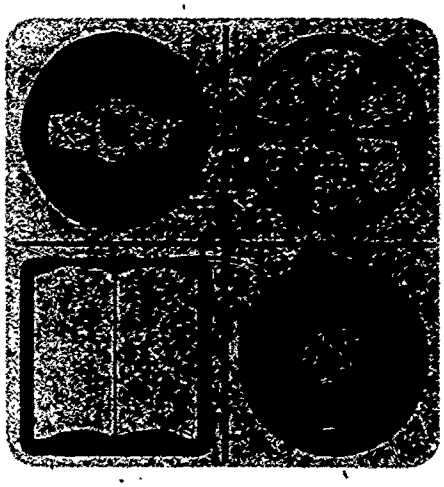
DOCUMENT RESUME

ED 126 907 IR 003 822

TITLE	Task Force for Long-Range Planning for Media Technology in Maryland.
INSTITUTION	Maryland State Dept. of Education, Baltimore. Div. of Library Development and Services.
PUB DATE	76
NOTE	19p.; For related documents, see IR 003 822-825
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS	*Educational Technology; Elementary Secondary Education; Guidelines; Instructional Materials Centers; Instructional Media; *Media Technology; School Libraries; *State Programs; *Statewide Planning; Tables (Data)
IDENTIFIERS	*Maryland

ABSTRACT

Maryland presents guidelines for its unified approach to media in education. Part I presents goals for long-range planning of media technology programs and includes recommendations for achieving objectives in the following areas: (1) personnel and resources; (2) facilities; (3) assessment and evaluation; (4) cooperative activities; (5) relationship to instructional programs; (6) public awareness programs; and (7) teacher education. Part II reports on the current status of media programs in Maryland with tabular data on materials collections, book costs, and staffing requirements. (EMH)



TASK FORCE
for Long-Range Planning for Media Technology in Maryland

Maryland State Department of Education
Division of Library Development and Services
1976

Foreword

Media technology is that part of instructional technology which is concerned with providing a full range of information services to students, school personnel, and the school community. *Information* is the communication or reception of knowledge and *media* are all of the forms and channels used in the transmitting process. The school media program is that body of activities which involves the use of all types of communication media by students and staff to accomplish the objectives of the school and to realize the potential of the individual.

Maryland is committed to the unified media approach. *Criteria for Modern School Media Programs,* published and approved by the State Board of Education in 1971, delineates the philosophy of the program and includes suggested standards to assist local education agencies in establishing and implementing such programs.

The purpose of this paper is to present, in as succinct a form as possible, the guidelines for long-range planning for media technology programs and for interpretation of such programs. When long-range planning is an objective, it is essential that goals be established, that the current status goal be known, and that a measure be provided to relate the status goal to the envisioned goals. For that reason, Part II of this paper is a status study of school media programs in the state, using recommended State standards as the norm. It should be recognized that national standards for these programs are approximately one-third higher than Maryland standards.

It is hoped that this paper will be useful to State Department of Education staff and local superintendents of schools in interpreting the functions and the needs of the program to their staffs, respective boards, and the public.

The report was compiled by a Task Force of 16 representing local education agencies, the State Department of Education, and higher education.

Fred J. Brown, Jr.

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Associate State Superintendent
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Maryland State Department of Education
May 1976

Table of Contents

Introduction

Media technology programs are designed to assist learners to grow in their ability to find, generate, evaluate, and apply information that helps them to function effectively as individuals and to participate fully in today's society. Through the use of media and the essential technology, a student acquires and strengthens skills in reading, observing, listening, and communicating ideas. The learner interacts with others, masters knowledge as well as skills, develops a spirit of inquiry, and achieves greater self-motivation, discipline, and capacity for self-evaluation. With a quality media program, a school can challenge its members to participate in exciting and rewarding experiences that satisfy both individual and instructional purposes.

The program exists to support and further the purposes formulated by the school and district of which it is an integral part, and its quality is judged by its effectiveness in achieving program purposes. The program represents a combination of resources that includes people, materials, machines, facilities, and environments, as well as purposes and processes.

Teachers and students are learners. This program stresses individualization, ongoing and independent study. It provides opportunities for creative self-expression. The learner is encouraged to research, view, listen, construct, and create in order to accomplish the stated goals. The basis for this unfettered approach is based on the fact that people do not respond equally to any one form of communication. Technology has provided varying communicative devices through which learning can take place; however, this can only be accomplished through interaction among students, teachers, administrators, and media personnel. Faculty members sometime appear to be resistant to using instructional resources other than the basic textbook; but experience has shown that there is much to gain if the new media are introduced and used in appropriate ways.

The Task Force appointed by Dr. Brown formulated seven goals for long-range planning for media technology programs, made recommendations for achieving each, and provided a report on the current status of programs in the state. It is hoped that the report will prove useful and worthwhile.

Part 1

Goals for Effective Media Technology Programs in Maryland Schools

A. To secure qualified media personnel and adequate and appropriate resources for each school building

B. To provide adequate space which enables proper use of all resources, human and non-human

C. To establish a procedure for periodic assessment and evaluation of school media programs

D. To provide a more systematic and integrated procedure whereby various agencies (State, system, and school) can make services and resources readily and rapidly available to other agencies throughout the state

E. To foster the realization of the concept that media personnel become more involved in the instructional development process and continue to develop programs of service with other members of the instructional staff

F. To develop a comprehensive awareness program which would provide realistic information on all aspects of instructional technology

G. To encourage teacher education programs to be responsive to the growing concept of the utilization of teaching resources to ensure that they provide appropriate training opportunities for teachers, supervisory personnel, and other administrators

Objective A

To secure qualified media personnel and ensure the availability of adequate and appropriate print and nonprint resources and equipment for each school building

Rationale

One of the conditions of success of school media programs, as outlined in *An Inquiry Into the Uses of Instructional Technology*[1] is that "Leadership must be exerted at the right level of authority, responsibility and control." Evidence of success is proven by the city schools of Gary, Indiana, which received a citation from the EB/AASL School Library Media Program-of-the-Year Award Committee. The Superintendent of Gary states that ". . . It becomes our responsibility to assure financial support to the best of our ability, to staff the centers with professionally qualified personnel provided with clerical assistants as best can be afforded."[2]

"Present social phenomena have contributed to a need for expended library resources. These phenomena have included our society's growing emphasis on equal educational opportunity for all our citizens, our dependence upon sophisticated technology, and our efforts to distribute equitably the costs as well as the benefits of our government structure."[3]

Recommendations

1. Assess progress in each LEA in relation to the latest State standards for school media programs and present this information to the local boards of education, staff, and the public.

2. Explain, interpret, and discuss the *Criteria for Modern School Media Programs* and other relevant documents and statistical information at a State meeting of the local superintendents. These documents need to be supported by the superintendents to ensure the attainment of minimum standards by the LEA's.

Objective B

To provide adequate space which enables proper use of all resources, human and non-human

Rationale

Throughout the literature concerned with setting standards and criteria for exemplary media programs, reference is repeatedly made to space requirements. The term "Learning Media Center"[4] was introduced by the Committee to Study Elementary School Evaluative Criteria. It refers to the learning environment that houses the resources needed to fulfill individual and group

needs. The Committee stipulates further that four categories need to be recognized today as essential to fulfill the functions of the Media Center:

1. Learning facilities in which the pupils, individually or as a group, utilize the media for the purpose of learning.
2. Facilities for storage and access in which media in various forms are cataloged, stored, and made accessible for learning situations.
3. Production facilities in which media in a variety of forms are produced to meet particular learning requirements.
4. Supporting facilities where teaching staff and pupils receive assistance and support in effective and efficient use of media.

Recommendations

1. Utilize State standards as guidelines for establishing minimum space requirements.
2. Review program aims and objectives in the various LEA's to determine specific space needs.
3. Determine the gap between the level of acceptable space needs for media facilities and the current status in Maryland schools.
4. Analyze the possibilities of developing and/or renovating present facilities as needed.

Objective C

To establish a procedure for periodic assessment and evaluation of school media programs

Rationale

In *The Fourth Revolution,* the need for assessment of programs is expressed as follows: ". . . efforts to utilize and improve the new technology should be accompanied by periodic review of progress and results."[5] The need for assessment of programs is even more specifically stated in *Criteria for Modern School Media Programs:*

> The school system also has the responsibility to . . . make reports to the local Board of Education, State Department of Education, and the United States Office of Education; and to interpret the program to the local Board of Education, the staff, and the public.[6]

A graphic presentation and interpretation by qualified and appropriate members of the State Department of Education of the latest publication of standards should insure a complete understanding of the direction in which the superintendents should lead their districts. In turn, the LEA's must also be aware of the latest standards and, after accurate assessment of programs, make their needs known.

Recommendations

1. Develop and implement an evaluation/assessment program according to the items set forth in the *Criteria for Modern School Media Programs.*
2. Evaluate each LEA program periodically and make the results known to those responsible for attaining the standards; i.e., the local board of education, all professional staff, and the public.
3. Provide an annual compilation of LEA evaluations and disseminate the information to all concerned.

Objective D

To provide a more systematic and integrated procedure whereby various agencies (State, system, and school) can make services and resources readily and rapidly available to other agencies throughout the state

Rationale

Establishment of a central State education information clearinghouse is one of the means recognized for improving the dissemination of teaching information and for fostering instructional excellence in the schools.[7] The education information clearinghouse as a service agency of the Maryland State Department of Education can extend the capability of a LEA.

Rather than proliferate agencies throughout the state, effort should be made to consolidate exist-

ing agencies for more cooperation in the use of materials, space, equipment, and personnel by the LEA's within the state. This consolidation could be one of coordination and not necessarily the establishment of one central resource center. Various places of distribution would be determined according to needs.

Recommendations

1. Give the responsibility and the resources for realizing this objective to the State Media Service Center since it already has a number of clearinghouse functions.
2. Provide a planned program of acquisition and screening of information resources from local school systems, colleges and universities, State agencies, and national sources.
3. Assure that all instructional materials produced by any State agency or instructional unit are readily available without restriction (copyright or otherwise) for unlimited use by all instructional units in the state.
4. Provide dissemination services in support of professional improvement, curriculum development, the teaching-learning process, and the utilization of research results.
5. Give special assistance in reference services, current awareness activities, and action research.[8]
6. Coordinate the negotiations for multiple duplication and other format conversion privileges to enable wider and more effective utilization of the programs in the State clearinghouse.[9]
7. Expand the 16mm film collection of the State Media Services Center through an increase in State appropriations.
8. Coordinate with existing State and regional networks and identify opportunities to participate in additional networking systems and services which will insure maximum use of all available resources.

Objective E

To foster the realization of the concept that media personnel become more involved in the instructional development process and continue to develop programs of service with other members of the instructional staff

Rationale

Media professionals are now certified by the Maryland State Department of Education and a great many of them are former classroom teachers. With training in media management and expertise in certain media skills, media professionals are in a position to serve as an integral part of the instructional process, rather than merely serve as a supplier of materials and equipment on demand. In this context, they initiate and participate in curriculum design. Applications of the design function are interrelated and complementary and are viewed as cooperative action rather than the perogative of a single staff member.[10] In his Japan Prize Lecture in 1969, Schramm emphasized the new role of the teacher who is like a stage manager for a number of learning activities using TV, films, books, programmed instruction, and many other resources.[11] The instructional program with broad alternatives in content, method, and level of participation requires sophisticated uses of media and facilities. A school media program recognizes and helps to establish instructional programs based on individual progress that may require reallocation and expansion of media resources and a larger media staff to work as members of teaching-learning teams.[12] The Carnegie Commission believes that media center personnel should be available not only for guidance to materials, but also should be utilized as instructors.[13]

Recommendations

1. Redefine the role of the school media professional.
2. Include a media professional on curriculum planning committees as a working member involved with instructional design. Released time or school-based staff should be provided.
3. Establish consultation sessions between the classroom teacher and the media staff to identify teaching and learning strategies and to recommend media applications to accomplish specific instructional purposes.

4. Provide formal and informal instruction of media skills to students by the media staff based on classroom assignments and individual student needs.

5. Implement inservice training and continuing education to provide media staff with the necessary competencies for providing a sound media program.

Objective F

To develop a comprehensive awareness program which would provide realistic information on all aspects of media technology

Rationale

At present, there is little concerted effort to inform the public of the importance of media technology. "The program of public information is a major means of achieving the objectives of the media program. . . ."[14]

The first step in any program is awareness. If public awareness is to be strengthened, a program of information must take place through a deliberate informational effort. There is a need to reach the general public, practitioners, boards of education, administrators, higher education, and legislators. *Media Programs: District and School* has compiled a list of recommendations for an effective public information program.[15]

Recommendations

1. Establish an awareness program which will reflect the media needs of the entire educational community.
2. Form an advisory group to assist in facilitating the awareness role.
3. Employ a full-time media staff person who will be responsible to the Assistant Director of School Media Services for achieving this objective and make accessible to this person materials and resources which will enable dissemination of information to all agencies and the general public.

Objective G

To encourage teacher education programs to be responsive to the growing concept of the utilization of teaching resources to ensure that they provide appropriate educational opportunities for teachers, supervisory personnel, and other administrators

Rationale

Institutions providing programs in the fields of education have an obligation to be responsive to the changing practices in education. Because teachers often teach as they were taught, it is imperative that institutions promptly provide an opportunity for all students to participate in programs which reflect the availability and potential use of all media.

A paper prepared for the Corporation for Public Broadcasting states: "We have generally neglected to train our teachers in the use of the new media and, with other factors, this has resulted in resistance to the technology as a regular feature in many classrooms."[16]

This obligation of training rests not only with colleges and universities but also with LEA's and other organizations providing staff development programs for teachers. The process should be never-ending for as Dave Berkman has stated: "Teachers are hesitant to acquire new responsibility which they may not be professionally equipped to handle."[17]

Changes that have been taking place in education, such as individualization of instruction, open education, facilities design, utulization of non-print resources, have brought about a need for staff development and training for school administrators to help them become more effective educational leaders.

The building principal is the educational leader of the school. Louis Rubin's study[18] concluded that the school principal is by far the greatest influence in altering staff attitudes and behavior. Through the causes he espouses, the kind of teaching he encourages, the environment which characterizes the school is set.

The findings of the study conducted by Donald Merryman[11] (1972) seem to support Rubin's observation of the importance of the role of the principal. The two schools in his study that had the least carryover of lasting results of inservice training in the use of media received the least support from their principals. Teachers, identifying barriers preventing greater media utilization, indicated a lack of support by the building principal.

Recommendations

1. Require a basic media course as a State requirement for certification because relatively few teachers have received formal training in the use of educational media.
2. Require personnel to be trained in instructional technology through workshops, seminars, inservice training, or higher education courses.
3. Provide an *integrated* program which includes necessary courses in both library science and educational technology.
4. Make consultative services available to LEA's and other public institutions as a part of their total educational responsibility.

FOOTNOTES

Objective A

[1]James W. Armsey and Norman C. Dahl. *An Inquiry Into the Uses of Instructional Technology*. New York: The Ford Foundation, 1973, p. 101.

[2]Dale C. Brown and the SLMPY Award Committee. "Media Programs Worth Their Keep." *School Media Quarterly*, Summer 1974, p. 360.

[3]Maryland State Department of Education. *1976-1980 Master Plan for the Development of Library Services in the State of Maryland*, 1974, pp. 1-3.

Objective B

[4]National Study of School Evaluation. *Elementary School Evaluative Criteria*. Virginia, 1973.

Objective C

[5]The Carnegie Commission on Higher Education. *The Fourth Revolution: Instructional Technology in Higher Education*. New York: McGraw-Hill, 1972, p. 86.

[6]Maryland State Department of Education. *Criteria for Modern School Media Programs*. Baltimore: Maryland State Department of Education, 1973, p. 12.

[7]C. Neil Sherman, et al. *The Educational Center: An Introduction*. Los Angeles: Tinnon-Brown, 1969.

[8]U.S. Office of Education, National Center for Educational Communication. "General Announcement of Local Educational Information Centers." Mimeo.

[9]*Standards for Library Functions at the State Level*. Chicago: American Library Association, 1970.

Objective E

[10]*Media Programs: District and School*. Chicago: American Library Association, and Washington, D.C.: Association for Educational Communications and Technology, 1975, p. 7.

[11]James W. Armsey and Norman C. Dahl. *An Inquiry Into the Uses of Instructional Technology*. New York: The Ford Foundation, 1973, p. 16.

[12]*Media Programs: District and School*. Chicago: American Library Association, and Washington, D.C.: Association for Educational Communications and Technology, 1975, p. 15.

[13]The Carnegie Commission on Higher Education. *The Fourth Revolution: Instructional Technology in Higher Education*. New York: McGraw-Hill, 1972, p. 34.

Objective F

[14]*Media Programs: District and School*. Chicago: American Library Association, and Washington, D.C.: Association for Educational Communications and Technology, 1975, p. 56.

[15]*Ibid.*, p. 57.

Objective G

[16]International Council of Educational Development. *Instruction Broadcasting: A Design for the Future*, January 15, 1971, p. 5.

[17]Dave Berkman. "The Learning Industry and ITV," *Educational Broadcast Review*, Vol. V, No. 3, June 1971, p. 14.

[18]Louis Rubin, *A Study on the Continuing Education of Teachers* (Santa Barbara, California: Center for Coordinated Education, University of California), p. 18.

[19]Donald A. Merryman. *A Case Study of Individualized Inservice Training of Teachers in Educational Media* (unpublished Ed.D. dissertation, Temple University, 1972).

Status Report — Media Technology Program in Maryland

Part 2

There is considerable objective evidence that the Maryland State Department of Education is supportive of strong media technology programs at the State, district, and school levels.

1. All media-related activities except Instructional Television are within one administrative unit of the State Department of Education: The Division of Library Development and Services.
2. *Criteria for Modern School Media Programs*,[1] published by the Department in 1971 and approved by the State Board of Education, supports the philosophy of the unified program and suggests standards for personnel, materials, equipment, and facilities at district and local school levels.
3. State certification bylaws provide certification for supervisors, generalists, specialists, and associates engaged in media activities at district and school levels.
4. There are a number of institutions of higher education which are providing media education programs, embodying the concept of the unified approach to personnel, materials, and machines.
5. There are some outstanding demonstrations of media programs in the state.
6. There is a nucleus of media professionals in the state who are national leaders in the fields of educational technology and library science.
7. The Associate Superintendent, Bureau of Educational Programs, has appointed a Task Force to develop a long-range media technology plan for the state.

Nevertheless, there is also objective evidence that few of the schools in the state are meeting suggested State standards, and are approximately one-third lower than national standards.[2] Reasons for this are nebulous but some are worth consideration.

1. Even at the district level, the director or supervisor of the media program seldom has sufficient authority to have any real voice in top-level decisions.
2. The ratio of media personnel to classroom teachers is inadequate to allow for effective bargaining.
3. Many classroom teachers are reluctant to branch out in search of new ways of providing learning opportunities for students.
4. Superintendents of schools as well as principals fail to provide leadership in developing worthwhile media technology programs.

In the following comparisons and tables (1974-75[3]), Maryland State Department of Education statistics will be used.

In 1975, 96.3 percent of Maryland Public Schools had media centers serving 99.0 percent of the students in the public school systems. The total materials collection of 12.3 million items has reached 68.7 percent of the 1971 criteria or 34.4 percent of the 1975 national standards. Table 1 lists the materials collection holdings for the 24 local educational agencies. The current State expenditure for library books is $5.38 per pupil, insufficient even to maintain those collections allowing for losses and obsolescence. The 1974-75 expenditure per student ranges throughout the state from $0.53 per students in Baltimore City to $20.19 in Howard County. Table 2 lists expenditures per student for all Maryland counties and Baltimore City.

The number of media personnel has reached 46.7 percent of the 1971 State standards for professional personnel, and 0.2 percent of the State criteria for total media staff. Less than one third of the local units have reached 50 percent of the standard for professional personnel, and the range is extreme — from 5.9 percent in Garrett County to 95.0 percent in Howard County. Surprisingly, the larger urban systems of Montgomery and Prince George's Counties rated 59.9 percent and 41.6 percent, respectively.

The number of professional media persons averages less than one per school statewide, ranging from 0.2 per school in Garrett County to 1.3 per school in Baltimore County.

Table 1

Materials Collection in Library/Media Centers: School and Central Office Levels: Maryland Public Schools: 1974-75

Local Unit	School Level					Central Office Level				
	Total Media Centers	Materials Collections				Total Media Centers	Materials Collections			
		Total	Books	Periodicals	Non-Print		Total	Books	Periodicals	Non-Print
Total State	1,289	12,287,186	9,678,811	53,215	2,555,160	20	234,183	109,992	2,415	121,776
Allegany	34	210,582	172,739	811	37,032	X	11,396	90	6	11,300
Anne Arundel	98	955,011	731,878	5,038	218,095	X	23,357	11,613	307	11,437
Baltimore City	184	1,813,945	1,575,317	3,610	235,018	X	7,372	7,015	357	0
Baltimore	159	2,001,298	1,561,380	5,788	434,130	X	9,500	3,148	52	6,300
Calvert	9	90,886	71,088	685	19,113	X	2,758	1,759	72	927
Caroline	9	79,552	63,726	320	15,506	X	11,321	7,419	61	3,841
Carroll	27	235,393	190,850	1,039	43,414	X	6,854	1,643	94	5,117
Cecil	25	178,887	144,865	955	33,067	X	5,988	958	30	5,000
Charles	26	216,801	164,590	1,515	50,696	X	5,054	1,729	70	3,255
Dorchester	15	97,276	80,438	679	16,159	—	0	0	0	0
Frederick	33	306,844	241,306	1,358	64,180	X	27,190	6,278	163	20,749
Garrett	17	82,499	70,125	349	12,025	X	5,540	1,921	0	3,619
Harford	37	474,251	365,275	2,182	106,794	X	5,062	1,915	100	3,047
Howard	40	370,829	312,638	1,941	56,250	X	3,371	1,176	93	2,102
Kent	8	55,687	45,797	386	9,504	X	4,723	3,825	48	850
Montgomery	202	2,072,664	1,613,223	13,168	446,273	X	48,550	34,208	438	13,904
Prince George's	233	2,094,107	1,527,982	8,423	557,702	X	9,649	6,824	139	2,686
Queen Anne's	10	69,810	50,973	306	18,531	X	5,969	1,673	30	4,266
St. Mary's	24	181,337	135,624	882	44,831	X	3,075	2,575	150	350
Somerset	9	58,477	49,725	457	8,295	—	0	0	0	0
Talbot	12	85,472	58,404	614	26,454	—	0	0	0	0
Washington	43	247,389	213,065	1,269	33,055	X	25,078	11,440	188	13,450
Wicomico	22	208,810	167,628	832	40,350	X	12,376	2,783	17	9,576
Worcester	13	99,469	70,175	608	28,686	—	0	0	0	0

Source: Table 13 — *Facts About Maryland's School Media Programs*, 1974-75.

Table 2

Cost of Textbooks and Library Books: PreK-12: Maryland Public Schools: 1974-75

Local Unit	Cost of Textbooks		Cost of Library Books	
	Amount*	Per Pupil†	Amount*‡	Per Pupil†
Total State	$8,638,783	$ 9.81	$4,705,970	$ 5.38
Allegany	144,395	8.92	71,348	4.41
Anne Arundel	812,439	10.90	718,627	9.68
Baltimore City	2,102,237	11.94	93,749	0.53
Baltimore	1,349,484	10.89	421,572	3.40
Calvert	59,215	9.47	74,293	11.88
Caroline	31,920	6.34	39,681	7.89
Carroll	164,682	9.25	82,949	4.66
Cecil	126,998	9.85	97,308	7.55
Charles	186,440	11.74	185,498	11.68
Dorchester	46,525	7.59	22,825	3.80
Frederick	181,963	8.57	102,111	4.85
Garrett	27,081	4.72	25,241	4.41
Harford	435,915	13.66	190,016	5.96
Howard	249,385	11.73	429,460	20.19
Kent	42,382	11.75	25,419	7.05
Montgomery	841,066	6.66	898,385	7.41
Prince George's	1,187,451	7.89	785,554	5.33
Queen Anne's	39,348	8.74	23,679	5.26
St. Mary's	93,014	8.03	139,173	12.02
Somerset	33,142	7.81	42,655	10.05
Talbot	43,273	9.08	57,654	12.10
Washington	268,210	11.83	69,960	3.08
Wicomico	109,344	8.04	61,686	4.54
Worcester	62,874	9.96	47,127	7.46

* Selected Financial Data: Maryland Public Schools, 1973-74 Part II REIS-075-111-1/75
† Selected Financial Data: Maryland Public Schools, 1973-74 Part I REIS-075-112-1/75
‡ Library Books include print and nonprint materials

Source: Table 27 — *Facts About Maryland's School Media Programs,* 1974-75.

Table 3

Library/Media Staffing and Certification Status: Maryland Public Schools: 1974-75

Local Unit	School Level Staff				Central Office Staff			
	Professional			Technical and Clerical	Professional			Technical and Clerical
	Total	Fully Certified*			Total	Fully Certified*		
		Number	Percent			Number	Percent	
Total State	1,166.8	1,077.6	92.4	734.5	52.3	34.5	66.0	175.9
Allegany	20.6	20.2	98.1	1.8	1.0	0.0	0.0	4.0
Anne Arundel	89.0	85.1	95.6	61.5	7.0	5.0	71.4	22.0
Baltimore City	161.7	130.7	80.8	82.2	7.0	5.0	71.4	1.0
Baltimore	201.1	200.0	99.5	79.5	0.8	0.0	0.0	6.1
Calvert	10.0	10 0	100.0	9.8	1.0	1.0	100.0	1.0
Caroline	8.5	8.0	94.1	1.0	1.0	1.0	100.0	1.0
Carroll	24.5	20.0	81.6	7.7	2.0	2.0	100.0	1.0
Cecil	13 9	13.9	100.0	3.6	1.0	1.0	100.0	1.0
Charles	20.5	18.5	90.2	8.3	2.5	0.5	20.0	2.2
Dorchester	8.5	6.5	76.5	11.5	0.0	0.0	0.0	0.0
Frederick	33.4	31.4	94.0	15.2	2.0	2.0	100.0	3.0
Garrett	3.0	2.0	66.7	2.0	0.0	0.0	0.0	1.0
Harford	42.3	41.6	98.3	1.5	0.0	0.0	0.0	2.6
Howard	44.0	44.0	100.0	20.2	2.0	2.0	100.0	11.0
Kent	5.7	3.0	52.6	2.1	0.0	0.0	0.0	0.5
Montgomery	200.5	197.5	98.5	262.5	20.0	12.0	60.0	109.5
Prince George's	188.0	184.0	97.9	70.5	0.0	0.0	0.0	1.0
Queen Anne's	3.3	2.0	60.6	5.9	1.0	0.0	0.0	1.0
St. Mary's	24.9	17.5	70.3	2.5	1.0	1.0	100.0	3.0
Somerset	4.0	2.0	50.0	1.0	0.0	0.0	0.0	0.0
Talbot	6.0	6.0	100.0	9.0	0.0	0.0	0.0	0.0
Washington	37.4	22.7	60.7	7.9	2.0	1.0	50.0	4.0
Wicomico	7.0	5.0	71.4	19.6	1.0	1.0	100.0	0.0
Worcester	9.0	6.0	66.7	7.7	0.0	0.0	0.0	0.0

Note. Data exclude volunteers

* Professional staff meeting State certification requirements for Library/Media Positions

Source: Table 2 — *Facts About Maryland's School Media Programs*, 1974-75.

At the school level there are 1,166.8 professional media staff statewide, and approximately 92 percent of these are certified. At the system level there are 52.3 professional staff assigned the responsibility to work with the professional materials collection, and 66 percent of these have State certification. Thirteen of the 24 local school systems have full-time media personnel assigned to the supervision and development of school media programs. In general, there is approximately one half of a paid technical and/or clerical person for each professional person at the elementary level, increasing to nearly one paid technical/clerical person for each professional at the secondary level.

The total number of clerical/technical persons in the public schools is 734.5 statewide. Thus, the 1,339 public schools statewide average 0.81 certified professionals in media per school, or one certified professional for every 830 students. Table 3. lists the library/media staff at the school and central office levels for each of the 24 local school systems.

Adding non-certified professionals and other paid technical and clerical staff changes the distribution. Dorchester, Montgomery, Queen Anne's, Talbot, and Wicomico Counties have more aides employed than professional staff. This advances Montgomery County to the favorable ratio of one media-related staff member for every 268.5 students. At the other extreme, we find Garrett County with one media-related staff member for every 1,145.8 students. There are 24 school districts with 96.3 percent of the schools in these jurisdictions having media centers.[4] In 1972-73, only 34 percent of the school media centers met minimum State criteria for space allocation.[5]

Two things are apparent from these statistics. One is that in 1975 there was an enormous gap between reality and the 1971 State criteria; the other is that there is tremendous variability in staffing and expenditures for media programs. In most instances the deficits in materials and personnel are reflected in the facilities and services which complement these programs. It is also clear that central city areas and rural areas do not have the same level of resources as the more affluent suburban communities. This is also exemplified by the range of educational expenditures per student from $798 per student in Garrett County to $1,504 in Montgomery County.[6]

No matter what standards are developed or what comparisons are made, it should be remembered that:

> Each school system must determine for itself how services, materials, and staff can best be adapted to meet its own objectives and priorities.[7]

The preceding data, however, suggest the need for State intervention at two levels:

1. State aid to provide substantial added media resources to rural and inner-city areas according to need, and
2. Complete compliance with the Maryland 1971 standards by 1985.

The certification of media professionals now requires competencies in both print and nonprint areas. This brings the credentials into line with the national standards of 1970 which recommend that:

> . . . the library be staffed with professionals trained in accredited library schools who would "function as 'media specalists' and not simply as book specialists. . . ."[8]

The integration of the audiovisual program with the school library under one administrative unit has been taking place for about a decade as traditional libraries are turned into media centers.

The person who receives certification under the newly unified program requires knowledge of educational systems and knowledge of media and information systems. Compared to the earlier credential, it integrates print and nonprint resources and has skills in curriculum design, production, and media management.

This requirement puts a new responsibility on institutions of higher education which offer programs in the fields of media. The College of Library and Information Services at the University of Maryland at College Park offers an approved program for the media associate, specialist, and

generalist. Towson State College has an approved program for the generalist — Level II certification endorsement. For years, Western Maryland College has offered both library science and audio-visual courses but has not been granted program approval for them. The University of Maryland, Baltimore Campus, is developing a graduate level program in Learning Systems Technology. The Anne Arundel Community College for several years has offered a program for Media Technician and Dundalk Community College has recently developed a similar program.

The needs for both pre-service and continuing education programs in the field are enormous and are taxing the abilities of the colleges and universities to provide these essential services.

FOOTNOTES

[1]Maryland State Department of Education. *Criteria for Modern Media School Programs, 1971.*

[2]*Media Programs: District and School.* Chicago: American Library Association, and Washington, D.C.: Association for Educational Communications and Technology, 1975.

[3]*Facts About Maryland's School Media Programs 1974-75.* Maryland State Department of Education, Division of Library Development and Services.

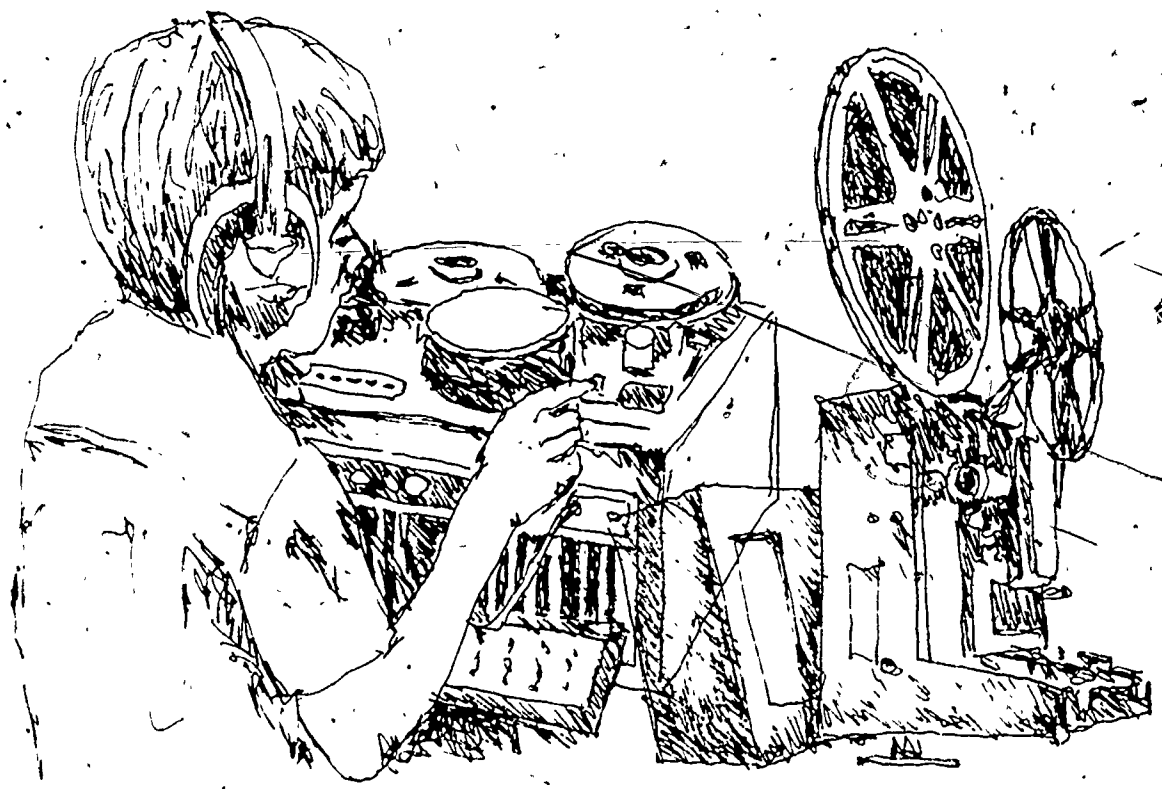
[4]*Ibid.*

[5]Maryland State Department of Education. *1976-1980 Master Plan for the Development of Library Services in the State of Maryland,* 1975.

[6]*Facts About Maryland Public Education,* 1974-75, pp. 20-21.

[7]Maryland State Department of Education. *Criteria for Modern School Media Programs,* 1971, p. 4.

[8]Bud L. Gambee. "Standards for School Media Programs, 1920: A Lesson from History." *American Libraries* 1:483-5. May 1970.



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November 18, 1975

Dr. Frederick J. Brown, Jr.
Associate State Superintendent
Bureau of Educational Programs
Maryland State Department of Education
P.O. Box 8717, BWI Airport
Baltimore, Maryland 21240

Dear Dr. Brown:

Attached you will find a copy of the preliminary report of the Task Force for Long-Range Planning for Media Technology in Maryland. This report is being submitted to fulfill your request that such a study be undertaken.

The charge given by you to the Task Force members stated that they were:

> To develop a plan of action which will direct and accelerate the corporation, adoption, and use of instructional technology within the educational programs being provided to and by the 24 local educational agencies in Maryland.

In light of this mandate, the workings, study, and deliberations of this 16-member group have focused upon the entire range of instructional technology. Our major concern always focused upon how instructional technology affected the teaching/learning process. It is felt that the information contained in this document will be extensively used by the staffs of the Maryland State Department of Education and the local education agencies as they continue to develop their educational programs.

Should you have any questions regarding this report or desire to discuss the recommendation or any of the contents, I would be most happy to meet with you at your convenience.

Sincerely,

David R Bender

David R. Bender
Assistant Director

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