (New York: Harper and Brothers, 1946).

The contribution which educational media make to teaching and learning in a school is determined largely by the extent to which schools provide educational media and services to teachers and students.[17] Few efforts have been made to determine the degree to which Oklahoma public school systems make educational media and services available through continuing educational media programs.

The major aspects of effective educational media programs, as well as the major elements of the aspects, have been identified and generally agreed upon by leaders in the educational media field.[18] Educational leaders in Oklahoma need to know which elements of educational media programs in the public schools are in need of improvement.

The Problem

The problem of this study was to evaluate the current status and functions of educational media programs in Oklahoma

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[14]Phillip J. Roulon, The Sound Motion Picture in Science Teaching (Cambridge, Massachusetts: Harvard University Press, 1933), p. 93-94.

[15]Varney C. Anspiger, Measuring the Effectiveness of Sound Motion Pictures as Teaching Aids (New York: Teachers College, Columbia University, 1933).

[16]Harry A. Wise, A Motion Picture as an Aid in Teaching American History (New Haven, Connecticut: Yale University Press, 1939).

[17]Carlton W. H. Erickson, Administering Audio-Visual Services (New York: The Macmillan Company, 1959), p.16-17.

[18]W.R. Fulton, "Self-Evaluative Checklist and Criteria for Evaluating Educational Media Programs" (unpublished research report, University of Oklahoma, 1966), pp. 11-15.

public schools with the view of formulating recommendations for improvement of educational media activities in Oklahoma.

Significance of the Study

A review of the literature revealed that no statewide study had been conducted for the express purpose of evaluating educational media programs in the public schools of Oklahoma. Several investigations have, however, dealt with important aspects of these programs. These include studies of teacher education activities in Oklahoma and a study of the state audiovisual program. The most comprehensive are studies by Fulton[19] and Zimmerman.[20] Fulton evaluated the Oklahoma state audiovisual program. His study involved the local school districts which were cooperating in the state program. The emphasis of the Fulton study was on filmed materials. Zimmerman evaluated the pre-service audiovisual experiences provided in Oklahoma teacher education institutions. His study involved the graduates of these institutions, many of whom were teachers

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

[20]Harry P. Zimmerman, "An Evaluation of Pre-Service Audio-Visual Experiences in Selected Oklahoma Teacher Education Institutions Based on Reactions of Teachers and Supervisors" (unpublished Doctor's dissertation, University of Oklahoma, 1958).

in Oklahoma public schools, thereby revealing to some extent how well prepared Oklahoma teachers were to make use of audiovisual materials and equipment.

The findings of this study should provide a basis for actions which could be taken at state, intermediate, and school district administrative levels to improve educational media programs in Oklahoma public schools. The accomplishment of this study has caused each administrator who was involved in the self-evaluation of educational media programs in public school systems to become familiar with the criteria and self-evaluation instrument developed by Fulton.[21] The use of the evaluative materials gave each administrator an opportunity to become aware of the characteristics of effective educational media programs and of the strengths and weaknesses of his own media program. The use of the Evaluative Checklist as a part of this study may be the beginning of a continuous evaluation of the educational media programs in many Oklahoma public school systems.

Scope and Limitations

This study was limited to six major aspects of educational media programs. Each major aspect includes several program elements.

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[21]Fulton, "Self-Evaluative Checklist and Criteria for Evaluating Educational Media Programs".

The first aspect is the commitment of the school system to the provision of a wide variety of educational media services. Elements included in the first aspect are as follows:

1. Commitment to the media program.
2. Commitment to educational media as integral parts of instruction.
3. Commitment to providing educational media facilities.
4. Commitment to financing the educational media program.
5. Commitment to staffing the educational media program.

The second aspect deals with the relationship of the educational media program to the instructional program. Elements included in the second aspect are as follows:

1. Consultative services in educational media utilization.
2. Inservice education in educational media utilization.
3. Faculty-student use of educational media.
4. Involvement of the educational media staff in planning.

The third aspect is the school system educational media center and school building media centers. Elements included in the third aspect are as follows:

1. Location and accessibility of educational media.
2. Dissemination of educational media information.

3. Availability of educational media.

4. Storage and retrieval of educational media.

5. Maintenance of educational media.

6. Production of educational media.

The fourth aspect is the physical facilities which are provided for the utilization of educational media in instruction. Elements included in the fourth aspect are as follows:

1. Educational media facilities in existing classrooms.

2. Educational media facilities in newly constructed classrooms.

The fifth aspect deals with the financial support provided for the educational media program and with the educational media budget. Elements included in the fifth aspect are as follows:

1. Reporting financial needs.

2. Basis for budget allocations.

3. Development of the educational media budget.

The sixth aspect deals with the professional, clerical, and technical educational media staff. Elements included in the sixth aspect are as follows:

1. School system educational media staff.

2. School building educational media staff.

The school systems included in this study were limited to public schools. Privately supported schools and

schools operated by the federal government were not included in the study. The study was also limited to high school districts in Oklahoma.

Definition of Terms

Educational media includes all non-book materials which may be used for teaching and learning purposes and the equipment necessary for the use of the materials.

Educational media services refers to all efforts to make educational media available to teachers and students and to assist them in using educational media.

Educational media program refers to the total efforts of a school system to provide educational media and services to its faculty and students.

Educational media director refers to the supervisor of the educational media program for the entire school system.

Educational media coordinator refers to the supervisor of educational media activities in an elementary or secondary school building instructional unit.

Professional educational media staff refers to the educational media director, educational media coordinator and all other certified school personnel who have special preparation for media work and who are engaged in media activities, including personnel such as consultants on media utilization, supervisors of media production services, and film librarians.

Clerical media staff refers to personnel such as secretaries, filing clerks, and distribution clerks, who are engaged full-time in assisting with the provision of educational media services.

Technical media staff refers to personnel such as equipment and materials repairmen, production technicians, photographers, and materials processors, who are engaged full-time in assisting with the provision of educational media services.

Public school systems refers to school systems which are supported by public funds.

High school districts refers to school districts which support and contain a school which provides educational experiences through grade twelve.

Evaluation refers to the appraisal of an educational media program by making value judgments based on established criteria which relate to specific elements of the program.

Self-evaluation refers to the appraisal of an educational media program by officials of the school whose program is evaluated.

General Research Procedures

The survey method and appraisal technique was used in the study. Good, Barr and Scates write that the survey is "concerned with ascertaining the conditions which prevail in a group of cases chosen for study, and is essentially a

method of quantitative description of the general characteristics of the group."[22] They also state that "appraisal is the procedure by which we secure and make overt characteristically variable reactions."[23] These techniques appeared appropriate for use in seeking a solution to the problem of this study.

The plan of attack on the problem involved four major steps: (1) obtaining the data concerning the quantitative status and functions of educational media programs in Oklahome public schools, county units, and regional media distribution centers, (2) appraising the quantitative status of educational media programs in Oklahoma public schools in relation to DAVI standards, (3) evaluating the current status and functions of educational media programs in Oklahoma public schools in relation to established criteria relating to desirable educational media programs, and (4) formulating recommendations for the improvement of educational media functions in Oklahoma which were found to be weak in relation to established criteria and standards.

Fulton's Evaluative Checklist and an inventory check sheet were used to collect data from public school systems.

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[22]Carter V. Good, Arvin S. Barr, and Douglas E. Scates, The Methodology of Educational Research (New York: Appleton-Century-Crofts, Inc., 1941), p. 286.

[23]Ibid., p. 412.

Inventory check sheets were used to collect data from county and regional media centers.

The quantitative status of educational media programs in Oklahoma public schools was appriased on the basis of official standards of the Department of Audiovisual Instruction of the National Education Association. The DAVI standards appear in Appendix C. An evaluation of educational media programs in Oklahoma public schools was made on the basis of nationally recognized criteria developed by Fulton. The criteria appear in Appendix A.

The data were analyzed according to school sizes based on enrollments during the 1965-66 school year. Enrollment size categories were established in order to see if there were differences in the strength of media program elements in Oklahoma public schools which varied in size. A consideration of any differences which existed among media programs in schools of varying sizes appeared important for purposes of formulating recommendations for improving Oklahoma educational media activities. Investigations of educational media programs in other states indicated differences in the adequacy of media programs in schools of differing sizes, as reported in several studies reviewed in Chapter II. Such differences are noted in studies by Johnson,[24]

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

Pearson,[25] and Lindeman.[26] The enrollment size categories used in the analysis and evaluation of the data, plus a description of the procedures used to establish the enrollment categories, are given in Chapter III.

Specific procedures used to collect, analyze, and evaluate the data used to solve the problem of this study are described in detail in Chapter III.

Organization of the Study

Chapter I is a description of the study. Included are the background, need and significance of the study, the statement of the problem, the limitations and scope of the study, definitions of terms, research procedures, and a description of the organization of the study.

Chapter II is a review of research related to the study. Included are reviews of studies conducted during the past 43 years.

Chapter III is a description of the procedures used to solve the problem of the study. Included are descriptions of steps taken to collect, analyze and evaluate data pertaining to the study.

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[25]Neville P. Pearson, "Organization and Use of Audio-visual Education in Minnesota Public Schools" (unpublished Doctor's dissertation, University of Minnesota, 1961).

[26]LeRoy Russell Lindeman, "Recommendations for an Audio-Visual Program for the State of Utah" (unpublished Doctor's dissertation, Brigham Young University, 1965).

Chapter IV is an analysis and evaluation of educational media programs in Oklahoma public schools. Included are a description of the quantitative status of educational media programs in the schools, counties and regional centers, an appraisal of the quantitative status based on DAVI standards, and an evaluation of each program element included within the scope of the study.

Chapter V includes a general summary of the study, major findings, conclusions based on the findings of the study, and recommendations for improving educational media activities in Oklahoma.

CHAPTER II

REVIEW OF SELECTED STUDIES

Numerous studies have been reported concerning 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. Others were investigations of selected aspects of educational media programs studied on a nation-wide basis. Some of the investigations included the study of school system educational media programs as a part of more broad-based studies, such as studies of state media programs.

This review was made for the purpose of isolating the major aspects or areas of educational media programs which have been considered by investigators as important indicators of media program adequacy. The investigations reported in the literature which relate to this study have been selected for brief review and analysis in this chapter. The studies selected for review pertain to research conducted from 1923 to 1965, and are given in the chronological order in which they were conducted.

A study by McCluskey,[1] in 1923, dealt with the status of audio-visual education in the United States. He made recommendations relative to the financial support of audio-visual education activities in the public schools. He also studied the role of professional audiovisual personnel and made recommendations for duties, responsibilities and preparation of audiovisual staff members. He dealt in depth with such program functions as selection of materials, correlation of materials in the instructional program and preparation of teachers for the utilization of materials.

Koon and Noble,[2] in 1936, made a study of audiovisual activities in 8806 schools. They formulated a list of audio-visual services needed in the schools. Several of the services dealt with the utilization of materials. Of greatest importance to this study was a recommendation that instructional service centers be established, and that the centers provide such services as distribution of materials, production of materials and inservice training of teachers in the use of materials.

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[1]F. Dean McCluskey, "Administration of Visual Education, A National Survey," Washington, D.C.: National Education Association (unpublished Report, 1923), pp. 40-46.

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

A study of audiovisual programs in 12 of the largest school systems in the United States was completed by Hazlett[3] in 1938. Eight of the twelve school systems had organized audiovisual departments. Seven were headed by full-time directors and one had a director who was released from other duties for half-time audiovisual work.

A study of audiovisual programs in the public school systems in United States cities of 100,000 or more population, excluding the largest 12 cities, was conducted by Sechriest[4] in 1944. The purposes of the study were to develop criteria and make recommendations for the development of audiovisual programs for city school systems in the 100,000 or more population category. Thirty-eight school systems were included in the study. Major program aspects investigated were the organization, administration, supervision and mechanical facilities of the audiovisual programs.

Several of the recommendations which Sechriest made have important implications for this study. He recommended that an audiovisual center be established and maintained, and that its services be provided for the entire school

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

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

system. He further recommended that the director of the audiovisual program report directly to the curriculum director, and that he be provided with clerical and technical assistants sufficient in number to relieve him of all routine tasks.

He also recommended that personnel be provided to render services in each building of the school system. He recommended that an individual be appointed in each building to assume leadership of all audiovisual activities in the building. He recommended that the appointment of the building audiovisual representative be made by the director of the school system audiovisual program, contingent on the approvals of the principal and the superintendent of schools.

McPherson,[5] in 1946, made a survey of audiovisual programs in California and recommended a program for the public schools of Kern County, California. His study was based on the assumption that the curriculum needs should form the basis for determining the objectives of an audiovisual program.

Important implications for this study which were recommended by McPherson included; (1) dissemination of information to teachers concerning audiovisual materials,

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[5]Joseph James McPherson, "The Organization of a Program of Audio-Visual Education for the Schools of Kern County California" (unpublished Doctor's dissertation, Columbia University, 1946).

(2) financial support for the audiovisual program, (3) in-service training of teachers in the use of materials, (4) more production of teacher-made materials, and (5) participation by the audiovisual director in planning for remodeling old structures and constructing new buildings which make possible the use of a wide variety of audiovisual materials.

Recommendations made by McPherson which have implications for this study were that teachers and administrators participate in planning and carrying out audiovisual activities, and that administrators help plan the total program so that they will become aware of the needs of the school for audiovisual materials and services.

Johnson,[6] in 1946, made a study of the problems involved in the administration of audiovisual programs. The study was based largely on a review of existing literature. He found that 266 references in the literature revealed a total of more than 1000 problems involved in the administration of audiovisual programs. Johnson categorized the administrative problems according to the following program aspects:

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.

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[6] Johnson, op. cit.

6. Storage and maintenance of materials and equipment.
7. Remodeling and building classrooms equipped for the use of audiovisual materials.
8. Inservice training of teachers in the utilization of audiovisual materials.
9. Integration of materials with the total instructional program.
10. Selection of audiovisual materials.
11. Development of new materials.

Johnson pointed out that there were many differences in the audiovisual programs studied, but that the above aspects appeared to be common to most.

Johnson made recommendations which have important implications for this study. He recommended that, in schools of 10,000 or more enrollment, the program be headed by a full-time director, and that it include a centrally located audiovisual center. He suggested half-time directors for smaller school systems. Johnson recommended that coordinators be appointed in all buildings, regardless of the size of the school. He suggested that all routine tasks be handled by clerical, technical and student assistants.

The administrative and supervisory functions of audiovisual programs were studied by Noel[7] in 1949. He developed a list of functions which he suggested should be performed in the audiovisual program. It is noted that all

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[7]Francis W. Noel, "Principles of Administering Audio-Visual Programs," Audio-Visual Materials of Instruction. 48th Yearbook, Part II, National Society for the Study of Education (Chicago: University of Chicago Press, 1949), pp. 180-200.

functions listed emphasize the service aspects of the program. The audiovisual program functions formulated by Noel which appear to have important 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 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 audiovisual 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.

Noel stressed the importance of the audiovisual program serving the instructional needs of the entire school system. He suggested that the audiovisual department be considered as an integral part of the school system, and

recommended that the audiovisual director report directly to the superintendent of schools.

The administrative structures of the audiovisual programs in public school systems of West Texas was extensively studied by Davidson[8] in 1950. Findings which have important implications for this study were:

1. The audiovisual director was assigned for full-time in only 20 per cent of the schools surveyed.

2. Duties performed by most of the directors were largely of a clerical and technical nature.

3. Part-time directors were, in most cases, the superintendents of schools or principals.

De Bernardis,[9] in 1951, made a study of the audiovisual programs in the Oregon public schools. The following findings appear to have important implications for this study:

1. Thirty-two per cent of the school districts indicated that they conducted in-service training for teachers in the use of audiovisual materials in instruction.

2. The methods most often used to acquaint teachers with audiovisual materials included workshops, conferences, institutes and bulletins.

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

[9]Amo DeBernardis, "A Study of Audiovisual Education in Oregon's Public Schools" (unpublished Doctor's dissertation, University of Oregon, 1951).

3. Very few production activities were evident in the schools studied.

4. Only a few schools provided any released time for the director of the audiovisual program and only two per cent had full-time directors of the program.

Among recommendations made by DeBernardis were that inservice training of teachers in the utilization of materials be expanded in the schools studied, and that there be greater over-all coordination of the efforts of all departments that handle instructional materials within a school system.

The Connecticut State Education Department,[10] in 1951, conducted a status study of audiovisual programs in the Connecticut public schools. The Connecticut study concerned several program elements which have important implications for this study. The elements included physical facilities, equipment, audiovisual staff, finances and budget, and utilization practices.

Several recommendations were presented in the Connecticut study. Among whose which seem most important to this study were:

1. Constant evaluation of the audiovisual program should be carried out.

2. School systems which have enrollments of 5,000 or more should have a full-time audiovisual director.

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

3. A sufficient number of clerical and technical assistants should be provided to enable directors and coordinators to devote their time to professional problems.

A study conducted by Meierhenry,[11] in 1952, had as its major purpose that of defining the major characteristics of an effective state audiovisual program. He surveyed state education departments, state audiovisual directors and college representatives. He found general agreement among those surveyed that a state audiovisual program should be a continuing activity of a state department of education, and should include cooperative efforts of the state department of education, public schools, and higher education institutions.

Dryden,[12] in 1953, conducted a study for the purpose of examining the organization, administration and supervisory practices common to audiovisual centers in selected California county school systems. His sample consisted of 20 county audiovisual centers which had experienced rapid development and acceptance by the public.

Dryden attributed the rapid development of the audiovisual centers to several factors, including; (1) the professional audiovisual staff members were involved with

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[11]Meierhenry, op. cit.

[12]William Judson Dryden, "A Study of Audio-Visual Education in Selected County Audio-Visual Centers" (unpublished Doctor's dissertation, Columbia University, 1953).

teachers in planning for the use of materials in teaching, (2) the audiovisual director exerted responsible leadership in working with administrators, teachers and curriculum workers, (3) the improvement of instruction was the major goal of the audiovisual programs, and (4) the professional audiovisual staff had good working relationships with lay groups as well as professional educators.

Fulton,[13] in 1955, completed a study in which criteria were developed and used as the basis for an evaluation of the state audiovisual program in Oklahoma. Fulton evaluated 37 characteristics of the state audiovisual program which were grouped under the following six major aspects of the state program; (1) organization and administration, (2) teacher education, (3) dissemination of audiovisual information, (4) research and evaluation, (5) tax support, and (6) film distribution. Findings showed that of the 37 audiovisual program characteristics evaluated, 23 were strong, nine were weak, four were neither weak nor strong, and one did not apply.

The Fulton study is of particular importance to this study because it included an evaluation of audiovisual activities in the public schools which were cooperating in the state audiovisual program.

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[13]Fulton, "An Evaluation of Selected Aspects of the Organization and Administration of Oklahoma's Audio-Visual Program."

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[13]Fulton, "An Evaluation of Selected Aspects of the Organization and Administration of Oklahoma's Audio-Visual Program."

Recommendations made by Fulton which have important implications for the public schools of Oklahoma include:

1. That 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. That local schools and counties provide for periodic self-evaluation of their audio-visual activities on a definitely planned basis.

3. That state appropriations for audio-visual purposes permit the use of such funds for film rentals.

4. That the State Department of Education and the Regional Film Libraries, in cooperation with counties and local schools, study the problem of the kinds of information about audio-visual materials that are needed by teachers and lay people for more effective use of materials, and give assistance in the dissemination of such information.

Bernard,[14] in 1955, completed a study of administrative and supervisory aspects of audiovisual programs in Wisconsin's vocational and adult education schools. The following findings of the Bernard study appear to have implications for this study:

1. Coordinators were not released from other duties for a sufficient amount of time to allow them to perform needed administrative and supervisory functions.

2. There were no organized procedures for previewing, evaluating, selecting, and purchasing materials.

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[14]David Putnam Bernard, "A Study of the Audio-Visual Administrative and Supervisory Functions in Selected Schools of Vocational and Adult Education in Wisconsin" (unpublished Doctor's dissertation, Indiana University, 1955).

3. In-service education of teachers in the utilization of materials was casual and relatively unplanned.

4. Budgets for the audiovisual programs were not based on the audiovisual needs of the school.

5. There were no procedures relative to the administration and supervision of materials production functions of the audiovisual programs.

6. Virtually no audiovisual leadership was provided at the state level.

Kemp,[15] in 1956, studied the materials production activities of nine school systems in the North Central Association. The purposes of the Kemp study were to analyze the extent to which the schools were producing materials, and to make recommendations for the improvement of production services.

Aspects of the materials production programs which were studied included; (1) administrative organization, (2) purposes for which materials were produced, (3) personnel involved in materials production, (4) physical facilities provided for production, (5) production equipment, (6) types of materials produced, (7) finances for materials production, (8) self-evaluation of production activities, and (9) plans for further expansion of production activities.

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[15]Jerrold Edwin Kemp, "Audio-Visual Production Activities in Selected School Systems with Recommendations for Improvement" (unpublished Doctor's dissertation, Indiana University, 1956).

Several findings appear to be of importance to this study. Kemp found that materials production programs in the schools studied were in the formative stages of development. In most cases impetus had been given by the superintendent of schools to the development of production services. Size was not a factor in the extent to which production services were provided in the schools. It is important to note, however, that all nine school systems studied by Kemp were in urban areas and were among the larger school systems in the North Central Association.

Kemp further found that audiovisual personnel in the schools studied were not well trained in production techniques, and that little use was made of consultative assistance from state education departments and institutions of higher education. Audiovisual personnel were not given sufficient amounts of released time from other duties to carry out extensive production activities. Only a few in-service education experiences in the production of simple instructional materials were provided for teachers.

Financial support was inadequate for extensive materials production programs in the schools. Only 7.2 per cent of the audiovisual budgets was used for materials production functions. Schools included in the study did not show evidence of clear policies and procedures for determining materials which were to be produced.

A study was conducted by Bowers,[16] in 1956, to determine what physical facilities were needed for the use of instructional materials, and to determine the extent to which such facilities were provided in elementary schools constructed between 1945 and 1951.

Bowers used a sample of elementary schools in all parts of the United States. One-half were elementary schools nominated by chief state school officers as having outstanding new buildings. The other one-half were randomly selected from newly constructed elementary school buildings in the same geographical regions.

Bowers constructed a questionnaire to determine what physical facilities were needed for the use of instructional materials. The questionnaire was sent to a jury sample which had been randomly selected from across the United States. The jury consisted of audiovisual specialists, school administrators, curriculum workers and school architects. A list of physical facilities needed for the use of instructional materials was formulated from the jury returns.

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[16]Kenneth Lowell Bowers, "The Extent to Which Equipment and Facilities Essential to an Audio-Visual Program Have Been Provided in Elementary Schools Constructed Between 1945 and 1951 and Recommendations for Future Construction" (unpublished Doctor's dissertation, New York University, 1956).

A questionnaire was constructed to determine the extent to which the physical facilities needed for the use of instructional materials were present in the elementary schools chosen for study. Returns indicated that 62 per cent of the outstanding buildings were provided with general building facilities needed for the use of instructional materials. The data also indicated that 60 per cent of the auditoriums and 50 per cent of the classrooms were equipped with the physical facilities recommended by the jury.

Bowers also found that 52 per cent of the buildings not named as outstanding by the chief state school officers were provided with general building facilities needed for the use of instructional materials. The data indicated that 20 per cent of the auditoriums and 38 per cent of the classrooms were equipped with the physical facilities recommended by the jury.

Barnes,[17] in 1960, conducted a study for the purpose of identifying administrative principles and procedures by which instructional materials centers may be effectively operated in public schools. He used interview techniques to secure data from school districts which ranged in size from 5,000 to 10,000 in average daily attendance.

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

The Barnes study centered around six functions of instructional materials centers; (1) fiscal functions, (2) accessioning, (3) inventory, (4) maintenance, (5) personnel, and (6) implementation of plans. Conclusions which have important implications for this study were:

1. The audio-visual center's purpose is to furnish educational materials and resources to the user when needed and to make it possible for teachers and pupils to identify and obtain materials without unreasonable effort.

2. The audio-visual center should encourage the use of a wide variety of materials and resources.

3. The audio-visual center is obligated to furnish instructional materials that are in accord with the latest research.

4. Materials should always be available and in good repair.

5. The administrator of the audio-visual center should keep teachers informed of materials that are available.

A survey of audiovisual programs in Minnesota Public Schools was conducted by Pearson[18] in 1961. His study was based on data from a sample of schools of all sizes located in all geographical areas of Minnesota. The data pertained to the status of the programs during the 1959-60 school year.

The following findings of the Pearson investigation appear to have important implications for this study:

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[18]Pearson, op. cit.

1. Larger schools tend to have better audio-visual programs than smaller schools.

2. Schools which grant released time from other jobs to directors have better audio-visual programs than schools which do not.

3. School administrators and teachers did not understand the nature of the position of director of the audiovisual program.

4. The position of the audiovisual director was not well defined. He was expected to devote more time to clerical and technical tasks than to professional duties.

5. Most audiovisual directors did not meet the qualifications recommended by the Minnesota State Department of Education.

6. Teachers were not trained in the use of audiovisual materials and equipment.

7. Few schools had an audiovisual budget.

8. Most schools did not meet the equipment standards recommended by the Minnesota State Department of Education.

9. The audiovisual directors could not appraise the effects of NDEA funds on the audiovisual programs or on the instructional programs of their schools.

Jones,[19] in 1963, conducted a study to determine the extent to which directors of audiovisual programs in selected public schools of the North Central Association engage in practices which are common among schools thought to have superior audiovisual programs. The following conclusions reached by Jones appear to have important implications for this study:

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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 Doctor's dissertation, The University of Oklahoma, 1963).

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. Consultative assistance is necessary to help the teacher make wise selection and to utilize the materials selected to advantage in the improvement of instruction.

3. Funds for the audiovisual programs were, for the most part, obtained from regular tax funds. Better audiovisual budgets can become an integral part of the total instructional budget if they are the result of cooperative planning by teacher-committees, administrators and audio-visual directors.

4. To be most effective, a program must be based on the needs of the classroom. For this reason, the audiovisual directors are primarily concerned with determining the equipment and materials necessary to achieve common educational goals as determined by the teacher and the administrator.

Luminati,[20] in 1964, conducted an evaluation of the audiovisual program in the Great Neck, New York school system. The findings and recommendations of his study were formulated solely for the Great Neck, New York school district and do not have significant implications for this study. The aspects of the program which were selected for analysis and evaluation do, however, appear to have important implications for this study. The aspects or areas of the audiovisual program which were evaluated were; (1)

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[20]Charles Edmund Luminati, "An Evaluation of the Audio-Visual Instructional Materials Program in the Public Schools of Great Neck, New York: With Recommendations for Improvement of Existing Services and Facilities" (unpublished Doctor's dissertation, New York University, 1963).

audiovisual staff, (2) organization and administration of the program, (3) quantity of materials and equipment, (4) selection of materials and equipment, and (5) utilization of audiovisual materials.

A study was conducted by Lindeman,[21] in 1965, for the purposes of evaluating the state audiovisual program in Utah, and formulating recommendations for improvement. Lindeman used the jury method to develop criteria and standards which were used as a basis for evaluating the statewide program. He used two questionnaires to collect data concerning audiovisual programs in the public schools. One was sent to all school system superintendents in Utah to collect data on the system-wide programs. The other was sent to a sample of elementary and secondary principals to collect data on audiovisual activities in the school building units.

Lindeman found that Utah schools were below the standards recommended by the jury for materials and equipment. Schools surveyed were further below the standards for equipment than for materials. He further found that the schools did not meet the criteria and standards recommended by the jury for audiovisual centers in school systems and school buildings. Audiovisual 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.

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[21]Lindeman, op. cit.

Lindeman reported that a sufficient number of audio-visual personnel were not present in the schools to meet the standards, and that the qualifications of personnel currently holding audiovisual positions in the public schools were below the criteria recommended by the jury. There were no building coordinators assigned full-time. Full-time directors were present in only 14 per cent of the schools included in the study. Most of the full-time personnel met the criteria pertaining to the qualifications of audiovisual personnel. The full-time personnel also appeared to be performing the duties recommended by the jury.

Lindeman found that the superintendents of schools generally agreed with the criteria and standards recommended by the jury, but that few were actively implementing them.

The investigations reviewed in this chapter varied widely in the organization of the studies, in the geographic locations in which the studies were made, and in the period of time in which they were conducted. Certain program areas or major aspects of audiovisual programs appeared to be common to most of the studies reviewed. The six aspects included in the scope of this study appear to encompass all major program elements used as indicators of program adequacy in previous investigations.

CHAPTER III

PROCEDURES FOR COLLECTING, ANALYZING, AND EVALUATING THE DATA

Introduction

The purposes of Chapter III are to describe the instruments used to collect data for this study, the procedures used to collect the data, the methods used to analyze the data, and the criteria which governed the formulation of evaluative judgments.

Collecting the Data

Data from three sources were needed in the solution of the problem of this study. The three sources were (1) the public high school districts of Oklahoma, (2) the county media centers of Oklahoma, and (3) the regional media distribution centers in Oklahoma's state supported teacher education institutions.

Four instruments were used to collect the data. Fulton's Evaluative Checklist and an inventory check sheet for schools were distributed to all public high school districts in Oklahoma. An inventory check sheet for counties was sent to the county superintendents of schools in the 77 Oklahoma counties. An inventory check sheet for colleges

was sent to the directors of Oklahoma's nine regional media distribution centers.

The Evaluative Checklist

Fulton's Evaluative Checklist was used to collect data needed to evaluate the status and functions of educational media programs in Oklahoma public schools. The Evaluative Checklist is based on Criteria Relating to Educational Media Programs in School Systems, developed by Fulton. The criteria and Evaluative Checklist appear in Appendices A and B. Data regarding the validity of the criteria and Evaluative Checklist is given in the final report of the research project in which they were developed.[1]

The Evaluative Checklist was used to elicit judgments from officials in public schools regarding the strength of the 22 media program elements included in the scope of this study. The criteria and the Evaluative Checklist were distributed to the superintendents of schools in Oklahoma's 532 public high school districts. The criteria were sent with the Evaluative Checklist because it was thought that a careful study of the criteria by respondents would enhance the validity of judgmental responses made to the Evaluative Checklist.

Each Evaluative Checklist item consists of descriptions of educational media programs operating at three levels of media program adequacy. The description of the

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[1]Fulton, "Self-Evaluative Checklist and Criteria for Evaluating Educational Media Programs", pp. 34-35.

"higher" level of media program adequacy represents optimal criteria by which the particular element of the media program is judged. The description of the "middle" level of media program adequacy falls below the criteria relating to effective programs. The description of the "lower" level of adequacy falls far below the criteria.

The following is a sample item from Fulton's Evaluative Checklist:

Basis for Budget Allocations

1 2 3 The educational media budget is based on an arbitrary allotment of funds irrespective of need.

4 5 6 The budget is based almost entirely on immediate needs, though some consideration is given to long-range goals.

7 8 9 The budget is based on both the immediate needs and the long-range goals of the school and reflect clearcut policies concerning allocations, income sources and budget practices.

The Evaluative Checklist provided for each respondent to rate his media program at one of three levels of adequacy under each item. Each level also had three places to check, so that respondents could rate each element as being at any one of nine places on a scale of weak to strong.

Elements of the program which were checked by the respondents as being in the "lower" range of media program adequacy (1 to 3) were considered weak. Elements which were checked as being in the "middle" range of media program adequacy (4 to 6) were considered neither weak nor strong. Elements which were checked as being in the "upper" range of media program adequacy (7 to 9) were considered strong.

Inventory Check Sheets

Inventory check sheets were constructed and used to collect quantitative data from the public schools, county media centers and regional media distribution centers. The inventory check sheet for public schools was constructed so as to include all items needed to determine whether a school met the DAVI standard for each media item. This included not only each media item covered in the standards, but also all background information about the school which was needed to determine whether each standard was met.

A tentative draft of the public school inventory check sheet was prepared. Revisions were made on the basis of interviews with members of the University of Oklahoma faculty. The revised form of the inventory check sheet was then pilot tested to determine if all items were clear and understandable, and to determine whether the inventory check sheet would yield the information needed to determine whether a school met DAVI standards.

The pilot test sample consisted of twelve school administrators, former school administrators, and graduate students in school administration. Personal interviews were held with each member of the pilot test sample after each had completed the inventory check sheet for his school. Two items of the inventory check sheet were not clear to several of the school administrators who participated in the pilot test. Suggestions were given by members of the pilot test

sample for changing vocabulary usage in several places. Minor changes were made in the inventory check sheet on the basis of pilot test results. The inventory check sheet for public schools appears in Appendix D.

An inventory check sheet was prepared for use in collecting data from county media centers. This inventory check sheet was constructed largely by the use of the parts of the school system inventory check sheet which dealt with instructional materials. The items appeared to be valid in the school system inventory sheet, but because of differences in the school personnel who would be using the inventory forms, a decision was made to conduct a limited pilot test of the county inventory check sheet. The inventory check sheet was administered by two county superintendents of schools. All items were clear and understandable to the county school administrators, so no revisions appeared desirable. The inventory check sheet for county media centers appears in Appendix E.

An inventory check sheet was prepared for use in collecting data from regional media distribution centers. The inventory check sheet for regional media centers was constructed largely by the use of items concerning instructional materials taken from the school system inventory check sheet. A limited pilot test, with a sample of one regional media center, was conducted to insure that all items were clear, and that the information needed from the

regional centers could be provided with the use of the inventory check sheet. All items were clear and understandable to the personnel in the regional media center, so no revisions appeared desirable. The inventory check sheet for regional media distribution centers appears in Appendix F.

Responses

The Evaluative Checklist, the Criteria Relating to Educational Media Programs in School Systems, and an inventory check sheet were distributed, along with a covering letter, to the superintendents of schools in the 532 public high school districts in Oklahoma. The two instruments were completed and returned by 435, or 82 per cent, of the school systems, as shown in Table 1. Inventory check sheets were sent, along with a covering letter, to the county superintendents of schools in Oklahoma's 77 counties, and to the directors of Oklahoma's nine regional media distribution centers. Table 1 shows that 75, or 97 per cent, of the counties, and nine, or 100 per cent of the regional media centers completed and returned the inventory check sheets.

One indication of the representativeness of responses from public schools, as shown in Table 2, is the distribution of responses among schools which differed in size. The percentage of responses for schools with differing faculty sizes were similar, except for the largest schools included in the study. All of the schools with 480 or more teachers responded. Responses were received from 80 per cent of the

TABLE 1

NUMBER AND PERCENTAGE OF SCHOOLS, COUNTIES AND REGIONAL MEDIA CENTERS RESPONDING TO THE EVALUATIVE CHECKLIST AND INVENTORY CHECK SHEETS

Type of Institution	Number in Population	Number of Responses	Per Cent Responding
Schools	532	435	82
Counties	77	75	97
Regional Centers	9	9	100

TABLE 2

NUMBER AND PERCENTAGE OF OKLAHOMA SCHOOL SYSTEMS COMPLETING THE EVALUATIVE CHECKLIST AND INVENTORY CHECK SHEET, BY FACULTY SIZE OF SCHOOLS

Size of School (No. Teachers)	Number of Schools in Population	Number of Schools Responding	Per Cent of Schools Responding
14 or less	225	183	81
15 - 29	168	133	80
30 - 59	86	75	88
60 - 119	30	24	80
120 - 239	13	11	85
240 - 479	5	4	80
480 or more	5	5	100
Total	532	435	82

schools with 240 to 479 teachers, 85 per cent with 120 to 239 teachers, 80 per cent with 60 to 119 teachers, 88 per cent with 30 to 59 teachers, 80 per cent with 15 to 29 teachers, and 81 per cent with 14 or fewer teachers. Schools which responded contained 20,415, or 90 per cent of the 22,536 teachers included in the total population of Oklahoma public high school districts.

Table 3 shows the percentage of schools, counties, and regional media centers which responded to covering letters sent with the data gathering instruments and to follow-up letters.

TABLE 3

PERCENTAGE OF SCHOOLS, COUNTIES AND REGIONAL CENTERS RESPONDING AFTER COVERING AND FOLLOW-UP LETTERS REGARDING THE EVALUATIVE CHECKLIST AND INVENTORY CHECK SHEETS

Type of Institution	Per Cent Responding		
	After Cover Letter	After Follow-Up Letter	Total Per Cent Responding
Schools	60	22	82
Counties	96	1	97
Regional Centers	89	11	100

The covering letter requested that superintendents of schools assign the task of completing the self-evaluation to the person in charge of the educational media program in

the school system. The number and percentage of various school officials who accomplished the self-evaluations are shown in Table 4.

TABLE 4

NUMBER AND PERCENTAGE OF SCHOOL OFFICIALS WHO COMPLETED SELF-EVALUATIONS OF SCHOOL MEDIA PROGRAMS, BY TITLE OF OFFICIAL

Title of Official	Number of Self-Evaluations Completed	Percentage of Self-Evaluations Completed
Superintendent of Schools	380	88
Principal	32	7
Audiovisual Director	10	2
Curriculum Director	5	1
Assistant Superintendent of Schools	4	1
Others	4	1

Enrollment Size Categories

School systems were grouped according to enrollment sizes to accomplish purposes stated in Chapter I. Four enrollment size categories were established, as shown in Table 5. The 365 schools which were in the enrollment category of 999 or less included 6,466 teachers and 128,026 students. The 1,000 to 4,999 enrollment category included 58 schools with 4,714 teachers and 130,783 students. Seven schools in the 5,000 to 9,999 enrollment category included

2,047 teachers and 48,619 students. Five schools, including 7,188 teachers and 199,236 students, were in the enrollment category of 10,000 or more. A total of 20,415 teachers and 506,736 students were present in the 435 schools included in the study, as shown in Table 5.

TABLE 5

NUMBER OF SCHOOLS, TEACHERS AND STUDENTS IN EACH ENROLLMENT SIZE CATEGORY

Enrollment Category	Number of Schools	Number of Teachers	Number of Students
999 or less	365	6,466	128,026
1,000 to 4,999	58	4,714	130,783
5,000 to 9,999	7	2,047	48,691
10,000 or more	5	7,188	199,236
Total	435	20,415	506,736

Procedures Used to Appraise the Quantitative Status of Educational Media Programs

Information regarding the quantitative status of educational media programs in the school systems included in this study was used to determine the number and percentage of schools which met DAVI standards.[2] The number and percentage of schools meeting DAVI basic and advanced standards for materials and equipment are presented in Chapter IV.

[2]Faris and Sherman, op. cit.

Data were collected from the public schools relative to the four areas in which DAVI standards have been adopted. The four media areas are; (1) personnel, (2) finances, (3) materials, and (4) equipment. An examination of the data regarding personnel and finances revealed that returns from the public schools were not complete in these two areas. An accurate determination of the number of schools meeting DAVI standards for personnel and finances could not be made due to the incomplete data.

Procedures Used to Evaluate Educational Media Programs

Data from returned Evaluative Checklists and inventory check sheets were used to formulate evaluative judgments regarding the strength of certain elements of educational media programs in Oklahoma public schools. An evaluative judgment was made on each media program element for school systems in each of the four enrollment size categories.

Schools 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 schools were judged by respondents as being in the lower range of media program adequacy than in either the middle or upper ranges on the evaluative Checklist. Schools were considered as being weak in relation to DAVI standards if the basic standards were not met.

Schools 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 schools were judged by respondents as being in the middle range of media program adequacy than in either the lower or upper ranges on the Evaluative Checklist. Schools were considered as being neither weak nor strong in relation to DAVI standards if the basic standards were met but the advanced standards were not met.

Schools 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 schools were judged by respondents as being in the upper range of media program adequacy than in either the lower or middle ranges on the Evaluative Checklist. Schools were considered as being strong in relation to DAVI standards if the advanced standards were met.

Evaluative judgments were made for each of 22 program elements organized under the six major aspects of media programs included in the scope of this study. Judgmental conclusions concerning the strength of each media program element are presented in Chapter IV.

Formulation of Recommendations

Data obtained for this study were used as a basis for the formulation of recommendations for improving educational media activities in Oklahoma. The primary purpose

for formulating the recommendations was to provide a basis for bridging gaps between the current status and functions of media programs in Oklahoma, and nationally recognized criteria and standards. The recommendations are presented in Chapter V.

CHAPTER IV

ANALYSIS AND EVALUATION OF DATA

Introduction

The purpose of Chapter IV is to present an analysis and evaluation of data concerning educational media programs in Oklahoma public schools. Quantitative data relative to the status of educational media programs in Oklahoma public schools is presented, followed by an appraisal of the quantitative status of media programs based on DAVA standards. An evaluation of educational media programs in the public schools of Oklahoma is presented in this chapter. The evaluation is organized around six major aspects of educational media programs: (1) School System Educational Media Services, dealing with the overall commitment of the administration and faculty to the provision of 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.

Quantitative Status of Educational Media

Instructional Materials

The quantitative status of instructional materials available to Oklahoma public schools from three sources appeared to be important in an evaluation of media programs in the public schools. The three sources were materials collections in local school districts, county media centers, and regional media distribution centers. With the exception of filmed materials, the majority of instructional materials available for use in Oklahoma public schools were located in the local school districts. Approximately one-third of the total number of 16mm films were present in each of the three sources.

Quantity of Materials in Local School Districts. The total number of items of certain types of instructional materials which were present in the schools included in the study is shown in Table 6. The number of materials shown in Table 6 does not include materials owned by public schools and housed in cooperative county media centers.

The larger schools included in the study appeared to have significantly more 16mm films and sound recordings, considering the number of teachers served, than did the smaller schools. Smaller schools included in the study, however, appeared to be more adequately provided with filmstrips and 8mm filmed materials, considering the number of teachers served, than were the larger schools. Table 6

TABLE 6

NUMBER OF ITEMS OF SELECTED TYPES OF INSTRUCTIONAL MATERIALS PRESENT IN OKLAHOMA PUBLIC SCHOOL DISTRICTS

Type of Materials	Number of Items by Enrollment Size of Schools				
	(1) n=365	(2) n=58	(3) n=7	(4)[a] n=5	Total n=435
Films, 16mm	1,168	1,524	1,113	10,653	14,458
Films, 8mm Reel	121	20	0	106	247
Film Clips, 8mm	572	351	0	350	1,273
Filmstrips	45,020	26,394	9,122	28,951	109,487
Recordings	8,477	10,265	11,153	31,680	61,575

Source: Inventory Check Sheet for Public Schools.

[a]Numbers in parenthesis represent enrollment categories as follows: (1) 999 or less; (2) 1,000 to 4,999; (3) 5,000 to 9,999; (4) 10,000 or more.

shows that schools in each of the four enrollment categories contained a small quantity of 8mm films and film clips.

Table 7 shows the number and percentage of school systems which contained certain types of instructional materials. Each type of instructional materials was present in a greater percentage of large school systems than in small schools.

Filmstrips, recordings, study prints and graphic materials were present in more than one-half of the schools in each of the four enrollment size categories. Slides and 8mm filmed materials were present in fewer schools than were

TABLE 7

NUMBER AND PERCENTAGE OF SCHOOL SYSTEMS CONTAINING SELECTED TYPES OF INSTRUCTIONAL MATERIALS

Type of Materials	Number and Percentage of Schools by Enrollment Size				
	(1) n=365	(2) n=58	(3) n=7	(4)[a] n=5	Total n=435
	No. %	No. %	No. %	No. %	No. %
Films, 16mm	52 14	27 46	7 100	5 100	91 21
Films, 8mm Reel	6 2	2 3	0 0	3 60	11 3
Film Clips, 8mm	13 4	3 5	0 0	2 40	18 4
Filmstrips	293 80	55 95	7 100	5 100	360 83
Recordings	216 60	51 88	7 100	5 100	279 64
Slides, 2 by 2 Inch	110 31	27 47	5 71	5 100	147 34
Slides, 4¼ by 4 Inch	21 6	14 24	2 29	4 80	41 9
Overhead Transparencies	116 32	32 55	7 100	5 100	160 37
Study Prints	217 60	46 80	7 100	5 100	275 63
Graphic Materials	261 72	50 86	7 100	5 100	323 74
Three-Dimensional Materials	170 47	46 80	7 100	5 100	228 52

Source: Inventory Check Sheet for Public Schools.

[a]Numbers in parenthesis represent enrollment categories as follows: (1) 999 or less; (2) 1,000 to 4,999; (3) 5,000 to 9,999; (4) 10,000 or more.

other types of instructional materials. With the exception of slides and 8mm filmed materials, all schools with enrollments of 5,000 or more contained each type of materials shown in Table 7.

Quantity of Materials in County Media Centers. An important source of instructional materials available to public schools in Oklahoma are materials collections in county media centers. The data indicated that a total of 56 of the counties included in the study distributed instructional materials to public schools. Most of the materials distributed by the county media centers were owned by the local school districts and placed in the county centers on a cooperative basis. The materials reported here as located in the county media centers, therefore, include materials which were owned and placed in the county media centers by local school districts, as well as materials owned by the county superintendent's office.

Table 8 shows the number of items of selected types of instructional materials located in county media centers. County media centers in Oklahoma were highly oriented to 16mm films and 35mm filmstrips, as indicated in Table 8. Types of instructional materials other than 16mm films and 35mm filmstrips were present in smaller quantities and in fewer of the county media centers.

Table 9 shows the percentage of county media centers which contained certain types of instructional materials.

TABLE 8

NUMBER OF ITEMS OF SELECTED TYPES OF INSTRUCTIONAL MATERIALS LOCATED IN COUNTY MEDIA CENTERS

Type of Materials	Number of Items
Films, 16mm	10,875
Films, 8mm Reel	36
Film Clips, 8mm	105
Filmstrips	16,169
Recordings	324

Source: Inventory Check Sheet for County Media Centers.

TABLE 9

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

Type of Materials	Number	Per Cent
Films, 16mm	49	91
Films, 8mm Reel	2	4
Film Clips, 8mm	3	6
Filmstrips	36	65
Recordings	11	20
Slides, 2 by 2 Inch	7	13
Slides, 3¼ by 4 Inch	0	0
Overhead Projection Transparencies	2	4
Study Prints	2	4
Graphic Materials	3	6
Three-Dimensional Materials	3	6

Source: Inventory Check Sheet for County Media Centers.

Sixteen millimeter films and 35mm filmstrips were the only types of instructional materials available in more than one-half of the county media centers. Sound recordings and two by two inch slides were present in more than 10 per cent of the county centers. All other types of instructional materials listed in Table 9 were present in fewer than 10 per cent of the county media centers included in the study.

Quantity of Materials in Regional Media Centers. Oklahoma's nine regional media distribution centers are important sources of some types of instructional materials used in the public schools of the state. Instructional materials located in the state regional media centers are available to public schools on a rental basis.

Table 10 shows the number of items of certain types of materials available to public schools on a rental basis from the regional media centers. The regional media centers were highly oriented to 16mm films, containing a total of 12,981 sound films.

The number and percentage of regional distribution centers which made certain types of instructional materials available to public schools in Oklahoma are shown in Table 11. All of the regional media centers made 16mm films and 35 mm filmstrips available for rent to public schools. Other types of materials were offered to public schools by significantly fewer of the regional media centers. With the exception of 16mm films and 35mm filmstrips, only three

TABLE 10

NUMBER OF ITEMS OF SELECTED TYPES OF INSTRUCTIONAL MATERIALS AVAILABLE TO PUBLIC SCHOOLS FROM STATE REGIONAL MEDIA CENTERS

Type of Materials	Number of Items
Films, 16mm	12,081
Films, 8mm Reel	318
Film Clips, 8mm	154
Filmstrips	5,866
Recordings	2,856

Source: Inventory Check Sheet for Regional Centers.

TABLE 11

NUMBER AND PERCENTAGE OF REGIONAL MEDIA CENTERS MAKING SELECTED TYPES OF INSTRUCTIONAL MATERIALS AVAILABLE TO PUBLIC SCHOOLS

Type of Materials	Number	Per Cent
Films, 16mm	9	100
Films, 8mm Reel	1	11
Film Clips, 8mm	5	55
Filmstrips	9	100
Recordings	7	78
Slides, 2 by 2 Inch	3	33
Slides, 3¼ by 4 Inch	4	44
Transparencies, 10 by 10 Inch	5	55
Study Prints	2	22
Graphic Materials	0	0
Three-Dimensional Materials	2	22

Source: Inventory Check Sheet for Regional Media Centers.

types of materials, 8mm film clips, sound recordings and 10 by 10 inch overhead projection transparencies and/or transparency masters, were offered to public schools by at least one-half of the regional media centers.

Instructional Equipment

Information pertaining to the quantitative status of certain types of instructional equipment in the public schools appeared to be important in the evaluation of educational media programs in Oklahoma public schools. Table 12 shows the number of items of certain types of instructional equipment present in the schools included in the study.

There appeared to be little difference in the degree to which schools of various sizes were equipped with most types of instructional equipment. The smaller schools, however, were better equipped with 8mm projection equipment than were the larger schools. Larger schools appeared to be better equipped with television and radio receivers than were the smaller schools.

Media Production Equipment

The extent to which the schools included in this study were equipped to produce certain types of instructional materials appeared to be important in the evaluation of educational media programs in Oklahoma public schools. Table 13 shows the percentage of school systems which contained certain types of media production equipment.

TABLE 12

NUMBER OF ITEMS OF SELECTED TYPES OF INSTRUCTIONAL EQUIPMENT IN OKLAHOMA PUBLIC SCHOOLS

Type of Equipment	Number of Items by Enrollment Size of Schools				
	(1) n=365	(2) n=58	(3) n=7	(4)[a] n=5	Total n=435
Motion Picture Projector, 16mm	776	533	186	957	2,452
Motion Picture Projector, 8mm Reel	104	17	0	14	135
Motion Picture Projector, 8mm Clip	99	14	1	11	125
Slide Projector, Automatic	164	60	2	19	245
Filmstrip-Slide Projector	800	497	138	1,108	2,543
Sound Filmstrip Projector	41	13	2	202	258
Filmstrip Viewer	177	100	55	348	680
Overhead Projector, 3¼ by 4 Inch	79	39	4	20	142
Slide Projector, 3¼ by 4 Inch	36	14	1	12	63
Micro-Projector	232	123	76	270	701
Overhead Projector, 10 by 10 Inch	391	630	187	1,361	2,569
Opaque Projector	314	156	54	273	797
Tape Recorder	837	473	249	1,102	2,661
Record Player	1,269	1,019	450	1,757	4,495
Radio Receiver	285	206	73	992	1,556
Television Receiver	421	298	32	1,951	2,702
Closed-Circuit Television System	0	1	0	3	4
Video Tape Recorder	0	1	0	1	2

Source: Inventory Check Sheet for Public Schools.

[a]Numbers in parenthesis represent enrollment categories as follows: (1) 999 or less; (2) 1,000 to 4,999; (3) 5,000 to 9,999; (4) 10,000 or more.

TABLE 13

PERCENTAGE OF OKLAHOMA PUBLIC SCHOOLS CONTAINING SELECTED TYPES OF MEDIA PRODUCTION EQUIPMENT

Type of Equipment	Percentage of Schools by Enrollment Size				
	(1) n=365	(2) n=58	(3) n=7	(4)[a] n=5	Total n=435
Motion Picture Camera, 16mm	12	36	57	100	16
Motion Picture Camera, 8mm	5	9	14	80	7
Still Camera, 35mm	12	31	57	80	16
Polaroid Camera	24	40	43	80	23
Copy Camera	6	10	0	60	6
Light Box	4	10	14	60	5
Dry Mount Press	2	9	0	60	3
Transparency Making Equipment	48	81	86	80	33
Primary Typewriter	27	69	86	100	34
Slide Reproducer	0	0	0	40	1
Mechanical Lettering Devices	15	24	14	80	20
Equipped Darkroom	6	41	29	100	11

Source: Inventory Check Sheet for Public Schools.

[a]Numbers in parenthesis represent enrollment categories as follows: (1) 999 or less; (2) 1,000 to 4,999; (3) 5,000 to 9,999; (4) 10,000 or more.

Data presented in Table 13 indicate that a significantly greater percentage of the larger schools were equipped to produce instructional materials than were the smaller schools. Schools included in the study were

generally better equipped to produce overhead projection transparencies than other types of instructional materials. Less than one-third of the schools included in the study were equipped to produce 8mm films, filmstrips, slides and graphic materials.

Physical Facilities for Educational Media

Quantitative data concerning certain types of permanent media installations in the classrooms of Oklahoma public schools appeared to be important to an evaluation of educational media programs in the public schools. Table 14 shows the percentage of classrooms in the schools included in the study which were equipped with certain types of permanent installations.

TABLE 14

PERCENTAGE OF OKLAHOMA PUBLIC SCHOOL CLASSROOMS EQUIPPED WITH SELECTED TYPES OF PERMANENT MEDIA INSTALLATIONS

Type of Installation	Percentage of Classrooms by Enrollment Size of Schools				
	(1) n=5557	(2) n=4750	(3) n=2013	(4)[a] n=9632	Total n=21,957
Light Control Facilities	52	47	14	68	56
Permanently Installed Screens	11	15	4	43	26
Closed-Circuit Television Wiring	1-	1-	0	1	1

Source: Inventory Check Sheet for Public Schools.

[a]Numbers in parenthesis represent enrollment categories as follows: (1) 999 or less; (2) 1,000 to 4,999; (3) 5,000 to 9,999; (4) 10,000 or more.

The data in Table 14 indicates that approximately one-half of the classrooms in the schools included in the study were provided with some degree of light control. Significantly fewer of the classrooms in schools with enrollments of 5,000 to 9,999 were provided with light control than were classrooms in schools included in the other three enrollment categories.

Permanently installed projection screens were provided in less than 15 per cent of the classrooms of schools included in the study, as indicated in Table 14. Schools in the largest enrollment category appeared to be better equipped with permanently installed screens than were schools in the smaller three enrollment categories.

Closed-circuit television wiring was present in less than one per cent of the classrooms of schools included in the study. None of the classrooms with enrollments of 5,000 to 9,999 were wired for closed-circuit television.

Educational Media Staff

The number of educational media staff members present in the schools included in the study appeared important in an evaluation of educational media programs in Oklahoma public schools. Table 15 shows the number of educational media directors, as defined on page 11, present in the schools included in the study and the proportion of time they were assigned to media duties.

TABLE 15

NUMBER OF EDUCATIONAL MEDIA DIRECTORS IN OKLAHOMA PUBLIC SCHOOLS, BY PROPORTION OF TIME ASSIGNED TO MEDIA DUTIES

Time Assigned to Media Duties	Number of Directors by Enrollment Size of Schools				
	(1) n=365	(2) n=58	(3) n=7	(4)[a] n=5	Total n=435
No Released Time	45	2	0	0	47
Some Released Time	42	10	3	0	55
Half-Time	1	3	2	0	6
More Than Half-Time	0	3	1	0	4
Full-Time	0	0	0	4	4
Total	88	18	6	4	116

Source: Inventory Check Sheet for Public Schools.

[a]Numbers in parenthesis represent enrollment categories as follows: (1) 999 or less; (2) 1,000 to 4,999; (3) 5,000 to 9,999; (4) 10,000 or more.

Table 15 shows that educational media directors in the smallest schools included in the study were generally released for little or no time for media duties. The larger schools generally granted more released time from other school jobs for part-time media directors than did the small schools. All directors in schools with enrollments of 10,000 or more were assigned for full-time media work.

A total of 116 staff members were assigned as media directors in the schools included in the study. This

indicates that only 27 per cent of the schools included in the study had the services of a media director. It is also noted that only 14 of the media directors were assigned to media duties for half-time or more. This indicates that only about three per cent of the schools included in the study had the services of a media director for one-half time or more. Only four full-time directors were present in the schools included in the study. The full-time directors served 80 per cent of the schools which had enrollments of 10,000 or more.

The number of educational media coordinators, as defined on page 11, present in the school buildings included in the study is shown in Table 16. Also given is the proportion of time which coordinators were assigned to media duties.

Schools included in the study were served by a total of 649 building media coordinators. Fifty-four, or eight per cent, of the coordinators were assigned to media duties for one-half or more time. Only five, or less than one per cent, worked full-time as building media coordinators. The five full-time coordinators all served in one school system included in the enrollment category of 10,000 or more.

The number of educational media staff members other than directors and coordinators, as defined on page 11, is shown in Table 17. The largest schools included in the study had significantly more professional, technical and clerical staff members than did the smaller schools.

TABLE 16

NUMBER OF EDUCATIONAL MEDIA COORDINATORS IN OKLAHOMA PUBLIC SCHOOLS, BY PROPORTION OF TIME ASSIGNED TO MEDIA DUTIES

Time Assigned to Media Duties	Number of Coordinators by Enrollment Size of Schools				
	(1) n=365	(2) n=58	(3) n=7	(4)[a] n=5	Total n=435
No Released Time	115	64	45	142	366
Some Released Time	114	51	15	49	229
Half-Time	4	11	2	27	44
More Than Half-Time	0	2	0	3	5
Full-Time	0	0	0	5	5
Total	233	128	62	226	649

Source: Inventory Check Sheet for Public Schools.

[a]Numbers in parenthesis represent enrollment categories as follows: (1) 999 or less; (2) 1,000 to 4,999; (3) 5,000 to 9,999; (4) 10,000 or more.

TABLE 17

NUMBER OF EDUCATIONAL MEDIA STAFF MEMBERS OTHER THAN DIRECTORS AND COORDINATORS IN OKLAHOMA PUBLIC SCHOOLS

Type of Staff Member	Number of Staff Members by Enrollment Size of Schools				
	(1) n=365	(2) n=58	(3) n=7	(4)[a] n=5	Total n=435
Professional	0	0	0	14	14
Technical	1	1	1	41	44
Clerical	29	17	5	47	98
Total	30	18	6	102	156

Source: Inventory Check Sheet for Public Schools.

[a]Numbers in parenthesis represent enrollment categories as follows: (1) 999 or less; (2) 1,000 to 4,999; (3) 5,000 to 9,999; (4) 10,000 or more.

Professional media staff members were present only in the largest schools included in the study. Most of the technical staff members present in the schools included in the study were in the largest schools. Only one technical staff member was present in schools included in each of the three smallest enrollment categories. Clerical workers were present in greater numbers in the smaller schools than were either professional or technical staff members. It is noted, however, that almost one-half of the clerical workers in the schools included in the study were present in the five schools in the largest enrollment category.

Appraisal of the Quantitative Status of Educational Media Programs in Oklahoma Public Schools, Based on DAVI Standards

Instructional Materials

Official DAVI standards contain guidelines for three types of instructional materials; 16mm motion picture films, 35mm filmstrips, and sound recordings. An appraisal of the extent to which school systems included in this study met DAVI standards for instructional materials of these three types appeared to be important in an evaluation of the educational media programs in Oklahoma public schools. The appraisal which follows is based on DAVI standards, which appear in Appendix C.

Motion Picture Films, 16mm. The basic standard for 16mm motion picture films may be met by a school system in one of three ways; (1) by providing in the local school district a collection of 500 films plus one additional film per teaching station; (2) by the availability in a county or cooperative media center of 500 films plus one additional film per teaching stations; and (3) by six film rental bookings per teaching station per school year. Table 18 shows that 28, or eight per cent, of the schools with enrollments of 999 or less met the basic standard for 16mm films. Twenty-one or six per cent of the schools of this size met the basic standard by film rental bookings, and the other nine, or two per cent, by participation in a cooperative county media center which contained sufficient materials to meet the basic standard. None of the schools with enrollments of 1,000 to 9,999 met the basic standard for 16mm films. Two, or 40 per cent, of the schools with enrollments of 10,000 or more met the basic standard for 16mm films. The two schools met the basic standard by providing the required number of films in the local school system media center.

The advanced standard for 16mm motion picture films may be met by a school system in one of three ways; (1) by providing in the local school district a collection of 1,000 films plus one additional film per teaching station, (2) by the availability in a county or cooperative media center of 1,000 films plus one additional film per teaching station,

TABLE 18

NUMBER AND PERCENTAGE OF OKLAHOMA PUBLIC SCHOOL SYSTEMS MEETING DAVI INSTRUCTIONAL MATERIALS STANDARDS

	Basic Standard										Advanced Standard									
	(1) n=365		(2) n=58		(3) n=7		(4) n=5		Total n=435		(1) n=365		(2) n=58		(3) n=7		(4)[a] n=5		Total n=435	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Films, 16mm (Standards Met by Films in Local School Districts)	0	0	0	0	0	0	2	40	2	1	0	0	0	0	0	0	1	20	1	1
Films, 16mm (Standards Met by Films in Cooperative Centers)	9	2	0	0	0	0	0	0	9	2	0	0	0	0	0	0	0	0	0	0
Films, 16mm (Standards Met by Film Rental Bookings)	21	6	0	0	0	0	0	0	21	5	4	1	0	0	0	0	0	0	4	1
Films, 16mm (Total Meeting Standards)	28	8	0	0	0	0	2	40	30	7	4	1	0	0	0	0	1	20	5	1
Filmstrips	46	13	2	4	0	0	0	0	48	11	24	7	0	0	0	0	0	0	24	6
Recordings	3	1	12	21	3	43	2	40	20	5	0	0	2	4	1	14	2	40	5	1

Source: Inventory Check Sheet for Public Schools.

[a]Numbers in parenthesis represent enrollment categories as follows: (1) 999 or less; (2) 1,000 to 4,999; (3) 5,000 to 9,999; (4) 10,000 or more.

and (3) by 12 film rental bookings per teaching station per school year. Table 18 shows that four, or one per cent, of the schools with enrollments of 999 or less met the advanced standard for 16mm films. The two schools met the advanced standard by film rental bookings. One, or 20 per cent, of the schools in the enrollment category of 10,000 or more met the advanced standard for 16mm films. The school system met the standard by providing the required number of films in the local school district media center.

Filmstrips, 35mm. The DAVI basic standard for 35mm filmstrips is one filmstrip per student average daily attendance the preceding year. Table 18 shows that 46, or 13 per cent, of the schools with enrollments of 999 or less met the basic standard for filmstrips. Two, or four per cent, of the schools with enrollments of 1,000 to 4,999 met the standard. None of the schools included in the study with enrollments of 5,000 or more met the basic standard for filmstrips.

The DAVI advanced standard for 35mm filmstrips is one and one-half filmstrips per student average daily attendance the preceding year. Table 18 shows that 24, or seven per cent, of the schools with enrollments of 999 or less met the advanced standard for filmstrips. None of the schools with enrollments of 1,000 or more met the advanced standard for filmstrips.

Sound Recordings. The DAVI basic standard for sound recordings is a collection of 100 plus two additional recordings per teaching station. Table 18 shows that three, or one per cent, of the schools with enrollments of 999 or less met the basic standard for sound recordings. Twelve, or 21 per cent, of the schools with enrollments of 1,000 to 4,999 met the basic standard. The basic standard for sound recordings was met by three, or 43 per cent, of the schools with enrollments of 5,000 to 9,999. Two, or 40 per cent, of the schools with enrollments of 10,000 or more met the basic standard for sound recordings.

The DAVI advanced standard for sound recordings is a collection of 300 plus three additional recordings per teaching station. None of the schools with enrollments of 999 or less met the advances standard, as shown in Table 18. Two, or four per cent, of the schools with enrollments of 1,000 to 4,999 met the advanced standard. One, or 14 per cent, of the schools in the 5,000 to 9,999 enrollment category met the advanced standard. Two, or 40 per cent, of the schools with enrollments of 10,000 or more met the advanced standard for sound recordings.

The evidence cited indicates that an entirely different pattern existed among Oklahoma public schools of differing sizes in the case of each of the three types of instructional materials for which DAVI standards are given. A greater percentage of schools in both the largest and

smallest enrollment categories met the standards for 16mm films than did schools in the two middle enrollment categories. The smaller schools met the standard for 16mm films by rental bookings and by cooperative county media center collections. The larger schools met the standards for 16mm films by collections in the local school districts. The percentage of smaller schools which met the standards for filmstrips was greater than the percentage of larger schools meeting the standards. A greater percentage of large schools, however, met the standards for sound recordings than did schools with smaller enrollments.

Equipment

Official DAVI standards contain guidelines for several types of equipment. The extent to which school systems included in this study met DAVI equipment standards is shown in Table 19.

Motion Picture Projectors, 16mm. The DAVI basic standard for 16mm motion picture projectors is one projector per each 10 teaching stations. Table 19 shows that the basic standard was met by 158, or 43 per cent, of the schools with enrollments of 999 or less. Twenty-two, or 38 per cent, of the schools with enrollments of 1,000 to 4,999 met the standard. The 5,000 to 9,999 enrollment category included two schools, or 29 per cent, which met the basic standard. Two, or 40 per cent, of the schools with

TABLE 19

NUMBER AND PERCENTAGE OF OKLAHOMA PUBLIC SCHOOL SYSTEMS MEETING DAVI EQUIPMENT STANDARDS

Type of Equipment	Basic Standard										Advanced Standard									
	(1) n=365		(2) n=58		(3) n=7		(4) n=5		Total n=435		(1) n=365		(2) n=58		(3) n=7		(4)[a] n=5		Total n=435	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Projector, 16mm	158	43	22	38	2	29	2	40	184	42	5	2	1	2	0	0	0	0	6	1
Slide Projector, Automatic	44	12	1	2	0	0	0	0	45	10	27	8	0	0	0	0	0	0	27	6
Filmstrip-Slide Projector	21	6	1	2	0	0	0	0	22	5	0	0	0	0	0	0	0	0	0	0
Sound Filmstrip Projector	b	b	b	b	b	b	b	b	b	b	8	2	2	4	0	0	1	20	11	3
Overhead Projector, 3¼ x 4 Inch	44	12	12	21	2	29	2	40	60	14	18	5	1	2	0	0	0	0	19	4
Slide Projector, 3¼ x 4 Inch	18	5	2	4	0	0	0	0	20	5	18	5	2	1	0	0	0	0	20	5
Filmstrip Viewer	2	1	0	0	0	0	0	0	2	1	0	0	0	0	0	0	0	0	0	0
Overhead Projector, 10 x 10 Inch	24	7	4	7	0	0	1	20	29	7	0	0	0	0	0	0	0	0	0	0
Micro-Projector	38	10	3	5	1	14	2	40	44	10	c	c	c	c	c	c	c	c	c	c

TABLE 19--Continued

Type of Equipment	Basic Standard										Advanced Standard									
	(1) n=365		(2) n=58		(3) n=7		(4) n=5		Total n=435		(1) n=365		(2) n=58		(3) n=7		(4)[a] n=5		Total n=435	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Record Player	11	3	5	9	0	0	2	40	18	4	4	1	0	0	0	0	0	0	4	1
Tape Recorder	27	7	6	10	0	0	2	40	35	8	2	1	0	0	0	0	0	0	2	1
Radio Receiver	4	1	3	5	0	0	1	20	8	2	c	c	c	c	c	c	c	c	c	c
Production Equipment	0	0	0	0	0	0	2	40	2	1	0	0	0	0	0	0	1	20	1	1
Permanently Mounted Projection Screens	2	1	0	0	0	0	1	20	3	1	2	1	0	0	0	0	1	20	3	1
Light Control	77	21	6	10	0	0	1	20	84	19	77	21	6	10	0	0	1	20	84	19

Source: Inventory Check Sheet for Public Schools

[a]Numbers in parenthesis represent enrollment categories as follows: (1) 999 or less; (2) 1,000 to 4,999; (3) 5,000 to 9,999; (4) 10,000 or more.

[b]No specific guideline stated in DAVI standards.

[c]Data received from school systems were insufficient to determine the number and percentage of schools which met DAVI standards.

enrollments of 10,000 or more met the basic standard for 16mm motion picture projectors.

The DAVI advanced standard for 16mm motion picture projectors is one projector per each five teaching stations. Table 19 shows that five, or two per cent, of the schools with enrollments of 999 or less met the advanced standard. One, or two per cent, of the schools in the 1,000 to 4,999 enrollment category met the advanced standard. None of the schools included in the study with enrollments of more than 5,000 met the advanced standard for 16mm motion picture projectors.

Automatic Slide Projectors. The DAVI basic standard for automatic slide projectors is one projector per building. Forty-four, or 12 per cent, of the schools with enrollments of 999 or less met the basic standard, as shown in Table 19. One school, or two per cent, in the 1,000 to 4,999 enrollment category met the basic standard. None of the schools included in the study with enrollments of 5,000 or more met the basic standard for automatic slide projectors.

The DAVI advanced standard for automatic slide projectors is one projector per each 10 teaching stations. Table 19 shows that 27, or eight per cent, of the schools with 999 or less met the advanced standard. None of the schools included in the study with enrollments of 1,000 or more met the advanced standard for automatic slide projectors.

Combination Filmstrip-Slide Projectors. The DAVI basic standard for combination filmstrip-slide projectors is one projector per three teaching stations in elementary buildings and one projector per ten teaching stations in secondary buildings. Table 19 shows that 21, or six per cent, of the schools with enrollments of 999 or less met the basic standard. One school, or two per cent, in the 1,000 to 4,999 enrollment category met the basic standard. None of the schools included in the study with enrollments of 5,000 or more met the basic standard for combination filmstrip-slide projectors.

The DAVI advanced standard for combination filmstrip-slide projectors is one projector per each teaching station in elementary buildings and one projector per five teaching stations in secondary buildings. None of the schools included in the study met the advanced standard for combination filmstrip-slide projectors, as shown in Table 19.

Sound Filmstrip Projectors. The DAVI standards do not include a specific guideline as a basic standard for sound filmstrip projectors. The advanced standard for sound filmstrip projectors is one projector per building. Eight, or two per cent, of the schools with enrollments of 999 or less met the advanced standard, as shown in Table 19. Two, or four per cent of the schools with enrollments of 1,000 to 4,999 met the standard. None of the schools included in the study with enrollments of 5,000 to 9,999

met the advanced standard. One, or 20 per cent of the schools in the 10,000 or more enrollment category met the advanced standard for sound filmstrip projectors.

Overhead Projectors, 3¼ by 4 Inch. The DAVI basic standard for 3¼ by 4 inch overhead projectors is one projector per school district. Table 19 shows that 44, or 12 per cent, of the schools with enrollments of 999 or less met the basic standard. Twelve, or 21 per cent, of the schools with enrollments of 1,000 to 4,999 met the basic standard. The basic standard was met by two, or 29 per cent, of the schools with enrollments of 5,000 to 9,999. Two, or 40 per cent, of the schools with enrollments of 10,000 or more met the basic standard.

The DAVI advanced standard for 3¼ by 4 inch overhead projectors is one per building. The advanced standard was met by 18, or five per cent, of the schools with enrollments of 999 or less, and by one school, or two per cent, in the 1,000 to 4,999 enrollment category, as shown in Table 19. None of the schools included in the study with enrollments of 5,000 or more met the advanced standard for classroom type 3¼ by 4 inch overhead projectors.

Slide Projectors, 3¼ by 4 Inch. Requirements for both basic and advanced DAVI standards for 3¼ by 4 inch slide projectors are one projector per auditorium. Table 19 shows that 18, or five per cent, of the schools with enrollments of 999 or less, and two schools, or four per cent,

with enrollments of 1,000 to 4,999 met the standard. None of the schools included in the study with enrollments of 5,000 or more met the DAVI standard for 3¼ by 4 inch slide projectors.

Filmstrip Viewers. The DAVI basic standard for filmstrip viewers is one viewer per each three teaching stations. Two, or one per cent, of the schools with enrollments of 999 or less met basic standard, as shown in Table 19. None of the schools included in the study with enrollments of 1,000 or more met the basic standard for filmstrip viewers.

The DAVI advanced standard for filmstrip viewers is one viewer per each teaching station. Table 19 shows that none of the schools included in the study met the advanced standard for filmstrip viewers.

Overhead Projectors, 10 by 10 Inch. The DAVI basic standard for 10 by 10 inch overhead projectors is one projector per each four teaching stations. Table 19 shows that 24, or seven per cent, of the schools with enrollments of 999 or less met the basic standard. Four, or seven per cent, of the schools with enrollments of 1,000 to 4,999 met the basic standard. None of the schools in the 5,000 to 9,999 enrollment category met the basic standard. One, or 20 per cent, of the schools in the enrollment category of 10,000 or more met the basic standard for 10 by 10 inch overhead projectors.

The advanced standard for 10 by 10 inch overhead projectors is one projector per each teaching station. None of the school systems included in the study met the advanced standard for 10 by 10 inch overhead projectors, as shown in Table 19.

Opaque Projectors. The DAVI basic standard for opaque projectors is one projector per building. The basic standard was met by 52, or 14 per cent, of the schools with enrollments of 999 or less, as shown in Table 19. Five, or nine per cent, with enrollments of 1,000 to 4,999 met the basic standard. None of the schools included in the study with enrollments of 5,000 to 9,999 met the basic standard. Two, or 40 per cent, of the schools with enrollments of 10,000 or more met the basic standard for opaque projectors.

The DAVI advanced standard for opaque projectors is one projector per each six teaching stations in elementary buildings and one projector per floor in secondary buildings. Table 19 shows that three, or one per cent, of the schools with enrollments of 999 or less met the advanced standard. None of the school systems included in the study with enrollments of 1,000 or more met the advanced standard for opaque projectors.

Micro-Projectors. The DAVI basic standard for micro-projectors is one projector per building. Table 19 shows that 38, or 10 per cent of the schools with enrollments of

999 or less met the basic standard. Three, or five per cent, of the schools with enrollments of 1,000 to 4,999 met the basic standard. The 5,000 to 9,999 enrollment category included one school, or 14 per cent, which met the basic standard. Two, or 40 per cent, of the schools with enrollments of 10,000 or more met the basic standard for micro-projectors.

The DAVI advanced standard for micro-projectors is one projector per two grade levels in elementary buildings, and one projector per department where applicable in secondary buildings. The data received from school systems included in the study were insufficient to permit an accurate determination of the number and per cent of schools which met the advanced standard.

Record Players. The DAVI basic standard for record players is one record player per teaching station in Kindergarten through grade three, one per grade level in grade levels four through six, and one per 10 teaching stations in secondary buildings. Eleven, or three per cent, of the schools with enrollments of 999 or less met the basic standard, as shown in Table 19. Five, or nine per cent, of the schools with enrollments of 1,000 to 4,999 met the basic standard. None of the schools included in the study with enrollments of 5,000 to 9,999 met the basic standard. Two, or 40 per cent, of the schools with enrollments of 10,000 or more met the basic standard for record players.

The DAVI advanced standard for record players is one record player per each teaching station in elementary buildings, and one per five teaching stations in secondary buildings. Table 19 shows that four, or one per cent, of the schools with enrollments of 999 or less met the advanced standard. None of the schools included in the study with enrollments of 1,000 or more met the advanced standard for record players.

Tape Recorders. The DAVI basic standard for tape recorders is two recorders per elementary building and one recorder per each 10 teaching stations in secondary buildings. Table 19 shows that 27, or seven per cent, of the schools with enrollments of 999 or less met the basic standard. The basic standard was met by six, or 10 per cent, of the schools with enrollments of 1,000 to 4,999. None of the schools included in the study with enrollments of 5,000 to 9,999 met the basic standard. Two, or 40 per cent, of the schools with enrollments of 10,000 or more met the basic standard for tape recorders.

The DAVI advanced standard for tape recorders is one recorder per grade level in elementary and one recorder per each five teaching stations in secondary buildings. Two, or one per cent, of the schools with enrollments of 999 or less met the advanced standard, as shown in Table 19. None of the schools included in the study with enrollments of 1,000 or more met the advanced standard for tape recorders.

Radio Receivers. The DAVI basic standard for radio receivers is one per elementary building and three per secondary building. Table 19 shows that four, or one per cent, of the schools with enrollments of 999 or less met the basic standard. Three, or five per cent, of the schools with enrollments of 1,000 to 4,999 met the basic standard. None of the schools included in the study with enrollments of 5,000 to 9,999 met the basic standard. One, or 20 per cent, of the schools which were in the enrollment category of 10,000 or more met the basic standard for radio receivers.

The advanced standard for radio receivers is one or more per elementary building as is dictated by instructional needs plus a central distribution system, and one receiver per each ten teaching stations in secondary buildings. Data received from the school systems included in the study were not sufficient to permit an accurate determination of the number and percentage of schools which met the advanced standard.

Local Production Equipment. The DAVI basic and advanced standards for local production equipment, as shown in Appendix C, include lists of items of equipment for each elementary and secondary building. Table 19 shows that none of the schools included in the study with enrollments of less than 10,000 met either the basic or advanced standards. Two, or 40 per cent, of the schools with enrollments of 10,000 or more met the basic standard. One, or 20 per cent, of the

schools in the enrollment category of 10,000 or more met the advanced standard for local production equipment.

Permanently Mounted Projection Screens. Both the basic and advanced DAVI standards for permanently mounted projection screens are one screen per each classroom. Two, or one per cent, of the schools with enrollments of 999 or less met the standard, as shown in Table 19. None of the schools included in the study with enrollments of 1,000 to 9,999 met the standard. One, or 20 per cent, of the schools in the enrollment category of 10,000 or more met the standard for permanently mounted projection screens.

Light Control. Both the basic and advanced standards for light control call for the control of lighting in all classrooms. The standard was met by 77, or 21 per cent, of the schools with enrollments of 999 or less, as shown in Table 19. Six, or 10 per cent, of the schools with enrollments of 1,000 to 4,999 met the standard. None of the schools included in the study with enrollments of 5,000 to 9,999 met the standard. The DAVI standard for light control was met by one, or 20 per cent, of the schools in the enrollment category of 10,000 or more.

The evidence cited indicates that schools in the smallest and largest enrollment categories were generally better equipped with most types of instructional equipment than were schools in the two middle enrollment categories. A smaller percentage of schools with enrollments of 5,000

to 9,999 met DAVI standards than schools in the other three enrollment categories. None of the schools with enrollments of 5,000 to 9,999 met DAVI advanced standards for any types of equipment for which standards are given.

Schools included in the study appeared to be generally better equipped with 16mm motion picture projection equipment than with other types of instructional devices. Less than one-half of the schools included in the study, however, met the DAVI basic standard for 16mm projectors. Even fewer schools met DAVI standards for other types of instructional equipment.

Only a few schools met DAVI standards for several types of equipment, including filmstrip viewers, record players, radio and television receivers, production equipment and permanently installed projection screens, as indicated in Table 19. Fewer schools met the basic standards for filmstrip viewers and local production equipment than for other types of equipment.

Evaluation of School System Educational Media Services

An evaluation of five educational media program elements relating to the commitment of the administration and faculty of Oklahoma public schools to the provision of school system educational media services is presented here. The evaluation of the schools on each of the five program elements was derived from responses to Section I of the

Evaluative Checklist. The percentage of schools judged by Evaluative Checklist respondents as being at each of three levels of media program adequacy is shown in Table 20.

The evaluation of school system educational media services in Oklahoma public schools was based on criteria developed by Fulton and used as a basis for the development of the Evaluative Checklist used in this study. The criteria which were developed by Fulton appear in Appendix A. Summaries of criteria which relate to each media program element are presented with the evaluation of each of the program elements.

Element I-A: Commitment to the Media Program

Element I-A deals with the commitment of the administration and faculty to the provision of a school system educational media program. The evaluation of this element of the educational media programs in Oklahoma public schools was based on the following summary of criteria:

> The school system should have 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 should be provided with facilities, finances, and staff essential in meeting the media needs of the instructional program.

The Data. Section I, Item A of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the preceding summary of

TABLE 20

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

Media Program Element	Percentage of Schools in Each Range of Media Program Adequacy by Enrollment Size											
	Lower				Middle				Upper			
	(1) n=365	(2) n=58	(3) n=7	(4) n=5	(1) n=365	(2) n=58	(3) n=7	(4) n=5	(1) n=365	(2) n=58	(3) n=7	(4)[a] n=5
I-A Commitment to the Media Program	82	59	29	0	16	34	57	0	2	7	14	100
I-B Commitment to Educational Media as Integral Parts of Instruction	36	16	0	0	52	64	86	20	12	20	14	80
I-C Commitment to Providing Educational Media Facilities	52	26	43	0	39	52	57	80	9	22	0	22
I-D Commitment to Financing the Educational Program	57	29	14	20	28	42	57	0	15	29	29	80
I-E Commitment to Staffing the Educational Media Program	85	67	43	0	14	28	67	60	1	5	0	40

Source: Evaluative Checklist, Section I.

[a]Numbers in parenthesis represent enrollment categories as follows: (1) 999 or less; (2) 1,000 to 4,999; (3) 5,000 to 9,999; (4) 10,000 or more.

criteria. Table 20 shows the percentage of schools in each of four enrollment size categories which were judged by Evaluative Checklist respondents as being in the lower, middle, and upper ranges of media program adequacy.

Table 20 shows that 22 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the lower range of media program adequacy, 16 per cent in the middle range, and two per cent in the upper range of adequacy. Fifty-nine per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the lower range of media program adequacy, 34 per cent in the middle range, and seven per cent in the upper range of adequacy. Twenty-nine per cent of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the lower range of media program adequacy, 57 per cent in the middle range, and 14 per cent in the upper range of adequacy. All respondents in schools with enrollments of 10,000 or more judged their schools as being in the upper range of adequacy on Element I-A.

Evaluation. The data cited indicate that the 423 schools with enrollments of less than 5,000 were generally weak in the commitment of administrators and faculty to the provision of school system educational media programs. The data further indicate that the seven schools with enrollments of 5,000 to 9,999 were generally neither weak nor strong in

the commitment of administrators and faculty to the provision of school system educational media programs. The five schools with enrollments of 10,000 or more appeared to be strong in the commitment of administrators and faculty to the provision of school system educational media programs.

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

Element I-B deals with the commitment of the administration and faculty to the provision and functional use of educational media as integral parts of the school system instructional program. The evaluation of this element of the educational media programs in Oklahoma public schools was based on the following summary of criteria:

> The school system should provide the quantity and variety of educational media and services needed by personnel in all buildings and should encourage teachers to use media as integral parts of instruction.

The Data. Section I, Item B of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the preceding summary of criteria. Table 20 shows the percentage of schools in each of four enrollment size categories which were judged by Evaluative Checklist respondents as being in the lower, middle, and upper ranges of media program adequacy.

Table 20 shows that 36 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the lower range of media program

adequacy, 52 per cent in the middle range, and 12 per cent in the upper range of media program adequacy. Sixteen per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the lower range of media program adequacy, 64 per cent in the middle range, and 22 per cent in the upper range of adequacy. Eighty-six per cent of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the middle range of media program adequacy, and 14 per cent in the upper range of adequacy. Twenty per cent of the respondents in schools with enrollments of 10,000 or more judged their schools as being in the middle range of media program adequacy, and 80 per cent in the upper range of adequacy on Element I-B.

Evaluation. The data cited indicate that the 430 schools with enrollments of less than 10,000 were generally neither weak nor strong in the commitment of administrators and faculty to the provision and use of educational media as integral parts of instruction. The data further indicate that the five school systems with enrollments of 10,000 or more were generally strong in the commitment of administrators and faculty to the provision and use of educational media as integral parts of instruction.

Element I-C: Commitment to Providing Educational Media Facilities

Element I-C deals with the commitment of the administration and faculty to the provision of facilities needed

for the use of educational media in the classrooms. The evaluation of this element of the educational media programs in Oklahoma public schools was based on the following summary of criteria:

> All classrooms in new buildings should be equipped for the greatest possible use of educational media and should be designed to permit adaptation for new developments in media. Classrooms in old buildings should be modified as fast as possible to provide for effective use of educational media.

The Data. Section I, Item C of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the preceding summary of criteria. Table 20 shows the percentage of schools in each of four enrollment size categories which were judged by Evaluative Checklist respondents as being in the lower, middle, and upper ranges of media program adequacy.

Table 20 shows that 52 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the lower range of media program adequacy, 39 per cent in the middle range, and nine per cent in the upper range of adequacy. Twenty-six per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the lower range of media program adequacy, 52 per cent in the middle range, and 22 per cent in the upper range of adequacy. Forty-three per cent of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the lower

range of media program adequacy, and 57 per cent in the upper range of adequacy. Eighty per cent of the respondents in schools with enrollments of 10,000 or more judged their schools as being in the middle range of media program adequacy, and 20 per cent in the upper range of media program adequacy on Element I-C.

Evaluation. The data cited indicate that the 365 schools with enrollments of less than 1,000 were generally weak in the commitment of administrators and faculty to the provision of physical facilities for the use of educational media. The data further indicate that the 70 school systems with enrollments of 1,000 or more were generally neither weak nor strong in the commitment of administrators and faculty to the provision of physical facilities for the use of educational media.

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

Element I-D deals with the commitment of the administration and faculty to financing the school system educational media program. The evaluation of this element of the educational media programs in Oklahoma public schools was based on the following summary of criteria:

> The educational media program should be financed entirely from regularly appropriated school funds. The budget should reflect the school's long-range media plans and should include provisions for special media needed to meet unusual curriculum problems. The budget should be prepared, presented, and defended by the director of the media program in the same manner as that of any other school system budget unit.

The Data. Section I, Item D of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the preceding summary of criteria. Table 20 shows the percentage of schools in each of four enrollment size categories which were judged by Evaluative Checklist respondents as being in the lower, middle, and upper ranges of media program adequacy.

Table 20 shows that 57 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the lower range of media program adequacy, 28 per cent in the middle range, and 15 per cent in the upper range of adequacy. Twenty-nine per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the lower range of media program adequacy, 42 per cent in the middle range, and 29 per cent in the upper range of media program adequacy. Fourteen per cent of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the lower range of media program adequacy, 57 per cent in the middle range, and 29 per cent in the upper range of media program adequacy. Twenty per cent of the respondents in schools with enrollments of 10,000 or more judged their schools as being in the lower range of media program adequacy, and 80 per cent in the upper range of media program adequacy on Element I-D.

Evaluation. The data cited indicate that the 365 schools with enrollments of less than 1,000 were generally weak in the commitment of administrators and faculty to financing the school system educational media program. The data further indicate that the 65 schools with enrollments of 1,000 to 9,999 were generally neither weak nor strong in the commitment of administrators and faculty to financing the school system educational media program. The five schools with enrollments of 10,000 or more appeared to be generally strong in the commitment of administrators and faculty to financing the school system educational media program.

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

Element I-E deals with the commitment of the administration and faculty to the provision of an educational media staff in the school system. The evaluation of this element of the educational media programs in Oklahoma public schools was based on the following summary of criteria:

> Leadership and consultative services should be provided by an educational media specialist and a qualified professional media staff. An adequate clerical and technical staff should also be provided.

The Data. Section I, Item E of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the preceding summary of criteria. Table 20 shows the percentage of schools in each

of four enrollment size categories which were judged by Evaluative Checklist respondents as being in the lower, middle, and upper ranges of media program adequacy.

Table 20 shows that 85 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the lower range of media program adequacy, 14 per cent in the middle range, and one per cent in the upper range of adequacy. Sixty-seven per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the lower range of media program adequacy, 28 per cent in the middle range, and five per cent in the upper range of adequacy. Forty-three per cent of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the lower range of media program adequacy, and 57 per cent in the upper range of adequacy. Sixty per cent of the respondents in schools with enrollments of 10,000 or more judged their schools as being in the middle range of media program adequacy, and 40 per cent in the upper range of adequacy on Element I-E.

Evaluation. The data cited indicate that the 423 schools with enrollments of less than 5,000 were generally weak in the commitment of administrators and faculty to the provision of an educational media staff for the school system. The data further indicate that the 12 school systems with enrollments of 5,000 or more were generally neither

weak nor strong in the commitment of administrators and faculty to the provision of an educational media staff for the school system.

Evaluation of Educational Media Services for Curriculum and Instruction

An evaluation of four educational media program elements concerning the relationships of educational media programs to the curriculum and instructional programs in Oklahoma public schools is presented here. The evaluation of the schools on each of the four program elements was derived from responses to Section II of the Evaluative Checklist and from quantitative date presented on pages 51 through 84. The percentage of schools judged by Evaluative Checklist respondents as being at each of three levels of media program adequacy is shown in Table 21.

The evaluation of educational media services for curriculum and instruction in Oklahoma public schools was based on criteria developed by Fulton and used as a basis for the development of the Evaluative Checklist used in this study. A summary of criteria which relate to each media program element is presented with the evaluation of each of the program elements.

Element II-A: Consultative Services in Educational Media Utilization

Element II-A deals with the functions of professional educational media personnel as consultants to the teaching

TABLE 21

PERCENTAGE OF SCHOOLS IN EACH ENROLLMENT CATEGORY WHICH WERE IN THE LOWER, MIDDLE AND UPPER RANGES OF MEDIA PROGRAM ADEQUACY ON PROGRAM ELEMENTS INCLUDED WITHIN THE ASPECT OF MEDIA SERVICES FOR CURRICULUM AND INSTRUCTION

Media Program Element	Percentage of Schools in Each Range of Media Program Adequacy by Enrollment Size											
	Lower				Middle				Upper			
	(1) n=365	(2) n=58	(3) n=7	(4) n=5	(1) n=365	(2) n=58	(3) n=7	(4) n=5	(1) n=365	(2) n=58	(3) n=7	(4)[a] n=5
II-A Consultative Services in Educational Media Utilization	80	63	71	20	16	28	14	60	4	9	14	20
II-B Inservice Education in Educational Media Utilization	80	62	57	0	18	31	43	60	2	7	0	40
II-C Faculty-Student Use of Educational Media	22	12	14	0	60	57	71	60	18	31	14	40
II-D Involvement of the Media Staff in Planning	69	52	71	0	28	41	29	20	3	7	0	80

Source: Evaluative Checklist, Section II.

[a]Numbers in parenthesis represent enrollment categories as follows: (1) 999 or less; (2) 1,000 to 4,999; (3) 5,000 to 9,999; (4) 10,000 or more.

staff on instructional matters relating to the utilization of educational media. The evaluation of this element of the educational media programs in Oklahoma public schools was based on the following summary of criteria:

> Educational media professional personnel should 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.

The Data. Section II, Item A of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the preceding summary of criteria. Table 21 shows the percentage of schools in each of four enrollment size categories which were judged by Evaluative Checklist respondents as being in the lower, middle, and upper ranges of media program adequacy.

Table 21 shows that 80 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the lower range of media program adequacy, 16 per cent in the middle range, and four per cent in the upper range of adequacy. Sixty-three per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the lower range of media program adequacy, 28 per cent in the middle range, and nine per cent in the upper range of adequacy. Seventy-one per cent of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the lower

range of media program adequacy, 14 per cent in the middle range, and 14 per cent in the upper range of adequacy. Twenty per cent of the respondents in schools with enrollments of 10,000 or more judged their schools as being in the lower range of media program adequacy, 60 per cent in the middle range, and 20 per cent in the upper range of adequacy on Element II-A.

Quantitative data show that only a few schools had professional staff members available to provide consultative assistance to teachers on matters pertaining to the utilization of educational media. Table 15, page 64, shows that only 14 educational media directors were assigned for half-time or more in the 435 schools which responded. Only four of the directors were assigned full-time. The four full-time directors all served in schools which had enrollments of 10,000 or more. Fifty-four building media coordinators served for half-time or more in the schools which responded in this study. More than two-thirds of the coordinators who were assigned for half-time or more worked in the five largest school systems included in the study, as shown in Table 16, page 66. Only schools in the largest enrollment category had professional educational media staff members other than directors and coordinators. Table 17, page 66, shows that 14 professional staff members other than directors and coordinators were assigned to the five schools included in the study with enrollments of 10,000 or more.

The larger schools appeared to be better staffed with professional media staff persons who could render consultative services to teachers than did the smaller schools included in the study.

Evaluation. The data cited indicated that the 430 schools with enrollments of less than 10,000 were generally weak in the functions of professional media personnel as consultants to teachers on instructional matters relating to the utilization of educational media. The data further indicate that the five schools with enrollments of 10,000 or more were generally neither weak nor strong in the functions of professional media personnel as consultants to teachers on instructional matters relating to the utilization of educational media.

Element II-B: Inservice Education in Educational Media Utilization

Element II-B deals with the functions of educational media staff members in the inservice education of teachers in the utilization of educational media in instruction. The evaluation of this element of the educational media programs in Oklahoma public schools was based on the following summary of criteria:

> Professional educational media staff members should be involved in planning and conducting continuous inservice education activities concerned with the selection, development, production, and use of all types of educational media.

The Data. Section II, Item B of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the preceding summary of criteria. Table 21 shows the percentage of schools in each of four enrollment size categories which were judged by Evaluative Checklist respondents as being in the lower, middle, and upper ranges of media program adequacy.

Table 21 shows that 80 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the lower range of media program adequacy, 18 per cent in the middle range, and two per cent in the upper range of media program adequacy. Sixty-two per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the lower range of media program adequacy, 31 per cent in the middle range, and seven per cent in the upper range of media program adequacy. Fifty-seven per cent of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the lower range of media program adequacy, and 43 per cent in the middle range of media program adequacy. Sixty per cent of the respondents in schools with enrollments of 10,000 or more judged their schools as being in the middle range of media program adequacy, and 40 per cent in the upper range of media program adequacy on Element II-B.

Quantitative data presented on pages 63 through 67 and summarized on pages 98 and 99 show that only a few professional media personnel were available in the schools included in the study to conduct inservice education activities in educational media utilization. The data also show that larger schools were better provided with professional media personnel who could conduct inservice education activities in media utilization than were the smaller schools included in the study.

Evaluation. The data cited indicate that the 430 schools with enrollments of less than 10,000 were generally weak in the provision of inservice education activities for teachers concerning the utilization of educational media. The data also indicate that the five schools with enrollments of 10,000 or more were generally neither weak nor strong in the provision of inservice education activities for teachers concerning the utilization of educational media in instruction.

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

Element II-C deals with the functional uses of educational media by teachers and students in teaching and learning activities. The evaluation of this element of the educational media programs in Oklahoma public schools was based on the following summary of criteria:

> Teachers should select and use appropriate educational media in their classrooms. Students should use appropriate educational media for individual and group study, as well as for class presentations.

The Data. Section II, Item C of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the preceding summary of criteria. Table 21 shows the percentage of schools in each of four enrollment size categories which were judged by Evaluative Checklist respondents as being in the lower, middle, and upper ranges of media program adequacy.

Table 21 shows that 22 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the lower range of media program adequacy, 60 per cent in the middle range, and 18 per cent in the upper range of adequacy. Twelve per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the lower range of media program adequacy, 57 per cent in the middle range, and 31 per cent in the upper range of adequacy. Fourteen per cent of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the lower range of media program adequacy, 71 per cent in the middle range, and 14 per cent in the upper range of adequacy. Sixty per cent of the respondents in schools with enrollments of 10,000 or more judged their schools as being in the middle range of media program adequacy, and 40 per cent in the upper range of adequacy on Element II-C.

Quantitative data presented on pages 51 through 59 indicate that some educational media were available to teachers in most of the schools included in the study. A greater quantity and wider variety of media were available to teachers in the larger schools than were available in the smaller schools.

Evaluation. The data cited indicate that the 435 schools included in the study were generally neither weak nor strong in the extent to which teachers and students used educational media in teaching and learning activities.

Element II-D: Involvement of the Media Staff in Planning

Element II-D deals with the functions of professional educational media staff members in working with other curriculum workers and with teachers in planning for the use of educational media in instructional activities. The evaluation of this element of the educational media programs in Oklahoma public schools was based on the following summary of criteria:

> The educational media specialist and his professional staff should be involved with teachers, supervisors and other curriculum workers in planning for the use of and in experimenting with educational media in the instructional program. The professional media staff should also be regularly involved in decision making activities relating to the integration of educational media with the curriculum and instruction.

The Data. Section II, Item D of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the preceding summary of criteria. Table 21 shows the percentage of schools in each of four enrollment size categories which were judged by Evaluative Checklist respondents as being in the lower, middle, and upper ranges of media program adequacy.

Table 21 shows that 21 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the lower range of media program adequacy, 28 per cent in the middle range, and three per cent in the upper range of adequacy. Fifty-two per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the lower range of media program adequacy, 41 per cent in the middle range, and seven per cent in the upper range of adequacy. Seventy-one per cent of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the lower range of media program adequacy, and 29 per cent in the middle range of adequacy. Twenty per cent of the respondents in schools with enrollments of 10,000 or more judged their schools as being in the middle range of media program adequacy, and 80 per cent in the upper range of adequacy on Element II-D.

Quantitative data presented on pages 63 through 67 and summarized on pages 98 and 99 indicate that professional media staff members were not generally available to assist

teachers and curriculum workers in planning for the use of educational media in the schools included in this study with enrollments of less than 10,000.

Evaluation. The data cited indicate that the 430 schools with enrollments of less than 10,000 were generally weak in the extent to which professional media staff members were involved in planning for the use of educational media in the instructional program. The data further indicate that the five school systems with enrollments of 10,000 or more were generally strong in the extent to which professional educational media staff members were involved with other curriculum workers and with teachers in planning for the use of educational media in the instructional media program.

Evaluation of Educational Media Centers

An evaluation of six educational media program elements relating to the presence and functions of school system and building educational media centers in Oklahoma public schools is presented here. The evaluation of the schools on each of the six program elements was derived from responses to Section III of the Evaluative Checklist and from quantitative data presented on pages 51 through 84. The percentage of schools judged by Evaluative Checklist respondents as being at each of three levels of media program adequacy is shown in Table 22.

TABLE 22

PERCENTAGE OF SCHOOLS IN EACH ENROLLMENT CATEGORY WHICH WERE IN THE 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 Schools in Each Range of Media Program Adequacy by Enrollment Size											
	Lower				Middle				Upper			
	(1) n=365	(2) n=58	(3) n=7	(4) n=5	(1) n=365	(2) n=58	(3) n=7	(4) n=5	(1) n=365	(2) n=58	(3) n=7	(4)[a] n=5
III-A Location and Accessibility of Educational Media	46	34	14	0	36	42	57	60	18	24	29	40
III-B Dissemination of Media Information	33	16	0	0	51	33	86	40	16	31	14	60
III-C Availability of Educational Media	43	28	14	20	51	58	86	60	6	14	0	20
III-D Storage and Retrieval of Media	51	51	29	20	46	47	71	60	3	2	0	20
III-E Maintenance of Media	69	53	29	0	22	24	57	20	9	23	14	80
III-F Production of Media	74	67	57	20	20	24	29	60	6	9	14	20

Source: Evaluative Checklist, Section III.

[a]Numbers in parenthesis represent enrollment categories as follows: (1) 999 or less; (2) 1,000 to 4,999; (3) 5,000 to 9,999; (4) 10,000 or more.

The evaluation of educational media centers in Oklahoma public schools was based on criteria developed by Fulton and used as a basis for the development of the Evaluative Checklist used in this study. The criteria which were developed by Fulton appear in Appendix A. Summaries of criteria which relate to each media program element are presented with the evaluation of each of the program elements.

Element III-A: Location and Accessibility of Educational Media

Element III-A deals with the extent to which educational media are accessible to teachers and students throughout the school system. The evaluation of this element of the educational media programs in Oklahoma public schools was based on the following summary of criteria:

> The school's educational media center and building media centers should be located so as to make media highly accessible to all instructional units. Both the schools' and the buildings' educational media centers should be adequately equipped to support a quality instructional program.

The Data. Section III, Item A of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the preceding summary of criteria. Table 22 shows the percentage of schools in each of four enrollment size categories which were judged by Evaluative Checklist respondents as being in the lower, middle and upper ranges of media program adequacy.

Table 22 shows that 46 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the lower range of media program adequacy, 36 per cent in the middle range, and 18 per cent in the upper range of adequacy. Thirty-four per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the lower range of media program adequacy, 42 per cent in the middle range, and 24 per cent in the upper range of adequacy. Fourteen per cent of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the lower range of media program adequacy, 57 per cent in the middle range, and 29 per cent in the upper range of adequacy. Sixty per cent of the respondents in schools with enrollments of 10,000 or more judged their schools as being in the middle range of adequacy, and 40 per cent in the upper range of media program adequacy on Element III-A.

Quantitative data previously presented in this chapter give some indication as to the accessibility of educational media in Oklahoma public schools. Data shown on pages 51 through 57 indicate that some types of materials were available in most schools, and that many schools had access to materials in county cooperative media centers. Some types of materials were also available for rent to schools from regional media centers, as shown on pages 57 through 59. Materials were, however, present in sufficient

quantities to meet DAVI standards in less than 12 per cent of the schools included in the study, as shown in Table 18, page 69. Quantitative data presented on pages 59 through 63 show that most schools included in the study had some types of instructional equipment present in the school systems. It appears that the schools included in the study were better provided with instructional equipment than with instructional materials. Larger schools appeared to be better provided with most types of educational media than were the smaller schools.

Evaluation. The data cited indicate that the 365 schools with enrollments of less than 1,000 were generally weak in the extent to which educational media were accessible to teachers and students. The data further indicate that the 70 schools with enrollments of 1,000 or more were generally neither weak nor strong in the extent to which educational media were accessible to teachers and students in the entire school system.

Element III-B: Dissemination of Media Information

Element III-B deals with the extent to which information concerning educational media and programs is disseminated to teachers and staff members in the school system. The evalualtion of this element of the educational media programs in Oklahoma public schools was based on the following summary of criteria:

Information concerning all educational media and programs should be frequently disseminated to teachers and staff members as a matter of policy.

The Data. Section III, Item B of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the preceding summary of criteria. Table 22 shows the percentage of schools in each of four enrollment size categories which were judged by Evaluative Checklist respondents as being in the lower, middle, and upper ranges of media program adequacy.

Table 22 shows that 23 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the lower range of media program adequacy, 51 per cent in the middle range, and 16 per cent in the upper range of adequacy. Sixteen per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the lower range of media program adequacy, 53 per cent in the middle range, and 31 per cent in the upper range of adequacy. Eighty-six per cent of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the middle range of media program adequacy, and 14 per cent in the upper range of adequacy. Forty per cent of the respondents in schools with enrollments of 10,000 or more judged their schools as being in the middle range of adequacy, and 60 per cent in the upper range of media program adequacy on Element III-B.

Evaluation. The data cited indicate that the 430 schools with enrollments of less than 10,000 were generally neither weak nor strong in the extent to which information concerning educational media was disseminated to teachers and staff members in the schools. The data further indicate that schools with enrollments of 10,000 or more were generally strong in the extent to which information concerning educational media was disseminated to teachers and staff members throughout the school systems.

Element III-C: Availability of Educational Media

Element III-C deals with the extent to which the quantity of media needed in the instructional program of a school is provided and distributed to the teachers and students. The evaluation of this element of the educational media programs in Oklahoma public schools was based on the following summary of criteria:

> There should be 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 which they are requested.

The Data. Section III, Item C of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the preceding summary of criteria. Table 22 shows the percentage of schools in each of four enrollment size categories which were

judged by Evaluative Checklist respondents as being in the lower, middle and upper ranges of media program adequacy.

Table 22 shows that 43 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the lower range of media program adequacy, 51 per cent in the middle range, and six per cent in the upper range of adequacy. Twenty-eight per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the lower range of media program adequacy, 58 per cent in the middle range, and 14 per cent in the upper range of adequacy. Fourteen per cent of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the lower range of adequacy, and 86 per cent in the upper range of media program adequacy. Twenty per cent of the respondents in schools with enrollments of 10,000 or more judged their schools as being in the lower range of media program adequacy, 60 per cent in the middle range, and 20 per cent in the upper range of adequacy on Element III-C.

Quantitative data presented on pages 51 through 59 show that a considerable quantity of instructional materials were available in school system media centers, county cooperative media centers and state regional media distribution centers. Fewer than 15 per cent of the schools included in the study, however, had a sufficient quantity of instructional materials to meet DAVI basic standards, as shown in Table 18, page 69.

Data presented on pages 59 through 63 show the quantity of instructional equipment available in Oklahoma public schools. The quantity of equipment available to schools of various sizes appeared to be of little difference considering the number of teachers and students who were potential users of the equipment. Table 19, page 73, shows, however, that a greater percentage of smaller schools met the standards for most types of equipment than did the larger schools. Oklahoma public schools appeared to be generally better provided with instructional equipment than with instructional materials.

Evaluation. The data cited indicate that the schools included in this study were generally neither weak nor strong in the extent to which educational media needed in the instructional programs were present and distributed to teachers and students.

Element III-D: Storage and Retrieval of Media

Element III-D deals with the extent to which storage space is provided for educational media and with the functions of locating and retrieving educational media when they are needed in the instructional program. The evaluation of this element of the educational media programs in Oklahoma public schools was based on the following summary of criteria:

> Adequate storage space, including space for future expansion, should be provided in the school's educational media center and in all building centers, with proper humidity control

where needed. The school's educational media center should have a master retrieval system for immediate location of all media in the school system.

The Data. Section III, Item D of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the preceding summary of criteria. Table 22 shows the percentage of schools in each of four enrollment size categories which were judged by Evaluative Checklist respondents as being in the lower, middle, and upper ranges of media program adequacy.

Table 22 shows that 51 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the lower range of media program adequacy, 46 per cent in the middle range, and three per cent in the upper range of adequacy. Fifty-one per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the lower range of media program adequacy, 47 per cent in the middle range, and two per cent in the upper range of adequacy. Twenty-nine per cent of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the lower range of media program adequacy, and 71 per cent in the middle range of adequacy. Twenty per cent of the respondents in schools with enrollments of 10,000 or more judged their schools as being in the lower range of media program adequacy, 60 per cent in the middle range, and 20 per cent in the upper range of adequacy on Element III-D.

Evaluation. The data cited indicate that the 423 schools with enrollments of less than 5,000 were generally weak in the media storage and retrieval functions of the educational media programs. The data further indicate that the 12 school systems with enrollments of 5,000 or more were generally neither weak nor strong in the storage and retrieval functions of the educational media programs.

Element III-E: Maintenance of Media

Element III-E deals with the functions of the media program which involve the maintenance of all types of educational media which are present in a school system. The evaluation of this element of the educational media programs in Oklahoma public schools was based on the following summary of criteria:

> Educational media should be inspected after each usage and should be cleaned and repaired on a regular basis or when inspection indicates the need.

The Data. Section III, Item E of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the criteria summarized above. Table 22 shows the percentage of schools in each of four enrollment size categories which were judged by Evaluative Checklist respondents as being in the lower, middle, and upper ranges of media program adequacy.

Table 22 shows that 69 per cent of the respondents in schools with enrollments of 999 or less judged their

schools as being in the lower range of media program adequacy, 22 per cent in the middle range, and nine per cent in the upper range of adequacy. Fifty-three per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the lower range of media program adequacy, 24 per cent in the middle range, and 23 per cent in the upper range of adequacy. Twenty-nine per cent of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the lower range of media program adequacy, 57 per cent in the middle range, and 14 per cent in the upper range of adequacy. Twenty per cent of the respondents in schools with enrollments of 10,000 or more judged their schools as being in the middle range of media program adequacy, and 80 per cent in the upper range of adequacy on Element III-E.

Evaluation. The data cited indicate that the 423 schools with enrollments of less than 5,000 were generally weak in the extent to which maintenance functions were performed for media available in the schools. The data also indicate that the seven schools with enrollments of 5,000 to 9,999 were generally neither weak nor strong in the extent to which media maintenance functions were performed. The data further indicate that the five schools with enrollments of 10,000 or more were generally strong in the functions of the media program which concern the maintenance of media in the school systems.

Element III-F: Production of Media

Element III-F deals with the extent to which media production functions are performed as a part of a school system's educational media program. The evaluation of this element of the educational media programs in Oklahoma public schools was based on the following summary of criteria:

> A variety of educational media not otherwise available should be produced in the school system by educational media personnel as well as by teachers. The educational media staff should be able to meet most demands for the production of such media as films, filmstrips, slides, graphic materials and sound recordings.

The Data. Section III, Item F of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the preceding summary of criteria. Table 22 shows the percentage of schools in each of four enrollment size categories which were judged by Evaluative Checklist respondents as being in the lower, middle, and upper ranges of media program adequacy.

Table 22 shows that 74 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the lower range of media program adequacy, 20 per cent in the middle range, and six per cent in the upper range of adequacy. Sixty-seven per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the lower range of media program adequacy, 24 per cent in the middle range, and nine per cent in the upper range of adequacy. Fifty-seven per

cent of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the lower range of media program adequacy, 29 per cent in the middle range and 14 per cent in the upper range of adequacy. Twenty per cent of the respondents in schools with enrollments of 10,000 or more judged their schools as being in the lower range of media program adequacy, 60 per cent in the middle range, and 20 per cent in the upper range of adequacy on Element III-F.

Quantitative data presented on pages 62 and 63 indicate that less than five per cent of the schools included in the study were equipped to produce a wide variety of instructional materials. Large schools were significantly better equipped to produce instructional materials than were the smaller schools included in the study. Table 19, page 73, shows that only two schools met DAVI basic standards, and only one school met DAVI advanced standards for production equipment. The schools which met the standard for production equipment were in the enrollment category of 10,000 or more. Data presented on pages 63 through 67 indicate that media personnel were not generally available to render media production services in the smaller schools included in the study.

Evaluation. The data cited indicate that the 430 schools with enrollments of less than 10,000 were generally weak in the provision of media production services. The data further indicate that the five schools with enrollments

of 10,000 or more were generally neither weak nor strong in the extent to which media production services were provided as a part of the school system educational media program.

Evaluation of Physical Facilities for Educational Media

An evaluation of two educational media program elements relating to the provision of physical facilities in the classrooms of Oklahoma public schools which make possible the use of educational media in the instructional programs is presented here. The evaluation of the schools on each of the two program elements was derived from responses to Section IV of the Evaluative Checklist and from quantitative data previously presented in this chapter. The percentage of schools judged by Evaluative Checklist respondents as being at each of three levels of media program adequacy is shown in Table 23.

The evaluation of physical facilities for educational media in Oklahoma public schools was based on criteria developed by Fulton and used as a basis for the development of the Evaluative Checklist used in this study. The criteria which were developed by Fulton appear in Appendix A. Summaries of criteria which relate to each media program element are presented with the evaluation of each of the program elements included.

TABLE 23

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

Media Program Element	Percentage of Schools in Each Range of Media Program Adequacy by Enrollment Size											
	Lower				Middle				Upper			
	(1) n=365	(2) n=58	(3) n=7	(4) n=5	(1) n=365	(2) n=58	(3) n=7	(4) n=5	(1) n=365	(2) n=58	(3) n=7	(4)[a] n=5
IV-A Physical Facilities in Existing Classrooms	54	47	57	0	40	44	46	60	6	9	0	40
IV-B Physical Facilities in New Classrooms	45	31	43	20	44	40	57	20	11	29	0	60

Source: Evaluative Checklist, Section IV.

[a]Numbers in parenthesis represent enrollment categories as follows: (1) 999 or less; (2) 1,000 to 4,999; (3) 5,000 to 9,999; (4) 10,000 or more.

Element IV-A: Physical Facilities in Existing Classrooms

Element IV-A deals with the extent to which older or currently existing classrooms are equipped with facilities needed in the use of educational media. The evaluation of this element of the educational media programs in Oklahoma public schools was based on the following summary of criteria:

> All existing classrooms should be modified and equipped for optimum use of all types of educational media. Such facilities should include full light control, electrical outlets, forced ventilation, educational media storage space, permanently installed projection screens, bulletin boards and chalkboards.

The Data. Section IV, Item A of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the preceding summary of criteria. Table 23 shows the percentage of schools in each of four enrollment size categories which were judged by Evaluative Checklist respondents as being in the lower, middle, and upper ranges of media program adequacy.

Table 23 shows that 54 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the lower range of media program adequacy, 40 per cent in the middle range, and six per cent in the upper range of adequacy. Forty-seven per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the lower range of media program adequacy, 44 per cent in the middle range, and nine

per cent in the upper range of adequacy. Fifty-seven per cent of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the lower range of media program adequacy, and 46 per cent in the middle range of adequacy. Sixty per cent of the respondents in schools with enrollments of 10,000 or more judged their schools as being in the middle range of media program adequacy, and 40 per cent in the upper range of adequacy on Element IV-A.

Data presented in Table 14, page 62, indicate that schools with enrollments of 10,000 or more were better equipped with certain types of permanently installed facilities than were the smaller schools included in the study. The same data indicate that schools were better equipped with light control than with other types of physical facilities for educational media. Existing classrooms in the larger schools appeared to be generally better equipped for the use of educational media than were existing classrooms in the smaller schools.

Evaluation. The data cited indicate that the 430 schools with enrollments of less than 10,000 were generally weak in the extent to which physical facilities for the use of educational media were provided in existing classrooms. The data cited further indicate that the five schools with enrollments of 10,000 or more were generally neither weak nor strong in the extent to which existing classrooms were equipped for the use of educational media.

Element IV-B: Physical Facilities in New Classrooms

Element IV-B deals with the extent to which new classrooms are designed and equipped with physical facilities which make possible the use of a wide variety of educational media. The evaluation of this element of the educational media programs in Oklahoma public schools was based on the following summary of criteria:

> All new classrooms should be designed for and equipped with physical facilities which make possible optimum use of all types of educational media by faculty and students.

The Data. Section IV, Item B of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the preceding summary of criteria. Table 23 shows the percentage of schools in each of four enrollment size categories which were judged by Evaluative Checklist respondents as being in the lower, middle, and upper ranges of media program adequacy.

Table 23 shows that 45 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the lower range of media program adequacy, 44 per cent in the middle range, and 11 per cent in the upper range of adequacy. Thirty-one per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the lower range of media program adequacy, 40 per cent in the middle range, and 29

per cent in the upper range of adequacy. Forty-three per cent of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the lower range of media program adequacy, and 57 per cent in the middle range of adequacy. Twenty per cent of the respondents in schools with enrollments of 10,000 or more judged their schools as being in the lower range of media program adequacy, 20 per cent in the middle range, and 60 per cent in the upper range of adequacy on Element IV-B.

Evaluation. The data cited indicate that the 365 schools with enrollments of less than 1,000 were generally weak in the extent to which new classrooms were designed and equipped for the use of media. The data also indicate that the 65 schools with enrollments of 1,000 to 9,999 were generally neither weak nor strong in the extent to which new classrooms were equipped for the use of media. The data cited further indicate that the five schools with enrollments of 10,000 or more were generally strong in the extent to which new classrooms were designed and equipped for the use of a wide variety of educational media.

Evaluation of Budget and Finance of Educational Media Programs

An evaluation of three educational media program elements relating to the financial support of educational media programs in Oklahoma public schools and to the manner in which educational media funds are budgeted is presented

here. The evaluation of the schools on each of the three program elements was derived from responses to Section V of the Evaluative Checklist. The percentage of schools judged by Evaluative Checklist respondents as being at each of three levels of media program adequacy is shown in Table 24.

The evaluation of budget and finance of educational media programs in Oklahoma public schools was based on criteria developed by Fulton and used as a basis for the development of the Evaluative Checklist used in this study. The criteria which were developed by Fulton appear in Appendix A. Summaries of criteria which relate to each media program element are presented with the evaluation of each of the program elements included.

Element V-A: Reporting Financial Needs

Element V-A deals with the extent and regularity with which the financial needs of the educational media program are reported to school administrative officers. The evaluation of this element of the educational media programs in Oklahoma public schools was based on the following summary of criteria:

> 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, should be made to the administrative officer in charge of instruction.

TABLE 24

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

Media Program Element	Percentage of Schools in Each Range of Media Program Adequacy by Enrollment Size											
	Lower				Middle				Upper			
	(1) n=365	(2) n=58	(3) n=7	(4) n=5	(1) n=365	(2) n=58	(3) n=7	(4) n=5	(1) n=365	(2) n=58	(3) n=7	(4)[a] n=5
V-A Reporting Financial Needs	56	37	29	20	39	48	57	20	5	16	14	60
V-B Basis for Budget Allocations	33	17	0	0	58	67	86	40	9	16	14	60
V-C Development of Media Budget	60	49	29	20	18	22	43	20	22	29	29	60

Source: Evaluative Checklist, Section V.

[a]Numbers in parenthesis represent enrollment categories as follows: (1) 999 or less; (2) 1,000 to 4,999; (3) 5,000 to 9,999; (4) 10,000 or more.

The Data. Section V, Item A of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the preceding summary of criteria. Table 24 shows the percentage of schools in each of four enrollment categories which were judged by Evaluative Checklist respondents as being in the lower, middle, and upper ranges of media program adequacy.

Table 24 shows that 56 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the lower range of media program adequacy, 39 per cent in the middle range, and five per cent in the upper range of adequacy. Thirty-six per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the lower range of media program adequacy, 48 per cent in the middle range, and 16 per cent in the upper range of adequacy. Twenty-nine per cent of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the lower range of media program adequacy, 57 per cent in the middle range, and 14 per cent in the upper range of adequacy. Twenty per cent of the respondents in schools with enrollments of 10,000 or more judged their schools as being in the lower range of media program adequacy, 20 per cent in the middle range, and 60 per cent in the upper range of adequacy on Element V-A.

Evaluation. The data cited indicate that the 365 schools with enrollments of less than 1,000 were generally weak in the extent and regularity with which the financial needs of the educational media program were reported to the school administrative officers. The data also indicate that the 65 schools with enrollments of 1,000 to 9,999 were generally neither weak nor strong in reporting the financial needs of the educational media programs. The data cited further indicate that the five school systems with enrollments of 10,000 or more were generally strong in the extent and regularity with which the financial needs of the educational media programs were reported to the school administrative officers.

Element V-B: Basis for Budget Allocations

Element V-B deals with the policies and procedures which are used in the allocation of funds for the educational media program. The evaluation of this element of the educational media programs in Oklahoma public schools was based on the following summary of criteria:

> The educational media budget should be based on both the immediate needs and the long-range goals of the school and should reflect clear-cut policies concerning allocations, income sources, and budget practices.

The Data. Section V, Item B of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the preceding summary of

criteria. Table 24 shows the percentage of schools in each of four enrollment size categories which were judged by Evaluative Checklist respondents as being in the lower, middle, and upper ranges of media program adequacy.

Table 24 shows that 33 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the lower range of media program adequacy, 58 per cent in the middle range, and nine per cent in the upper range of adequacy. Seventeen per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the lower range of media program adequacy, 67 per cent in the middle range, and 16 per cent in the upper range of adequacy. Eighty-six per cent of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the middle range of media program adequacy, and 14 per cent in the upper range of adequacy. Forty per cent of the respondents in schools with enrollments of 10,000 or more judged their schools as being in the middle range of media program adequacy, and 60 per cent in the upper range of adequacy on Element V-B.

Evaluation. The data cited indicate that the 430 schools with enrollments of less than 10,000 were generally neither weak nor strong on the bases which were used for the allocation of funds for the educational media programs. The

data cited further indicate that the schools with enrollments of 10,000 or more were generally strong on the bases used for the allocation of educational media funds.

Element V-C: Development of the Media Budget

Element V-C deals with the procedures used to develop the school system educational media budget and with the extent to which the budget meets the needs of the entire school system. The evaluation of this element of the educational media programs in Oklahoma public schools was based on the following summary of criteria:

> The budget of the educational media program should reflect the media needs of the entire school system and should be developed by the professional media staff in consultation with financial officers, principals and other school administrators.

The Data. Section V, Item C of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the preceding summary of criteria. Table 24 shows the percentage of schools in each of four enrollment size categories which were judged by Evaluative Checklist respondents as being in the lower, middle, and upper ranges of media program adequacy.

Table 24 shows that 50 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the lower range of media program adequacy, 18 per cent in the middle range and 22 per cent in the upper range of adequacy. Forty-nine per cent of the respondents

in schools with enrollments of 1,000 to 4,999 judged their schools as being in the lower range of media program adequacy, 22 per cent in the middle range, and 29 per cent in the upper range of adequacy. Twenty-nine per cent of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the lower range of media program adequacy, 43 per cent in the middle range, and 29 per cent in the upper range of adequacy. Twenty per cent of the respondents in schools with enrollments of 10,000 or more judged their schools as being in the lower range of media program adequacy, 20 per cent in the middle range, and 60 per cent in the upper range of adequacy on Element V-C.

Evaluation. The data cited indicate that the 423 schools with enrollments of less than 5,000 were generally weak in the extent to which the media budgets reflected the needs of the entire school and in the procedures used to develop the media budgets. The data also indicate that schools with enrollments of 5,000 to 9,999 were generally neither weak nor strong in the development of media budgets. The data cited further indicate that schools with enrollments of 10,000 or more were generally strong in the procedures used to develop media budgets and in the extent to which the budgets reflected the needs of the entire school system.

Evaluation of Educational Media Staff

An evaluation of two educational media program elements relating to the presence, qualifications, and functions of school system and building educational media staff provisions in Oklahoma public schools is presented here. The evaluation of the schools on the two program elements was derived from responses to Section VI of the Evaluative Checklist and from quantitative data previously presented in this chapter. The percentage of schools judged by Evaluative Checklist respondents as being at each of three levels of media program adequacy is shown in Table 25.

The evaluation of educational media staff in Oklahoma public schools was based on criteria developed by Fulton and used as a basis for the development of the Evaluative Checklist used in this study. The criteria which were developed by Fulton appear in Appendix A. Summaries of criteria which relate to each media program element are presented with the evaluation of each of the program elements included.

Element VI-A: School System Educational Media Staff

Element VI-A deals with the presence, qualifications and functions of educational media staff members for the entire school system. The evaluation of this element of the educational media programs in Oklahoma public schools was based on the following summary of criteria:

TABLE 25

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

Media Program Element	Percentage of Schools in Each Range of Media Program Adequacy by Enrollment Size											
	Lower				Middle				Upper			
	(1) n=365	(2) n=58	(3) n=7	(4) n=5	(1) n=365	(2) n=58	(3) n=7	(4) n=5	(1) n=365	(2) n=58	(3) n=7	(4) n=5
VI-A School System Media Staff	86	65	57	0	13	28	29	60	1	7	14	40
VI-B School Building Media Staff	76	53	43	20	23	43	57	80	1	4	0	0

Source: Evaluative Checklist, Section VI.

[a]Numbers in parenthesis represent enrollment categories as follows: (1) 999 or less; (2) 1,000 to 4,999; (3) 5,000 to 9,999; (4) 10,000 or more.

> The educational media program should be 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 should be oriented toward curriculum and instruction.

The Data. Section VI, Item A of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the preceding summary of criteria. Table 25 shows the percentage of schools in each of four enrollment size categories which were judged by Evaluative Checklist respondents as being in the lower, middle and upper ranges of media program adequacy.

Table 25 shows that 86 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the lower range of media program adequacy, 13 per cent in the middle range, and one per cent in the upper range of adequacy. Sixty-five per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the lower range of media program adequacy, 28 per cent in the middle range, and seven per cent in the upper range of adequacy. Fifty-seven per cent of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the lower range of media program adequacy, 29 per cent in the middle range, and 14 per cent in the upper range of adequacy. Sixty per cent of the respondents in schools with enrollments of 10,000 or more judged their schools as being in the

middle range of media program adequacy, and 40 per cent in the upper range of adequacy on Element VI-A.

Data presented on pages 63 through 67 show that only a few of the schools included in this study had adequate numbers of educational media staff members to provide needed media services for the school systems. Fourteen of the 435 schools included in the study had educational media directors who were assigned for one-half time or more, as shown in Table 15, page 64. Four of these were schools with enrollments of 10,000 or more which had full-time educational media directors. None of the other schools included in the study had full-time media directors. Only one of the 365 schools with enrollments of less than 1,000 had a media director with as much as one-half time released for media duties. other professional media staff members were present only in the schools with enrollments of 10,000 or more. Schools in this enrollment category had a total of 14 full-time professional media staff members, excluding directors and coordinators, as shown in Table 17, page 66. Technical and clerical staff members were present in greater numbers in the larger schools included in the study than in the smaller schools. Larger schools included in the study appeared to be generally better provided with school system educational media staff members than were the smaller schools.

Evaluation. The data cited indicate that the 430 schools with enrollments of less than 10,000 were generally

weak in the extent to which educational media staff members were provided and functioned as a part of the school system educational media program. The data further indicate that the five schools with enrollments of 10,000 or more were generally neither weak nor strong in the provision and functions of the system-wide educational media staff.

Element VI-B: Building Educational Media Staff

Element VI-B deals with the provision and functions of educational media staff for building instructional units within a school system. The evaluation of this element of the educational media programs in Oklahoma public schools was based on the following summary of criteria:

> A full-time professional educational media coordinator should serve each building. Buildings which do not have sufficient teachers and media utilization to warrant a full-time coordinator should share his services with other buildings. He should be provided sufficient clerical and technical assistance to supply all media services needed in the building. He should report to the school system's educational media director and should work closely with the school media staff, supervisors, and other curriculum workers.

The Data. Section VI, Item B of the Evaluative Checklist is designed to elicit judgmental responses regarding the extent to which a school meets the preceding summary of criteria. Table 25 shows the percentage of schools in each of four enrollment size categories which were judged by Evaluative Checklist respondents as being in the lower, middle, and upper ranges of media program adequacy.

Table 25 shows that 76 per cent of the respondents in schools with enrollments of 999 or less judged their schools as being in the lower range of media program adequacy, 23 per cent in the middle range, and one per cent in the upper range of adequacy. Fifty-three per cent of the respondents in schools with enrollments of 1,000 to 4,999 judged their schools as being in the lower range of media program adequacy, 43 per cent in the middle range, and four per cent in the upper range of adequacy. Forty-three per cent of the respondents in schools with enrollments of 5,000 to 9,999 judged their schools as being in the lower range of media program adequacy, and 57 per cent in the middle range of adequacy. Twenty per cent of the respondents in schools with enrollments of 10,000 or more judged their schools as being in the lower range of media program adequacy, and 80 per cent in the middle range of adequacy on Element VI-B.

Data concerning the number of building coordinators who were present in the schools included in this study is presented on pages 65 through 67. Table 16, page 66, shows that 54 coordinators with one-half or more time released for media work were assigned in the 435 schools included in the study. Only five full-time coordinators were present in the schools included in the study. The five full-time coordinators were assigned to school buildings in one of the school systems in the largest enrollment category. Only four

coordinators with one-half time media assignments were present in the 365 schools with enrollments of 999 or less. The larger schools included in the study appeared to be better staffed with building media coordinators than were the smaller schools.

Evaluation. The data cited indicate that the 423 schools with enrollments of less than 5,000 were generally weak in the extent to which media staff members were present and functioned in the buildings. The data cited also indicate that schools with enrollments of 5,000 or more were generally neither weak nor strong in the extent to which educational media staff members were present and functioned in the school buildings.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to analyze and evaluate the educational media programs in Oklahoma public schools in order to determine what steps should be taken to improve educational media activities in Oklahoma. Information was collected from the public high school districts of Oklahoma, from county media centers and from state regional media distribution centers. Fulton's Evaluative Checklist was used to obtain self-evaluations of media programs in the public school systems. Inventory check sheets were formulated and used to obtain inventory information from the public schools, county media centers, and regional media distribution centers. Instruments used to collect the data are included in Appendices B, D, E, and F.

Evaluative judgments concerning six major aspects of educational media programs were derived from an analysis of the data. The major aspects were: (1) School System Educational Media Services, concerning the commitment of the administration and faculty to the provision of 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. Four enrollment size categories were used for purposes of analysis and evaluation. The enrollment categories were: (1) 999 or less enrollment; (2) 1,000 to 4,999 enrollment; (3) 5,000 to 9,999 enrollment; and (4) 10,000 or more enrollment.

The evaluation was based on criteria developed by Fulton which appear in Appendix A, and on DAVI standards developed by Faris and Sherman which appear in Appendix C. The quantitative status of the media programs was appraised in terms of the extent to which schools met DAVI standards. Evaluative Checklist responses were used to derive evaluative judgments on 22 media program elements included within the six major aspects previously identified.

Schools with enrollments of 999 or less were generally weak on 17 media program elements and neither weak nor strong on five elements. Schools with enrollments of 1,000 to 4,999 were generally weak on 12 media program elements and neither weak nor strong on 10 elements. Schools with enrollments of 5,000 to 9,999 were generally weak on six media program elements and neither weak nor strong on 16 elements. Schools with enrollments of 10,000 or more were generally

neither weak nor strong on 12 media program elements and strong on 10 elements.

The analysis and evaluation of educational media programs in Oklahoma public schools pertain to the status of media in schools, county media centers and regional media centers during the 1965-66 school year.

Major Findings

The data indicated the following findings concerning the status and functions of educational media programs in Oklahoma public schools during the 1965-66 school year. Findings 1 through 12 concern the extent to which Oklahoma public schools met the criteria by which each media program element was evaluated. Schools in a given enrollment category were considered generally weak on a media program element if more schools were judged by respondents as being in the lower range of media program adequacy than in either the middle or upper ranges on the Evaluative Checklist. Schools in a given enrollment category were considered generally neither weak nor strong on a media program element if more schools were judged by respondents as being in the middle range of media program adequacy than in either the lower or upper ranges on the Evaluative Checklist. Schools in a given enrollment category were considered generally strong on a media program element if more schools were judged by respondents as being in the upper range of media program adequacy than in either the lower or middle ranges on the Evaluative Checklist.

1. Schools with enrollments of 999 or less were generally weak on the following media program elements, as shown in Figure 1:

Commitment to the Media Program

Commitment to Providing Media Facilities

Commitment to Financing the Media Program

Commitment to Staffing the Media Program

Consultative Services in Media Utilization

Inservice Education in Media Utilization

Involvement of the Media Staff in Planning

Location and Accessibility of Media

Storage and Retrieval of Media

Maintenance of Media

Production of Media

Physical Facilities in Existing Classrooms

Reporting Financial Needs

Development of the Media Budget

School System Media Staff

Building Media Staff

2. Schools with enrollments of 999 or less were generally neither weak nor strong on the following media program elements, as shown in Figure 1:

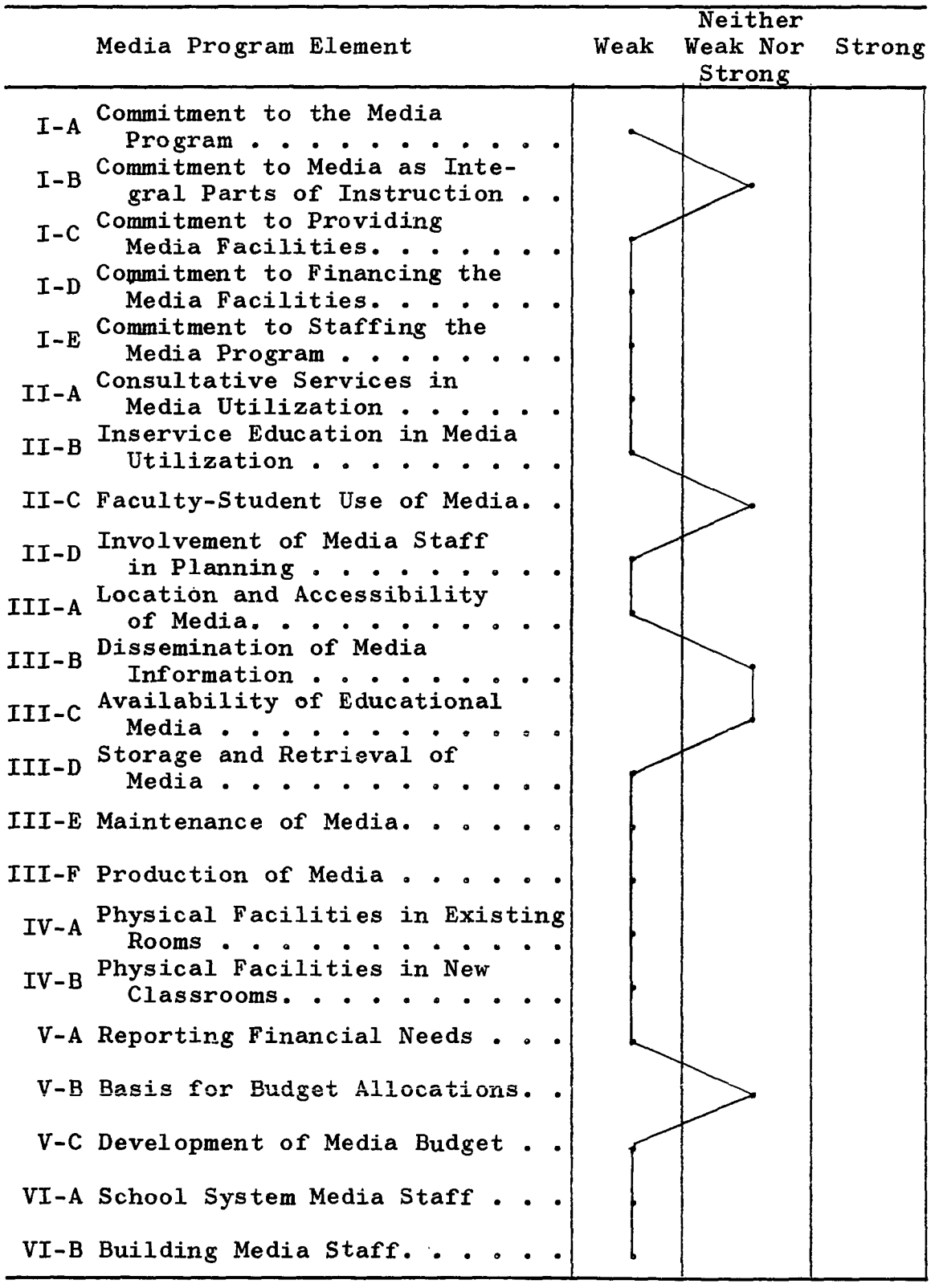
Commitment to Media as Integral Parts of Instruction

Faculty-Student Use of Media

Dissemination of Media Information

Figure 1

PROFILE OF STRENGTHS AND WEAKNESSES OF ELEMENTS OF MEDIA PROGRAMS IN THE 365 SCHOOLS WITH ENROLLMENTS OF 999 OR LESS



Availability of Educational Media

Basis for Budget Allocations

3. Schools with enrollments of 999 or less were generally strong on none of the media program elements evaluated in this study, as shown in Figure 1.

4. Schools with enrollments of 1,000 to 4,999 were generally weak on the following media program elements, as shown in Figure 2:

Commitment to the Media Program

Commitment to Staffing the Media Program

Consultative Services in Media Utilization

Inservice Education in Media Utilization

Involvement of the Media Staff in Planning

Storage and Retrieval of Media

Maintenance of Media

Production of Media

Physical Facilities in Existing Classrooms

Development of the Media Budget

School System Media Staff

Building Media Staff

5. Schools with enrollments of 1,000 to 4,999 were generally neither weak nor strong on the following media program elements, as shown in Figure 2:

Commitment to Media as an Integral Part of Instruction

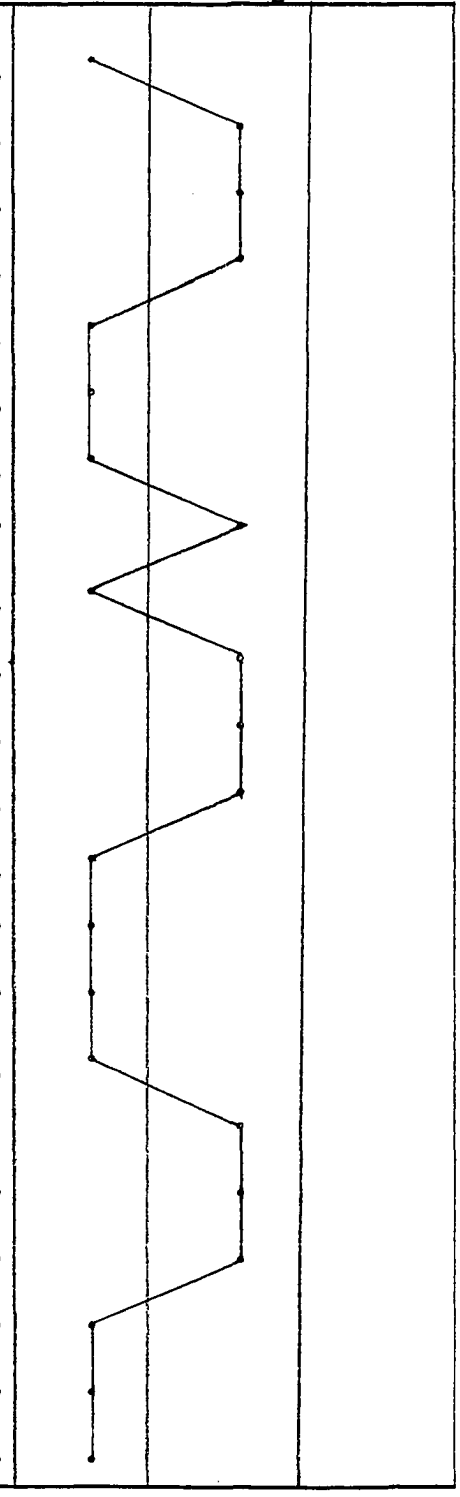
Commitment to Providing Media Facilities

Commitment to Financing the Media Program

Figure 2

PROFILE OF STRENGTHS AND WEAKNESSES OF ELEMENTS OF MEDIA PROGRAMS IN THE 58 SCHOOLS WITH ENROLLMENTS OF 1,000 TO 4,999

	Media Program Element	Weak	Neither Weak Nor Strong	Strong
I-A	Commitment to the Media Program			
I-B	Commitment to Media as Integral Parts of Instruction			
I-C	Commitment to Providing Media Facilities			
I-D	Commitment to Financing the Media Program			
I-E	Commitment to Staffing the Media Program			
II-A	Consultative Services in Media Utilization			
II-B	Inservice Education in Media Utilization			
II-C	Faculty-Student Use of Media			
II-D	Involvement of Media Staff in Planning			
III-A	Location and Accessibility of Media			
III-B	Dissemination of Media Information			
III-C	Availability of Educational Media			
III-D	Storage and Retrieval of Media			
III-E	Maintenance of Media			
III-F	Production of Media			
IV-A	Physical Facilities in Existing Rooms			
IV-B	Physical Facilities in 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			



Faculty-Student Use of Media

Location and Accessibility of Media

Dissemination of Media Information

Availability of Educational Media

Physical Facilities in New Classrooms

Reporting Financial Needs

Basis for Budget Allocations

6. Schools with enrollments of 1,000 to 4,999 were generally strong on none of the media program elements evaluated in this study, as shown in Figure 2.

7. Schools with enrollments of 5,000 to 9,999 were generally weak on the following media program elements, as shown in Figure 3:

Consultative Services in Media Utilization

Inservice Education in Media Utilization

Involvement of the Media Staff in Planning

Production of Media

Physical Facilities in Existing Classrooms

School System Media Staff

8. Schools with enrollments of 5,000 to 9,999 were generally neither weak nor strong on the following media program elements, as shown in Figure 3:

Commitment to the Media Program

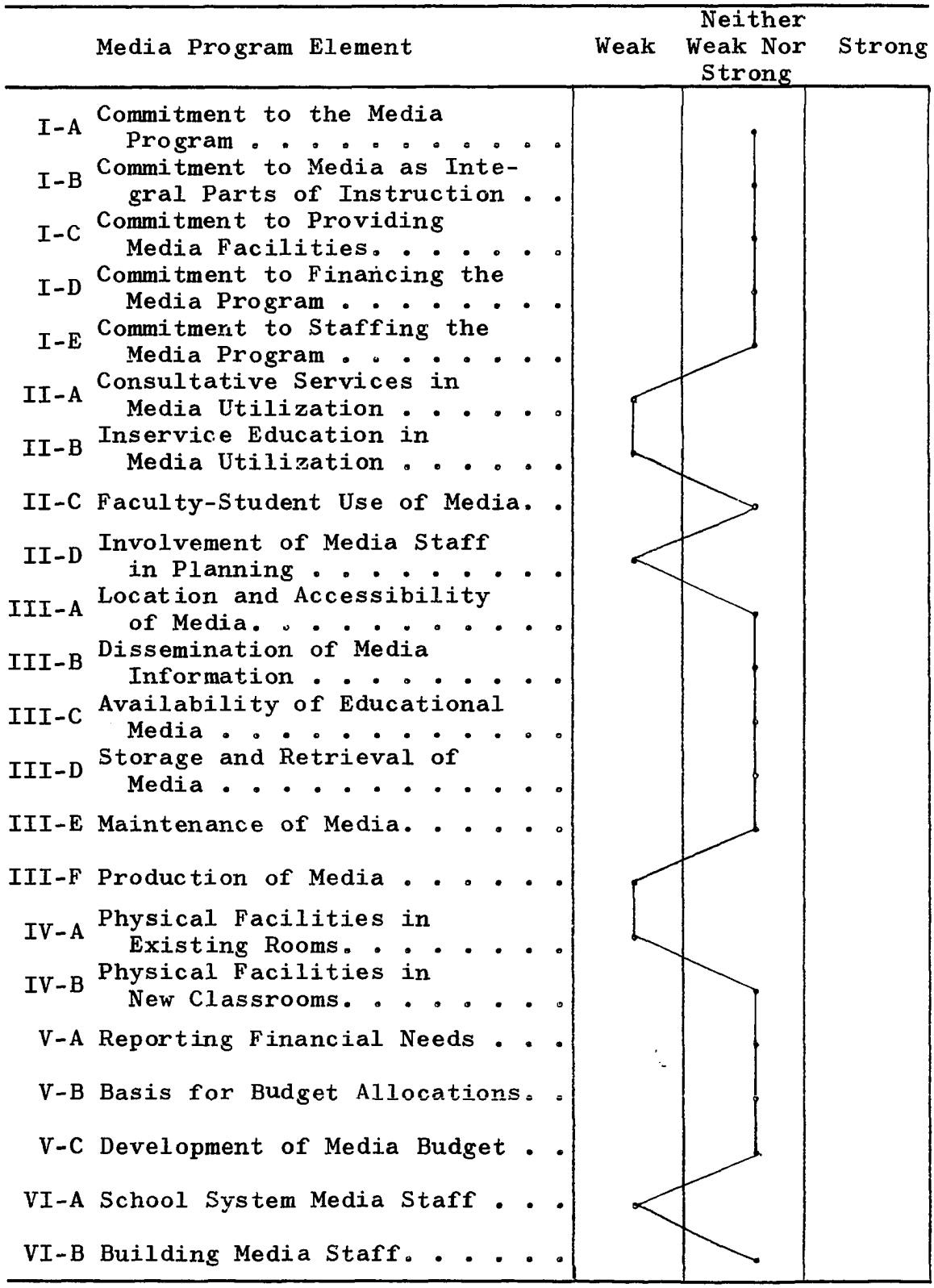
Commitment to Media as Integral Parts of Instruction

Commitment to Providing Media Facilities

Commitment to Financing the Media Program

Figure 3

PROFILE OF STRENGTHS AND WEAKNESSES OF ELEMENTS OF MEDIA PROGRAMS IN THE 7 SCHOOLS WITH ENROLLMENTS OF 5,000 TO 9,999



Commitment to Staffing the Media Program

Faculty-Student Use of Media

Location and Accessibility of Media

Dissemination of Media Information

Availability of Educational Media

Storage and Retrieval of Media

Maintenance of Media

Physical Facilities in New Classrooms

Reporting Financial Needs

Basis for Budget Allocations

Development of the Media Budget

Building Media Staff

9. Schools with enrollments of 5,000 to 9,999 were generally strong on none of the media program elements evaluated in this study, as shown in Figure 3.

10. Schools with enrollments of 10,000 or more were generally weak on none of the media program elements evaluated in this study, as shown in Figure 4.

11. Schools with enrollments of 10,000 or more were generally neither weak nor strong on the following media program elements, as shown in Figure 4:

Commitment to Providing Media Facilities

Commitment to Staffing the Media Program

Consultative Services in Media Utilization

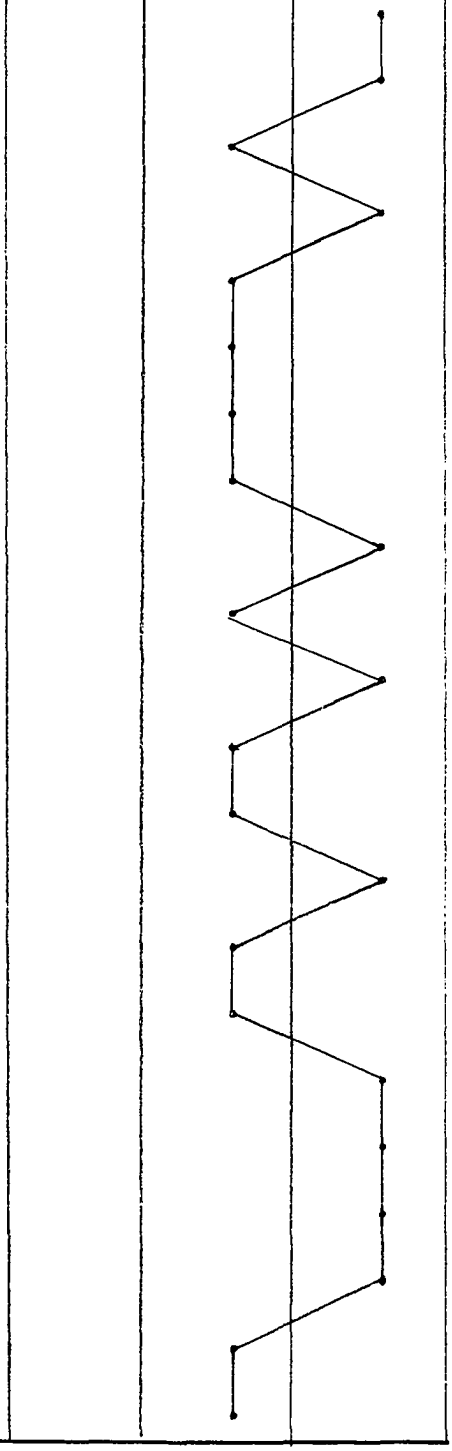
Inservice Education in Media Utilization

Faculty-Student Use of Media

Figure 4

PROFILE OF STRENGTHS AND WEAKNESSES OF ELEMENTS OF MEDIA PROGRAMS IN THE 5 SCHOOLS WITH ENROLLMENTS OF 10,000 OR MORE

	Media Program Element	Weak	Neither Weak Nor Strong	Strong
I-A	Commitment to the Media Program			
I-B	Commitment to Media as Integral Parts of Instruction			
I-C	Commitment to Providing Media Facilities			
I-D	Commitment to Financing the Media Program			
I-E	Commitment to Staffing the Media Program			
II-A	Consultative Services in Media Utilization			
II-B	Inservice Education in Media Utilization			
II-C	Faculty-Student Use of Media			
II-D	Involvement of Media Staff in Planning			
III-A	Location and Accessibility of Media			
III-B	Dissemination of Media Information			
III-C	Availability of Educational Media			
III-D	Storage and Retrieval of Media			
III-E	Maintenance of Media			
III-F	Production of Media			
IV-A	Physical Facilities in Existing Rooms			
IV-B	Physical Facilities in 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			



Location and Accessibility of Media

Availability of Educational Media

Storage and Retrieval of Media

Production of Media

Physical Facilities in Existing Classrooms

School System Media Staff

Building Media Staff

12. Schools with enrollments of 10,000 or more were generally strong on the following media program elements, as shown in Figure 4:

Commitment to the Media Program

Commitment to Media as Integral Parts of Instruction

Commitment to Financing the Media Program

Involvement of the Media Staff in Planning

Dissemination of Media Information

Maintenance of Media

Physical Facilities in New Classrooms

Reporting Financial Needs

Basis for Budget Allocations

Development of the Media Budget

13. Less than one-half of the schools in each enrollment category met basic standards for each type of instructional materials and equipment included in DAVI standards, as evidenced by data shown in Table 18 and 19, pages 69 and 73.

Conclusions

The following conclusions were drawn after an analysis and evaluation of educational media programs in Oklahoma public schools were made.

1. Educational media programs were more effective when school administrators and faculty were committed to the provision of a wide variety of educational media and services. Schools which were generally strong on media program elements I-A through I-E, dealing with the commitment of administrators and faculty to the provision of a wide variety of media and services, were also generally strong on most of the other media program elements, and schools which were generally weak on elements I-A through I-E were generally weak on the other media program elements, as shown in Figures 1 through 4.

2. Educational media services directed specifically toward the improvement of instruction through proper utilization of educational media were not generally provided in Oklahoma public schools with enrollments of less than 10,000.

3. Educational media centers containing a wide variety of educational media and providing a variety of media services were not generally available in Oklahoma public schools with enrollments of less than 10,000.

4. Most Oklahoma public school systems did not have a sufficient number of materials and equipment to meet

DAVI standards. Oklahoma public schools were better provided with instructional equipment than with instructional materials.

5. Oklahoma public schools were not generally equipped to produce a wide variety of instructional materials. The media production function appeared to be the weaker of the media center functions studied.

6. The classrooms in Oklahoma public schools were not generally equipped with the physical facilities recommended in DAVI standards. New classrooms appeared to be better designed and more adequately equipped for the use of educational media than were existing classrooms.

7. Most of the Oklahoma public school systems did not appear to be providing adequate financing for educational media programs. Educational media programs in larger schools appeared to be more adequately financed than programs in smaller schools. The manner in which the educational media budgets were developed appeared to be one of the weaker elements of educational media programs in Oklahoma public schools.

8. Only limited provisions were made in Oklahoma public schools for educational media directors and coordinators with adequate time and staff assistants to provide the extent of media services needed in the schools. Most directors and coordinators were given little or no released time from other school assignments. Schools with part-time

media personnel who were granted little or no released time from other school assignments did not appear to be providing extensive educational media services for teachers.

9. Larger school systems in Oklahoma appeared to have more adequate educational media programs than smaller schools. The educational media program elements evaluated in this study seemed to be unusually weak in schools with enrollments of less than 5,000. The major contributing factor to these general weaknesses appeared to be lack of adequate media personnel. Many of the elements evaluated were highly functional in nature. These madia program functions were occurring in accordance with the criteria only in schools which provided adequate numbers of qualified media personnel.

Recommendations

The findings of the study suggest that the following recommendations, if initiated, might significantly improve the educational media programs in Oklahoma public schools.

1. That efforts be made to achieve a greater commitment of local school administrators and faculty to the provision and use of a wide variety of educational media and services.

The study indicated, by responses of school administrators to the items in Section I of the Evaluative Checklist, that most administrators and faculty in Oklahoma public schools were not highly committed to the provision and use of a wide variety of educational media and services. This general

weakness of the media programs in Oklahoma public schools may be a contributing factor to most of the other weaknesses revealed in the study. The alleviation of this weakness in Oklahoma media programs may involve several groups. Information relative to the importance of media in a modern instructional program could be disseminated to local school administrators by the State Department of Education and the state audiovisual association. Inservice education and consultative services for administrators in organizing and improving educational media programs in their schools could be organized and conducted with the assistance of colleges and universities, the state audiovisual association and the State Department of Education.

2. That evaluations of media programs in Oklahoma public schools be regularly conducted, and that information concerning the status of media programs be made available to school administrators.

Evaluations of educational media programs in local schools should culminate in reports to local school administrators relative to the specific media needs of the school system, both immediate and long-range. State wide evaluations of media activities should culminate in the dissemination of information to school administrators concerning the general effectiveness of educational media programs in Oklahoma public schools. The criteria, standards and self-evaluative instrument used in this study are now available for general use. The use of these and other instruments

might make possible the accumulation of information needed by media personnel and school administrators in order to plan for specific improvements of educational media programs in Oklahoma public schools.

3. That a wide variety of services directed specifically toward the improvement of instruction through the utilization of educational media be provided for all teachers in Oklahoma public schools.

The study indicated clearly that services such as consultations relative to media utilization, inservice education in media utilization, and assistance in planning for the use of media in instruction were not provided in most Oklahoma public schools. The study suggested that the provision of such services would contribute substantially to the improvement of instruction in Oklahoma public schools through improved utilization of media currently available to teachers. Such services might encourage teachers to use and experiment with newer media not now available in many of the schools. The provision of such services might also encourage schools to provide teachers with a wide variety of media, including new media as they are developed and made available.

4. That efforts be made to facilitate and maintain a balance of instructional materials and equipment in each Oklahoma public school system.

The study showed that most schools were better provided with equipment than with materials. Many schools

maintaining a rather substantial inventory of equipment had little or no materials available in the school district or county media center, and rented only a few materials. The study also showed that many schools were better provided with some types of materials and equipment than with others. Schools appeared to be better provided with the more traditional types of materials and equipment than with newer media. The provision of a wide variety of educational media might make possible substantial improvements in the instructional programs of Oklahoma public schools through the use of educational media.

5. That improvements be made in the procedures used to locate and distribute educational media in the public school systems of Oklahoma.

Many respondents from public schools stated that the inventory completed for this study was the first comprehensive inventory of equipment and materials made in the school system. The study indicated general weaknesses in the accessibility of media in most schools due largely to the location of media and to the storage and retrieval functions. The study further indicated that most school systems were not maintaining master inventories of media which were present in the various instructional units of the school systems. Most of the school systems included in the study did not contain an educational media center where such functions were performed. The establishment of functional school system and

building media service centers might significantly facilitate the improvement of instruction through the use of educational media.

6. That physical facilities which make possible the use of a wide variety of educational media be provided in all classrooms in Oklahoma public schools.

The study indicated that most classrooms in Oklahoma public schools were only partially equipped with facilities such as light control, permanently mounted projection screens, electrical outlets and television circuits. Improved instruction through the use of a wide variety of educational media might be more apt to occur if classrooms were designed and equipped for optimal use of all types of media.

7. That an educational media budget be developed in each Oklahoma school system and that professional media personnel be involved with school administrators in formulating the budget.

The study indicated that most schools did not have a well developed media budget, but expended funds for media only when they were urgently needed to meet immediate needs. The study further indicated that educational media specialists were consulted concerning the development of media budgets in only a few school systems. Organized educational media programs might be more adequately provided in Oklahoma public schools if media budgets were developed which reflect both immediate and long-range educational media needs.

8. That schools which utilize currently assigned school personnel as part-time media directors and coordinators grant a sufficient amount of released time to permit part-time media personnel to render needed media services to teachers. Personnel who have heavy administrative duties should not be given the duties of media directors or media coordinators as added assignments.

The study indicated that schools with part-time directors and coordinators who were given little or no released time or who had heavy administrative duties were not providing media services needed by teachers. Particularly lacking in such schools were services such as inservice education of teachers in media utilization, consultative services in media utilization, assistance in planning for the use of media in the instructional program, and media production services. Successful classroom teachers with minimal media training, if granted sufficient released time, might function more adequately as part-time media workers than personnel with heavy school administrative duties.

9. That substantial increases be made in the number of media specialists assigned as directors and coordinators in Oklahoma public schools.

The study indicated clearly that one of the most serious deterrents to functional media programs in Oklahoma public schools was the lack of qualified media personnel. Schools did not appear to be actively seeking qualified personnel nor creating media staff positions within the organizational structure of the school systems. Qualified

media specialists are probably not available to meet the needs of Oklahoma public schools, if staff positions were created. The alleviation of this general weakness in Oklahoma public school media programs would involve the efforts of several institutions and groups. Colleges and universities would need to develop or expand preparation programs for media specialists. The state audiovisual association could be involved in steering promising candidates into media specialist preparation. The State Department of Education could disseminate information to public school administrators relative to the need for media specialists in the schools, and the availability of qualified persons to fill media staff positions.

Recommendations for Further Research

Rapid changes occurring in the field of educational media are being felt, and will probably continue to be felt, in Oklahoma public schools. This study was based on the status of educational media programs during the school year 1965-66. This status will probably change rapidly and result in a need for continuous studies directed toward the evaluation of educational media activities in the public schools of Oklahoma. It is recommended that investigations of the status and functions of educational media programs in Oklahoma be conducted periodically to detect changes in the effectiveness of the programs and to suggest changes for further improvements.

This study did not deal in depth with the effectiveness with which educational media were being used in the classrooms of Oklahoma public schools. It is recommended that detailed studies be made of the effectiveness with which teachers in Oklahoma public schools are using educational media in instruction.

The lack of adequate educational media staff personnel appeared to be one of the most serious deterrents to the effectiveness of educational media programs in Oklahoma public schools. It is recommended that a detailed study be made of the professional media staff needs of Oklahoma public schools.

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APPENDIX A

CRITERIA RELATING TO EDUCATIONAL MEDIA PROGRAMS

CRITERIA

RELATING TO

EDUCATIONAL MEDIA PROGRAMS

IN

SCHOOL SYSTEMS

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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 whould 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 are 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 advise 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 the 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 permenently 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 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 micro-photography, 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 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 or 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 doctor's 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 master's 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 meterials 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

EVALUATIVE CHECKLIST

EVALUATIVE CHECKLIST

******

AN INSTRUMENT FOR SELF-EVALUATING

AN

EDUCATIONAL MEDIA PROGRAM

IN

SCHOOL SYSTEMS

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This instrument is 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.

INTRODUCTION

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.

EVALUATIVE CHECKLIST

DIRECTIONS:

Mark one of the spaces at the left of the statement that most nearly represents the situation in your school system. If a statement accurately describes your school, mark the middle space to the left of that statement. If you feel that the situation at your school is below what is described, mark the lower numbered space; if above, mark the higher numbered space. In any case mark only one space.

EXAMPLE:

1 2 3 There is no full-time director of the media program.

X 5 6 There is a full-time director in charge of the media program.

7 8 9 There is a full-time director and a sufficient number of clerical and technical personnel.

I. SCHOOL SYSTEM EDUCATIONAL MEDIA SERVICES

CRITERIA

- A school system 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 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 throughout the school system.

A. Commitment to the Media Program

1 2 3 The school's 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 system-wide media activities.

4 5 6 The school's 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.

7 8 9 The school has 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 The school provides some educational media and services for teachers who request them, but teachers are not particularly encouraged to use the services.

4 5 6 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.

7 8 9 The school provides the quantity and variety of educational media and services needed by all buildings and encourages teachers to use media as integral parts of instruction.

C. Commitment to Providing Educational Media facilities

1 2 3 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.

4 5 6 The school provides most new and remodeled buildings with light control and other facilities necessary for the use of some types of educational media.

7 8 9 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 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.

4 5 6 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.

7 8 9 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 educational media services is assigned to various staff members whose primary commitments are in other school jobs.

4 5 6 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.

7 8 9 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

- A school system should engage in a continuous evaluation of its 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 make 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 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.

4 5 6 Educational media personnel are usually available and are called on for consultative assistance in the use of educational media.

7 8 9 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 Inservice education is left entirely to building instructional units and is limited to their own capabilities and such other resources as they can find.

4 5 6 Professional educational media staff members are available on request to assist teachers and supervisors in inservice education activities relative to the use of educational media.

7 8 9 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 Only a few teachers make any use of educational media in their classrooms. Students rarely use media in class presentations.

4 5 6 Quite a few teachers make occasional use of educational media in their classrooms. Students occasionally use media in class presentations.

7 8 9 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 The professional educational media staff is seldom involved with teachers in planning for the use of educational media.

4 5 6 The professional educational media staff is occascionally involved with teachers and supervisors in planning and producing materials for use in the instructional program.

7 8 9 The educational media specialist and his professional staff are usually involved with teachers, supervisors 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 instruction program.

A. Location and Accessibility of Educational Media

1 2 3 The location of the school's educational media is such that media are not accessible to most teachers. The school's educational media center is not supplemented by building centers where media are placed on long-term loan.

4 5 6 The location of the school's educational media center is such that media are not very accessible to teachers. The school's educational media center is supplemented by a few building centers that provide some media and services not available from the school media center, but merely duplicate others.

7 8 9 The location of the school's educational media center and the presence of necessary building centers make media highly accessible to all instructional units. Both the school's 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 seldom disseminated to prospective users, but there are no definite plans or channels for such dissemination.

4 5 6 Information concerning educational media is disseminated to teachers and staff members on an occasional basis or when requested.

7 8 9 Information concerning all 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 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.

4 5 6 The quantity of educational media and the distribution system makes it possible for media to be delivered to teachers on relatively short notice.

7 8 9 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 Media storage facilities are available but are inadequate for some types of educational media, and personnel have difficulty in locating and retrieving specific items.

4 5 6 The school's 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.

7 8 9 Adequate storage space, including space for future expansion, is provided in the school's educational media center and in all building centers, with proper humidity control where needed. The school's educational media center has a master retrieval system for immediate location of all media.

E. Maintenance of Media

1 2 3 Educational media are cleaned and repaired when complaints regarding their operable condition are made by users.

4 5 6 Educational media are cleaned and repaired whenever the maintenance staff has time to do so.

7 8 9 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 Limited production facilities are available for teachers to produce their own materials.

4 5 6 Educational media personnel, as well as teachers, produce some educational materials, but the media staff is limited to the extent that all demands for production cannot be met.

7 8 9 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 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.

4 5 6 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.

7 8 9 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 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.

4 5 6 Most new classrooms are provided with physical facilities that make possible optimum use of educational media.

7 8 9 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 the school system's 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 reported to the administrative officer in charge of instruction only when immediate expenditures are urgently needed.

4 5 6 The financial needs of the educational media program are regularly reported to the administrative officer in charge of instruction.

7 8 9 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 educational media budget is based on an arbitrary allotment of funds irrespective of need.

4 5 6 The educational media budget is based almost entirely on immediate needs, though some consideration is given to long-range goals.

7 8 9 The educational media budget is based on both the immediate needs and the long-range goals of the school and reflect clear-cut policies concerning allocations, income sources, and budget practices.

C. Development of Media Budget

1 2 3 Each building instructional unit develops its own educational media budget without consulting an educational media specialist.

4 5 6 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.

7 8 9 The budget of the educational media program reflects the media needs of the entire school system and is developed by the professional media staff in consultation with financial officers, principals and other school 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 to the entire school system.

A. School System Media Staff

1 2 3 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.

4 5 6 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.

7 8 9 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 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.

4 5 6 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 school tasks, or enough clerical and technical assistance to permit him to render media services needed in the instructional program.

7 8 9 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 school's educational media director and works closely with the media staff, supervisors, and other curriculum workers.

PROFILE SHEET

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

Section	Item	1	2	3	4	5	6	7	8	9
I	A	1	2	3	4	5	6	7	8	9
I	B	1	2	3	4	5	6	7	8	9
I	C	1	2	3	4	5	6	7	8	9
I	D	1	2	3	4	5	6	7	8	9
I	E	1	2	3	4	5	6	7	8	9
II	A	1	2	3	4	5	6	7	8	9
II	B	1	2	3	4	5	6	7	8	9
II	C	1	2	3	4	5	6	7	8	9
II	D	1	2	3	4	5	6	7	8	9
III	A	1	2	3	4	5	6	7	8	9
III	B	1	2	3	4	5	6	7	8	9
III	C	1	2	3	4	5	6	7	8	9
III	D	1	2	3	4	5	6	7	8	9
III	E	1	2	3	4	5	6	7	8	9
III	F	1	2	3	4	5	6	7	8	9
IV	A	1	2	3	4	5	6	7	8	9
IV	B	1	2	3	4	5	6	7	8	9
V	A	1	2	3	4	5	6	7	8	9
V	B	1	2	3	4	5	6	7	8	9
V	C	1	2	3	4	5	6	7	8	9
VI	A	1	2	3	4	5	6	7	8	9
VI	B	1	2	3	4	5	6	7	8	9

APPENDIX C

DAVI MEDIA STANDARDS

PERSONNEL GUIDELINES (ELEMENTARY AND SECONDARY)

ELEMENTARY	BASIC	ADVANCED
	One Instructional Materials Specialist* per twenty-five teachers (plus one non-professional clerical assistant and one non-professional technical assistant). (The Specialist could serve teachers in more than one building.)	One semi-professional assistant per twenty-five teachers, i.e., Graphic Specialist.

It is assumed that student assistants will be used to perform many routine duties thus allowing the Instructional Materials Specialist to serve in a truly professional role.

*An "Instructional Materials Specialist" is defined as a person with professional preparation in both Audio-Visual Communications and Library Science.

SECONDARY	BASIC	ADVANCED
	In schools employing up to twenty-five teachers - one Instructional Materials Specialist*. Schools with twenty-six to forty teachers - one Audio-Visual Specialist. Above forty teachers - one Audio-Visual Specialist per forty teachers. A minimum of one non-professional clerical assistant and one non-professional technical assistant could be employed.	One Audio-Visual Specialist per forty teachers plus one Graphic, Photographic, etc. Specialist per forty teachers.

Every multiple-unit school district with at least one high school and four elementary schools should employ a district or system Audio-Visual Specialist.

*The Instructional Materials Specialist recommended for smaller schools should have professional preparation in both Library Science and Audio-Visual Communications with major emphasis in Audio-Visual.

MATERIALS GUIDELINES (ELEMENTARY AND SECONDARY)

	BASIC	ADVANCED
16mm Films	500 films plus one additional film per each teaching station over 500.	1,000 films plus one additional film per each teaching station over 1,000.
	These films are to be owned by the school system or the County Audio-Visual Center and are to be readily available to the schools involved.	
	OR	OR
	6 film rental bookings per teaching station per school year.	12 film rental bookings per teaching station per school year.
Filmstrips	One per student per ADA the preceding year.	1½ per student per ADA the preceding year.
Recordings-Tape and disc exclusive of language lab material	100 plus two additional recordings per teaching station.	300 plus three additional recordings per teaching station.

Due to the state of the field and the nature of certain media it is extremely difficult, if not impossible, to develop quantitative guidelines for all types of Audio-Visual materials. The list below includes some of these materials. Even though quantitative guidelines are not recommended at this time for these materials, it should be recognized that they do make a unique contribution to the instructional program and must be available for instructors' use. Each item listed below must be supported with a fair share of the funds expended for media. The overall objective of the media program should be to provide a wide variety of Audio-Visual materials with no one item dominating the program.

MATERIALS GUIDELINES (ELEMENTARY AND SECONDARY)--Continued

8mm Films
2x2 Slides
3¼x4 Slides
Transparencies and Transparency Masters
Study Prints
Maps
Globes
Dioramas

BUDGET GUIDELINES (ELEMENTARY AND SECONDARY)

To provide for a well-rounded materials program it is recommended that the basic complement of films, filmstrips and recordings be considered capital equipment and should be purchased with such funds. To provide for the on-going materials program, including maintenance and replacement but not expansion, no less than 1 per cent of the average per pupil cost in the school unit should be spent per year per student. The 1 per cent amount would include film rentals if no basic film collection has been started and membership in television projects but would not include salaries, building construction or remodeling, closed circuit television, or electronic learning centers.

To provide for an advanced materials program the 1 per cent figure should be increased to 1.5 per cent.

EQUIPMENT GUIDELINES (ELEMENTARY EDUCATION)

	BASIC	ADVANCED
16mm Projector	1 per 10 teaching stations	1 per 5 teaching stations
8 mm Projector	Should have one available for experimental purposes, but no specific guideline at this time. Schools will have to acquire as the field develops and materials become available.	
2x2 Slide Projector	1 automatic projector per school	1 automatic projector per 10 teaching stations
Combination Filmstrip and Slide Projector	1 per 3 teaching stations	1 per teaching station
Sound Filmstrip Projector	Combine available filmstrip projector with existing record player or tape recorder	1 per building
3¼x4 Projector	1 per school district	1 per school building
3¼x4 Projector Auditorium	1 per auditorium	1 per auditorium
Filmstrip Viewer	1 per 3 teaching stations	1 per teaching station
	Also 5 should be available for individual children to take home at night.	
Overhead Projector (10x10) Classroom Type	1 per 4 teaching stations	1 per teaching station

EQUIPMENT GUIDELINES (ELEMENTARY EDUCATION)--Continued

	BASIC	ADVANCED
Overhead Projector Auditorium Type	Appropriate number for large group instruction. An auditorium model merely implies that the machine utilized have sufficient light output and optical capabilities to project a satisfactory image in an auditorium type situation.	
Opaque	1 per building	1 per 6 teaching stations
TV Receivers	1 per class per TV channel at the grade level having the greatest number of sections - if programs are available	1 per teaching station if programs are available
Micro-Projector	1 per school	1 per 2 grade levels
Record Players	1 per teaching station K-3 1 per grade level 4-6 1 set of earphones per each teaching station - where listening stations are utilized 6-10 earphones needed	1 per teaching station plus earphones for each - where listening stations are utilized 6-10 earphones needed
Tape Recorders	2 per school building	1 per grade level with earphons as needed
Projection Carts	1 per portable piece of equipment purchased at the time the equipment is purchased	Permanent installation for projection purposes in each classroom

EQUIPMENT GUIDELINES (ELEMENTARY EDUCATION)--Continued

	BASIC	ADVANCED
Light Control	Every classroom should have adequate light control. Adequate means the availability of facilities to control light to the extent that all types of projected media can be utilized effectively.	
Video-Tape Recorders	2 per school district would be desirable at present time for pilot programs. The state of this field is so dynamic that no specific recommendations can be made.	
Closed-Circuit TV	All new construction should include provisions for installation at each teaching station - older buildings should be wired for closed-circuit television as need develops	1 closed-circuit system completely functioning in each school
Radio-Receivers	1 per school plus one battery type for emergency purposes	1 or more per building as is dictated by instructional needs plus central distribution system (AM-FM)
Projection Screens	One permanently mounted screen per classroom, 70x70 or larger with provision for eliminating keystoning. Large screen for auditorium	Add small portable screen to basic recommendation for individual and small group use
Local Production Equipment per Building	Dry Mount Press and Tacking Iron Paper Cutter Transparency Making Machine Primary Typewriter Spirit Duplicator Polaroid Camera	Add to basic list: 35mm camera Second type of Transparency Maker Mechanical Lettering

EQUIPMENT GUIDELINES (SECONDARY EDUCATION)

	BASIC	ADVANCED
16mm Projector	1 per 10 teaching stations	1 per 5 teaching stations
8mm Projector	1 per building	Number will necessarily have to be based on availability of film cartridges. There is a trend toward individual learning stations or independent study and additional equipment will be needed as program develops.
2x2 Slide Projector Automatic	1 per building	1 per 10 teaching stations
Combination Filmstrip and Slide Projector or Filmstrip Only	1 per 10 teaching stations	1 per 5 teaching stations
Sound Filmstrip Projector	Combine available filmstrip projector with existing record player or tape recorder	1 per building
3¼x4 Projector	1 per school district	1 per building
3¼x4 Projector (Auditorium)	1 per auditorium	1 per auditorium

EQUIPMENT GUIDELINES (SECONDARY EDUCATION)--Continued

	BASIC	ADVANCED
Filmstrip Viewer	1 per 3 teaching stations 5 additional available for homeuse by students	1 per teaching station
Overhead Projector (10x10) Classroom Type	1 per 4 teaching stations	1 per teaching station
Overhead Projector (10x10) Auditorium Type	Appropriate number for large group instruction An auditorium model overhead merely implies that the machine utilized have sufficient light output and optical capabilities to project a satisfactory image in an auditorium type situation.	
Opaque	1 per building	1 per floor
TV Receivers	1 per department where programs are available	1 per classroom where programs are available. No more than 24 viewers per receiver.
Micro-Projector	1 per school	1 per department where applicable
Record Players	1 per 10 teaching stations	1 per 5 teaching stations
Tape Recorders	1 per 10 teaching stations	1 per 5 teaching stations
Projection Carts	1 per portable piece of equipment purchased at the time the equipment is purchased	Permanent installation for projection purposes in each classroom

EQUIPMENT GUIDELINES (SECONDARY EDUCATION)--Continued

	BASIC	ADVANCED
Light Control	Every classroom should have adequate light control. Adequate implies the availability of facilities to control light to the extent that all types of projected media can be utilized effectively.	
Video-Tape Recorders	2 per school district would be desirable at present time for pilot programs. The state of this field is so dynamic that no specific recommendations can be made.	
Closed-Circuit TV	All new construction should include provisions for installation at each teaching station, and older buildings should be wired for closed-circuit television as needs develop.	
Radio-Receivers (AM-FM)	3 per building 1 per building should be battery operated 1 set all-wave for language use	1 per 10 teaching stations
Projection	One permanently mounted screen per classroom. No smaller than 70x70 with keystone elimination. Screen for auditorium.	One permanently mounted screen per classroom plus small portable screens for individual use. No smaller than 70x70 with keystone elimination. Screen for auditorium.
Local Production Equipment Per Building	Dry Mount Press and Tacking Iron Paper Cutter Transparency Maker 16mm Camera 8mm Camera Polaroid Camera Equipped Darkroom Spirit Duplicator Primary Typewriter Copy Camera Light Box	Add to basic list: Slide Reproducer 34mm Camera Second Type of Transparency Maker Mechanical Lettering

APPENDIX D

INVENTORY CHECK SHEET FOR SCHOOL SYSTEMS

INVENTORY CHECK SHEET

This sheet is designed to be used as a basis for determining the inventory status of educational media in a school system. The term educational media as used in the sheet refers to all materials and equipment commonly called audio-visual materials plus all newer media such as television, teaching machines and programed materials. The check sheet is intentionally comprehensive, so that it may be used by schools of various sizes. 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 completion of the check sheet requires the use of numbers indicating quantities and amounts, check marks in response to questions, and short constructed answers. When an item is not owned by your school, place a "0" in the space provided for that item. Please provide an answer in each blank space.

I. SCHOOL SYSTEM IDENTIFICATION

A. School System_____ Location_____

B. Person completing inventory_____ Title_____

C. Name of Educational Media Director_____

D. Names of Educational Media Building Coordinators:_____

_____ _____

_____ _____

_____ _____

(if additional space is needed, please use reverse side of this sheet)

E. Number of teachers: Elementary_____Secondary_____

F. Current enrollment: Elementary_____Secondary_____

G. Average Daily Attendance, 1964,65: Elementary_____

Secondary_____

II. PHYSICAL FACILITIES

A. Number of buildings: Elementary_____Secondary_____

B. Number of auditoriums: Elementary_____Secondary_____

C. Number of classrooms: Elementary_____Secondary_____

D. Indicate the number of classrooms equipped with:

	Number Elementary	Number Secondary
1. Light control (drapes, blinds, shades, etc.)		
2. Permanently installed projection screens		
3. Wiring for closed-circuit television		

E. Indicate any actions that are planned this year to provide classrooms with the above facilities_____

III. EQUIPMENT AND MATERIALS

Indicate in the left column the total number of operable items available for use in your elementary buildings. Indicate in the right column the number of operable items available for use in your secondary buildings. The total of the two columns should equal the total inventory of each item owned by your school system. If items are available to both types of buildings, divide them according to the proportion of use in elementary and secondary buildings. For example, if one opaque projector is used the same amount of time in an elementary and secondary building, it would be entered as ½ in each column.

A. Instructional equipment	Number Elementary	Number Secondary
1. 16mm motion picture projectors.		
2. 8mm projectors (excluding film clip projectors)		
3. 8mm film clip (loop) projectors		
4. Automatic 2" x 2" slide projectors		
5. Filmstrip and combination filmstrip-slide projectors		
6. Sound filmstrip projectors		
7. Filmstrip viewers		
8. 3¼"x 4" overhead slide projectors		
9. 3¼" x 4" slide projector suitable for auditorium		
10. Micro-projectors		
11. 10"x10" overhead projectors		
12. Opaque projectors		
13. Portable projection screens		
14. Projection tables, stands, carts		
15. Tape recorders		
16. Record players		
17. Radio receivers		
18. Television receivers		
19. Closed-circuit television system		
20. Video tape recorders		

B. Production equipment: Indicate items of the following that are owned by your school system and used to produce materials for instruction:

( ) 16mm motion picture camera
( ) 8mm motion picture camera
( ) 35mm still camera
( ) Polaroid camera
( ) Copy camera
( ) Light Box
( ) Dry mount press and iron
( ) Transparency making equipment
( ) Primary typewriter
( ) Slide reproducer
( ) Mechanical lettering devices
( ) Equipped darkroom

C. Materials owned by school system

	Number School System
1. 16mm films	
2. 8mm films (exclude clips and loops)	
3. 8mm film clips (loops)	
4. Filmstrips	
5. Recordings (disc and tape)	

D. Materials rented during 1964-65 school year

	Number School System
1. Films	
2. Others (please specify)_____	

E. Is your school system within viewing range of an educational television station, i.e. channel 11, 13, etc.?
( ) Yes. ( ) No.

F. Indicate items of the following that are owned by and used in your schools:

( ) 2" x 2" slides
( ) 3¼" x 4" slides
( ) Study prints (photographs, drawings, paintings, etc)
( ) Three-dimensional materials (models, specimens, dioramas, mock-ups, etc.)
( ) 10" x 10" overhead transparencies
( ) graphic materials (charts, graphs, posters, etc.)

G. Indicate items of equipment and materials your school plans to purchase this year:

Equipment_____

Materials_____

IV. EDUCATIONAL MEDIA PERSONNEL

A. Is a professional staff member assigned as Director of Educational Media for your entire school system?
( ) Yes. ( ) No.

If yes, what part of his time is spent performing these duties?

( ) No released time.
( ) Some released time, but less than half-time.
( ) Half-time.
( ) More than half-time, but not full-time.
( ) Full-time.

For items B through E below, indicate in the left column the number of personnel who serve in elementary buildings and in the right column the number who serve in secondary buildings. If personnel serve in both types of buildings, divide them according to the proportion of time spent in elementary and secondary buildings. For example, a coordinator who serves an elementary and a secondary building the same amount of time would be entered as ½ in each column.

B. Indicate the number of professional personnel who are assigned as building coordinators and the amount of released time granted for educational media duties.	Number Elementary	Secondary
1. No released time.....	_____	_____
2. Some released time, but less than half-time.....	_____	_____
3. Half-time.....	_____	_____
4. More than half-time, but not full-time.....	_____	_____
5. Full-time.....	_____	_____
C. Number of other professional media staff members, such as film librarians, production supervisors, consultants, graphic specialists, etc..	_____	_____
D. Number of full-time technical personnel such as equipment and materials repairmen, production technicians, photographers, materials processors, etc.....	_____	_____
E. Number of full-time clerical personnel such as secretaries, filing clerks, distribution clerks, etc....	_____	_____

F. What additional personnel do you plan to add to your educational media staff during the next year_____

_____

V. EDUCATIONAL MEDIA BUDGET

Include in this section all educational media budget expenditures except salaries, permanent installations such as language laboratories, and modifidations to buildings. Items A and B deal with purchases of equipment and materials for two different purposes: (1) to replace items that are being discarded; and (2) to add to the number of items owned by the school. For example, if your school system purchased five projectors and used two to replace worn out items, you would list the cost of two projectors under item 1, and the cost of three projectors under item 2.

	Expended 64-65 School Year	Anticipated 65-66 School Year
A. Equipment purchases		
1. Purchases to replace obsolete or worn out items	$	$
2. Purchases of new or additional items	$	$
B. Materials purchases		
1. Purchases to replace worn out or discarded items	$	$
2. Purchases of new or additional items	$	$
C. Rental of materials (films, etc.)	$	$
D. Other expenditures (supplies, postage, distribution, etc.)	$	$
E. Total educational media budget	$	$

APPENDIX E

INVENTORY CHECK SHEET FOR COUNTY MEDIA CENTERS

INVENTORY OF AUDIOVISUAL MATERIALS

1. Name of county_____ County seat_____

2. Does your county superintendent's office provide, handle, or otherwise make audiovisual materials available to public schools in the county?
   ( ) Yes. If yes, please complete the remaining items of the sheet.
   ( ) No. If no, please return the sheet with the above information.

3. Are audiovisual materials in the county superintendent's office made available to:
   ( ) Independent school districts?
   ( ) Dependent school districts?

4. Indicate the number of the following types of audiovisual materials made available to schools in the county through your office:
   16mm films.....____
   8mm films (excluding clips and loops).....____
   8mm film clips (loops).....____
   Filmstrips.....____
   Recordings (disc and tape).....____

5. Indicate any of the following types of audiovisual materials made available to schools in the county through your office:
   ( ) 2" x 2" slides
   ( ) 3¼" x 4" slides
   ( ) Study prints (photographs, drawings, paintings, etc)
   ( ) 10" x 10" transparencies
   ( ) Graphic materials (charts, graphs, posters, etc.)
   ( ) Three-dimensional materials (models, specimens, etc.)

6. Are audiovisual materials purchased with any regularly appropriated funds of the county superintendent's office (not including funds from local school districts)?
   ( ) Yes. ( ) No.

If yes, indicate the amount used for the following purposes:	Expended 1964-65 School Year	Anticipated 1965-66 School Year
To replace worn out or discarded materials.....	$_____	$_____
To add new materials to the collection.....	$_____	$_____

7. Will audiovisual materials be placed in the county superintendent's office next year to either replace worn out materials or add new materials to the collection?
( ) Yes. ( ) No.

If yes, check the types of materials which will be increased or added:

( ) 16mm films
( ) Filmstrips
( ) Recordings (disc-tape)
( ) 2" x 2" slides
( ) Study prints
( ) Three-dimensional materials
( ) 8mm films (excluding clips)
( ) 8mm film clips (loops)
( ) 10" x 10" transparencies
( ) 3¼" x 4" slides
( ) Graphic materials
( ) Others_____

APPENDIX F

INVENTORY CHECK SHEET FOR REGIONAL MEDIA CENTERS

INVENTORY OF AUDIOVISUAL MATERIALS
AVAILABLE TO PUBLIC SCHOOLS

1. Location: Institution_____ City_____

2. Indicate the number of the following types of audiovisual materials at your center which are available to public schools:

	Number
16mm films (total number of prints).....	_____
8mm films (excluding clips and loops).....	_____
8mm film clips (loops).....	_____
Filmstrips.....	_____
Recordings (disc and tape).....	_____

3. Indicate any of the following types of audiovisual materials at your center which are available to public schools:

( ) 2" x 2" slides
( ) 3¼" x 4" slides
( ) Study prints (photographs, drawings, paintings, etc)
( ) 10" x 10" transparencies
( ) Graphic materials (charts, graphs, posters, etc.)
( ) Three-dimensional materials (models, specimens, etc.)

4. Indicate the types of audiovisual materials which you plan to make available to public schools through your center next year:

( ) 16mm films
( ) Filmstrips
( ) Recordings (disc - tape)
( ) Study prints
( ) Three-dimensional materials
( ) 8mm films (excluding clips)
( ) 8mm film clips (loops)
( ) 10" x 10" transparencies
( ) Graphic materials
( ) Others_____