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ABSTRACT
                Designed to provide a framework for systematically
collecting data and information about media programs at the building
and district levels, this workbook is intended for use as part of a
formative evaluation process to accomplish the following goals: (1)
assisting the local school district in organizing descriptive data
for the purpose of improving its media program, (2) providing
descriptive data for use by outside agencies invited to participate
in the local planning and evaluation process, and (3) providing an
assessment tool for purposes of accreditation. It is suggested that
the workbook be used in conjunction with "Media Programs: District
and School" (AECT and ALA, 1975) as well as current guidelines or
standards and local program goals and objectives. (MER)
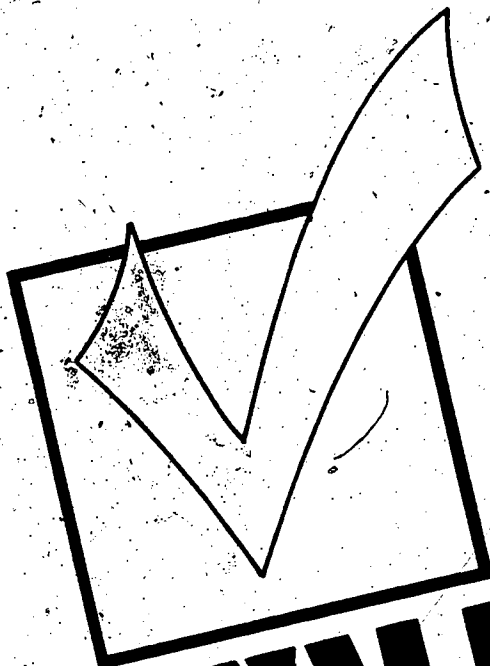
EVALUATING MEDIA PROGRAMS: DISTRICT & SCHOOL

Committee on Evaluation of Media Programs
Association for Educational Communications and Technology
Washington, D.C.

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PURPOSE

This instrument, *Evaluating Media Programs: District and School*, has been developed in direct response to a need expressed by many types of education professionals. It reflects the 1975 AECT/AASL publication, *Media Programs: District and School.** *Evaluating Media Programs: District and School* is designed to provide a framework for systematically collecting data and information about media programs at building and/or district levels.

A media program, as defined in *Media Programs: District and School* ". . . exists to support and further the purposes formulated by the school or district of which it is an integral part, and its quality is judged by the effectiveness in achieving program purposes. . . ." This evaluation instrument is based on the assumption that *the purpose of evaluation is not to prove but to improve.* This instrument is intended for use as part of a formative evaluation process. That is, using this instrument should create changes in the media program. The changes should be based on how well the data collected indicate the progress toward meeting explicitly stated goals and objectives.

This evaluation instrument is intended to accomplish the following goals:

1. To assist the local school district in organizing descriptive data for the purpose of improving its media program.

2. To provide descriptive data for use by outside agencies invited to participate in the local planning and evaluation process.

3. To provide an assessment tool for purposes of accreditation.

The evaluation instrument should be completed in its entirety and used as a total document. Results should then be incorporated into the total planning and evaluation process. It is suggested that this evaluation document be used in conjunction with *Media Programs: District and School* as well as current state guidelines or standards and local program goals and objectives.

PROCEDURES

This section includes suggested procedures for both internal self-evaluation and outside agency evaluation. Regardless of who initiates the process, how the process is carried out, or how the results are used, it is imperative that the local District Superintendent fully understand what is to be done, by whom, and with what objective. This is especially important if the evaluation is to be conducted by an outside agency.

Internal Self-evaluation

In cases where this document is to be used as an internal self-assessment tool, a committee composed of the following persons is recommended: certified and non-certified media personnel, administrators, and teachers. In addition, the local district may want to consider using students and community members as part of the evaluation team. Many of the team activities outlined for outside agency evaluation may be appropriate for internal self-evaluation. It is not recommended that a single individual (e.g., the head of the media program) complete the forms or that individuals complete parts of the instrument in isolation. Rather it should be a well-organized team effort involving a variety of education professionals as well as students and community representatives.

Outside Agency Evaluation

Although this instrument will most often be used for an internal self-evaluation of a program, it may also be used as a basic input for an independent team of evaluators. A more objective evaluation can be made by people not personally involved in the local program. It is suggested that a respected media professional from an area other than the local area be used to organize or assist in the organization and sponsorship of a team. A team of four to six people, some of whom are media professionals knowledgeable of local norms and standards is recommended. The local district may also want to include representatives from the State Education Agency and/or the university system.

Initial contacts should be conducted with the district administration, the entire district media staff including support personnel, representative departmental supervisors, and building level personnel. The team should split into smaller groups to effect greater coverage.

The chairperson should contact the district two to three months prior to the evaluation to be assured of their intent and of their data gathering and collection of self-study instruments from building level personnel. The evaluation team leader should then make a personal visit to the district at least three weeks prior to the arrival of the visitation team to accomplish the following:

A. Obtain a signed letter of authorization from the District Superintendent;

B. Obtain copies of policies, contracts for services, organizational charts and other pertinent data;

C. Obtain copies of the completed instrument for distribution to the team. This should be a district composite of the data. The individual school instruments should be available to the team as needed during their visit-ation. Copies of all data should be sent to all team members at least two weeks prior to visitation;

D. Consult with the person requesting the evaluation and organize the data;

E. Arrange for living accommodations for the visiting team.

On the evening before the evaluation, the chairman should plan a meeting of the team to brief them on the plans, make sub-group team assignments and distribute further data.

It is recommended that team visits should be from three to five days depending on the size of the district. The following schedule is recommended:

A. One day for central office visitation.

B. One to three days for school visitation.

C. One day for report preparation and report to the Superintendent and staff.

A preliminary oral report should be given by the chairman to the district staff on the last day of the visitation. Copies of a final report should be completed and submitted to the district within three weeks of the visitation.

Each team member is responsible for familiarizing himself with all of the data sent to him in advance. Each team member should be completely familiar with the instrument. The responsibility for objectivity, particularly dealing with the qualitative factor of the media program, lies with each member of the team.

Information about the district and the evaluation should be considered confidential.

> If the evaluation is to be done by outside specialists, it is a very strong recommendation that this be fully understood and authorized by the District Superintendent. An authorization letter from the Superintendent should be supplied to the team organizer or sponsoring organization.

PROCEDURAL PLAN

It is important to note that the sections need not be done in chronological order. They can be done simultaneously or in any sequence depending upon how your committees are organized. Read the entire document and then outline here your plans for dealing with each section.

Section	Activities	Person Responsible	Time Needed
A			
B			
C			
D			
E			
F			
G			
H			
Plan of Action			

A. SCHOOL DISTRICT PROFILE

Information for the School District Profile should be readily available from the superintendent's or principal's office. The form provided may be used or the information may be inserted in its existing form.

This type of information, while it may at first appear trite, is necessary to provide a framework within which to place the media program. The information can be gathered by one person while work on some of the other sections is underway.

A. The following is simple and straightforward and should be easily obtained from the Superintendent's office. The purpose is to show numbers of students and staff in relation to numbers of media staff in schools throughout the district.

SCHOOL DISTRICT PROFILE

Name of School	Grades	Total Student Enrollment	Staff		Media Staff	
			Prof.	Support	Prof.	Support
	Totals					

B. Enter information about district programs such as media, special education, reading, etc. This information should be separate and distinct from specific school information obtained in A. The purpose is to identify unique populations to be served by the media program, to use as resources, and to locate areas of overlap for coordination.

Name of District Program	Contact Person	Type of Student Served	Approximate # Students Served	# Staff	
				Prof.	Support

C. Obtain or develop a brief description of the community and its resources. Include such factors as the following:

population trends
ethnic composition
industrial impact
type of community
  (urban, rural, suburban)

cultural resources
academic resources
institutions of higher education
state, regional, local
  government resources
etc.

D. Attach any existing statements of philosophy or goals of the school district.

E. Obtain or develop an organizational chart showing how the district incorporates the media program, at whatever levels it exists.

B. MEDIA PROGRAM GOALS & POLICIES

Insert a copy of the district and school media program goals and objectives. Also insert a copy of all policies that pertain to the media program.

If no such documents exist, write a brief statement of what the goals and policies appear to be, given the nature of the existing program.

This is an important step for both evaluating the current program, and in developing a plan for the future of the program. In deciding where to go from here, you must have this information as a point of departure.

C. BUDGET

A format is provided for citing budget and expenditures for the media program. Use it as a guide or use your own budget format, whichever will offer the most useful information. You should have both district and the building budgets.

In addition, there is a brief questionnaire regarding the evaluation of the media budget. This should be completed whether you use your own budget format or the one provided here.

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BUDGET

Building _____

District _____

BUDGET (for media equipment, materials, personnel, and services)

Enter the correct figures in columns "a" and "b" of the chart below to show actual expenditures for the media program in the two years preceding the current year, and in column "c" to show the amounts budgeted for specific categories during the current year. Specify years in all three columns.

I. Item(s) of expenditure	2 years preceding current year 19 __ -19 __	1 year preceding current year 19 __ -19 __	Current year budget 19 __ -19 __
	a	b	c
A. Line item totals			
1. Library books & materials	$	$	$
2. Audiovisual materials			
3.* AV equipment (not replacement)			
4.* AV equipment (replacement)			
5. TOTAL of lines 1, 2, 3, & 4 above			
B. Per pupil expenditure for media program materials & equipment. Divide line 5 by the enrollment.			
C. Media Staff Salaries			

*Note: Include not only portable television equipment, but also centralized television installations.

II. Revenue (current year only)	
A. Total district budget	
1. State funding	$
2. Local funding	
3. Federal funding	
B. Media budget	
1. District	
2. Federal (identify)	
a.	
b.	
c.	
d.	
3. Other (PTA, etc.)	

III. Expenditures

Enter the correct figures for expenditures per item in the list below for the years preceding the current year in columns "a" and "b," and list budget figures for the current year in column "c." Specify the years.

	2 years preceding current year 19 ___ -19 ___	1 year preceding current year 19 ___ -19 ___	Current year budget 19 ___ -19 ___
	a	b	c
A. Materials: print only			
1. All books	$	$	$
2. Encyclopedias (general)			
3. Periodicals, pamphlets, etc.			
B. Materials: nonprint only			
1. 16mm film			
2. 8mm film			
3. Filmstrips (sound & silent)			
4. Slides			
5. Transparencies			
6. Recordings (audio)			
7. Recordings (video)			
8. Maps, globes, charts, models			
9. Microform			
10. Other (specify)			
11. Supplies and materials for production			
C. Fees for payments to outside agencies (regional, state, commercial)			
1. Regional or state contracted services			
2. Rental fees			
D. Audiovisual equipment*			
1. Purchase of new			
2. Replacement			
3. Repair			
4. Rental			
SUBTOTAL (forward to next page)	$	$	$

*Note: Include portable television equipment and centralized television installations.

SUBTOTAL (forwarded from previous page)	$	$	$
	2 years preceding current year 19 ___ -19 ___	1 year preceding current year 19 ___ -19 ___	Current year 19 ___ -19 ___
	a	b	c
E. Other (specify if not listed below)			
1. Professional travel			
2. Professional materials			
3. Professional growth (workshops, consultants, etc.)			
F. TOTAL of above	$	$	$
G. PER PUPIL expenditure for media (Divide line "E" by enrollment)			
H. Estimated expenditures for:			
1. Program maintenance			
2. Program development			

EVALUATION OF THE BUDGET

- Check the answers to the following questions on the proper line:

	Yes	No

1. Is a separate media budget prepared?.................... ☐ ☐

2. Does the media manager have responsibility for the development of the budget for the media program?.................. ☐ ☐

   If "No" indicate person responsible:

3. How are the media funds allocated?

   a) by school district?........................... ☐ ☐

   b) by school?.................................. ☐ ☐

   c) by department?............................. ☐ ☐

4. Does the media manager have control over the expenditure of the media funds?.................................... ☐ ☐

   If "No" indicate person who has control:

5. Do the budget and budgetary procedures contribute to the effectiveness of the media program?...................... ☐ ☐

D. PERSONNEL

A format is provided here to describe the role and qualifications of each media program staff member. The forms for certified and non-certified support personnel can be duplicated for each staff member.

The Media Duty Profile is designed to show graphically the activities of each staff member. This profile should, at some point in the process, be compared to existing and planned role descriptions for each staff member.

Insert in the notebook an organizational chart that shows how the media staff relate to one another.

CERTIFIED PERSONNEL

Note: *All media personnel* should be accounted for in this report of data.

Building _____

District _____

A. Certified media personnel.

   Head of the media program:

   Name _____

   Title _____

   1. Present assignment.
      a. Percentage of day as media director: _____

      b. Percentage of day in other duties (specify duties): _____

      c. Summarize or attach job description.

   2. Preparation and experience.
      a. Credentials held:

      b. Teaching experience (list by area, number of years, and level):

      c. Media administration experience (list as in "b" above):

      d. Professional growth within last 5 years (courses, workshops, etc.):

   3. Professional activities (memberships, offices held, committees):

   4. Community activities:

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NON-CERTIFIED SUPPORT PERSONNEL

Note: *All media personnel* should be accounted for in this report of data.

Building _____

District _____

B. Non-Certified personnel.*
   Technicians, Clerks, Aides, Student Assistants, Volunteers.
   Name: _____

   1. Current assignment on media staff:

      a. Brief job description

      b. ☐ Paid   ☐ Non-Paid

   2. Preparation and experience (indicate instances of special preparation and/or training which qualify technician for current assignment).

   3. Other related work experience.

   Name: _____

   1. Current assignment on media staff:

      a. Brief job description

      b. ☐ Paid   ☐ Non-Paid

   2. Preparation and experience (indicate instances of special preparation and/or training which qualify technician for current assignment).

   3. Other related work experience.

Student Assistants (enrolled in school)   Number assigned to media: _____

                                             Full-time equivalent: _____

Volunteer Aides (not enrolled in school)   Number assigned to media: _____

                                             Full-time equivalent: _____

*Prepare as many forms as needed.

MEDIA DUTY PROFILE

Instructions for use

Part 2 of this section is entitled the Media Duty Profile and is intended to indicate the involvement of media personnel in various assigned duties. The list of 30 tasks is only a sample. For additional items, see the note at the top of the following page.

If the media program being evaluated is served through a single professional person, use the letter "c" to signify that media specialist.

Example: 7.   Instructs students in media skills.   A B Ⓒ D E F G H

Circle the letter or letters following each statement to identify the person(s) who perform each task as a major assignment at the school level. Underline clearly in red (or other color) to identify the person(s) who perform each task at the district level.

Example: 14.   Produces graphic, photographic and
               audio instructional materials and
               displays.   A B Ⓒ D E F G H

Media Duty Profile

NOTE: The items below are illustrative only. Other or additional items may be used. Consult the Behavioral Requirements Analysis Checklist (ALA) and/or Jobs in Instructional Media Study (AECT) for items.

Media staffing references in these pages are as follows:

A   Director of district media program
B   Head of school media program   ⎱ Certified
C   Media specialist

> For A through H, substitute the correct titles of your own media staff.

D   Media technician
E   Media aide and/or clerk
F   Student aide   ⎱ Noncertified support personnel
G   Other
H   Not Performed

Please circle the letter or letters following each statement to identify the person(s) who perform each duty as a major assignment at the school level. Underline in red (or other color) the letter or letters following each statement to identify person(s) who perform each duty as a major assignment at the district level.

1. Confers with administrators and/or school board
    concerning media operation, programs and bud-
    gets. . . . . A B C D E F G H

2. Participates in curriculum development and
    revision . . . . A B C D E F G H

3. Designs learning materials . . . . A B C D E F G H

4. Helps to develop and implement proposals for
    federal projects, programs and service units . . . . . . A B C D E F G H

5. Coordinates selection and evaluation of learning materials and appropriate equipment . . . .   A B C D E F G H

6. Conducts inservice for faculty . . . .   A B C D E F G H

7. Instructs students in media skills . . . .   A B C D E F G H

8. Organizes the media collection. . . . .   A B C D E F G H

9. Maintains and repairs equipment and instructional materials . . . .   A B C D E F G H

10. Schedules and distributes both hardware and software . . . .   A B C D E F G H

11. Provides training for aides and student assistants . . . .   A B C D E F G H

12. Duplicates educational materials. . . . .   A B C D E F G H

13. Serves teachers and students as a resource person. .   A B C D E F G H

14. Produces graphic, photographic and audio instructional materials and displays . . . .   A B C D E F G H

15. Provides storytelling experiences and introduces materials of special interest to class groups . . . . . .   A B C D E F G H

16. Maintains instructional materials files: pictures, charts, maps, vertical, and other . . . .   A B C D E F G H

17. Keeps and up-to-date inventory . . . .   A B C D E F G H

18. Operates office machines and equipment . . . .   A B C D E F G H

19. Gives individual guidance in research and reading . . . .   A B C D E F G H

20. Attends and participates in meetings of professional organizations . . . .   A B C D E F G H

21. Replaces bulbs . . . .   A B C D E F G H

22. Files shelf list and catalog cards above the rod . . .   A B C D E F G H

23. Locates bibliographical information . . . .   A B C D E F G H

24. Assists at the charging desk . . . .   A B C D E F G H

25. Reserves instructional media . . . .   A B C D E F G H

26. Keeps informed and in touch with recent developments in media research . . . .   A B C D E F G H

27. Suggests related materials, ideas, and resource people for classroom units and provides materials for extracurricular activities . . . .   A B C D E F G H

28. Directs effective use of ITV . . . .   A B C D E F G H

29. Promotes use of ITV . . . .   A B C D E F G H

30. Operates video tape recorder . . . .   A B C D E F G H

31. Organizes media search services . . . .   A B C D E F G H

E. OPERATION & SERVICES

This section contains twelve distinct operation or service aspects of the media program. There is a blank page to photocopy and add any additional aspects you feel are appropriate. The twelve areas are arranged as follows in alphabetical order:

Accessibility
Administration
Consultation
Dissemination
Distribution
Information Storage
  & Retrieval

Inservice
Materials & Equipment
Production
Reference
Selection Policy
Selection Procedures

Each of the aspects is viewed through a five-point descriptive scale. The first descriptor presents a situation approximating the ideal, and the final entry presents the opposite. The middle entry reflects the mean, lacking some of the attributes included in the first but being considerably better than the situation reflected in the last item. The second and fourth entries are blank. The absence of descriptors here is to permit space for entering characteristics which may have been excluded from the stated entries but which enhance the actual situation so as to make it qualify for a rating better than those provided. Mark the box opposite the one entry which most nearly describes the media program.

In the space for COMMENT, a qualifying statement may be made to expand upon the single item checked above. This section may be used for making specific recommendations for the future, or to highlight factors which might otherwise go unnoticed.

Reality includes constraints. An assumption is made in this section that constraints generally fall into one of five areas which are listed in alphabetical order at the bottom of each page. For each constraint, space is provided to list specifics regarding your media program, and to list capsule proposals to reach the optimum situation described at the top of each page. You will find this information crucial in the development of your PLAN OF ACTION.

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ACCESSIBILITY

☐ A. The media program provides for centers which are open and staffed throughout the school day and other times as required to meet the needs of the students and teachers.

☐ B.

☐ C. Media centers are accessible only by prior scheduling arrangements or on a part-time basis.

☐ D.

☐ E. No identifiable media centers are evident.

COMMENT:

	Constraints	Capsule proposals to meet A
Facilities-		
Money--		
People--		
Policy--		
Time--		

ADMINISTRATION

☐ A. The Head of the media program:
1. prepares a media program budget
2. develops a long-range plan
3. organizes and manages the program
4. develops job descriptions and supervises the supportive staff
5. maintains statistical records and makes reports necessary for evaluation and accountability
6. conducts continuous evaluation of media services
7. participates in curriculum planning and development

☐ B.

☐ C. The head of the media program is responsible for only some of the items listed in "A" above. (Please specify by number.)

☐ D.

☐ E. The head of the media program has no administrative authority.

COMMENT:

	Constraints	Capsule proposals to meet A
Facilities--		
Money--		
People--		
Policy--		
Time--		

CONSULTATION

☐ A. Media personnel, employing not only the resources of the school media center but also community resources, are directly involved with teachers and students in planning and bringing about learning experiences to accomplish educational objectives.

☐ B.

☐ C. Media personnel are involved in a limited way with teachers and students in bringing about learning experiences in support of educational objectives.

☐ D.

☐ E. Media personnel are not available to assist teachers and students in the use of media.

COMMENT:

	Constraints	Capsule proposals to meet A
Facilities--		
Money--		
People--		
Policy--		
Time--		

DISSEMINATION

☐ A. Media personnel regularly inform staff and students about available resources and services.

☐ B.

☐ C. There is some dissemination of information about available resources and services.

☐ D.

☐ E. There is no program of dissemination of information regarding available resources and services.

COMMENT:		

	Constraints	Capsule proposals to meet A
Facilities--		
Money--		
People--		
Policy--		
Time--		

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DISTRIBUTION

☐ A. The media program provides an effective distribution system to meet the needs of students and teachers.

☐ B.

☐ C. There is no assurance that materials and equipment are available at the right time or place.

☐ D.

☐ E. No provision is made for distribution.

COMMENT:

	Constraints	Capsule proposals to meet A
Facilities--		
Money--		
People--		
Policy--		
Time--		

INFORMATION STORAGE & RETRIEVAL

☐ A. Accurate and easily used information is maintained, to identify for use, materials, equipment, and other resources, available through the media program.

☐ B.

☐ C. A catalog is maintained of print materials only.

☐ D.

☐ E. No catalog is maintained.

COMMENT:

	Constraints	Capsule proposals to meet A
Facilities--		
Money--		
People--		
Policy--		
Time--		

INSERVICE

☐ A. The media program provides for the planning and conducting of continuous inservice education activities concerned with the selection, development, production, and the use of all types of educational media.

☑ B.

☐ C. Provisions for inservice are informal but are available on request to individuals and/or groups.

☐ D.

☐ E. No provisions have been made for inservice education activities relating to the selection, development, production and the use of all types of educational media.

COMMENT:

	Constraints	Capsule proposals to meet A
Facilities--		
Money--		
People--		
Policy--		
Time--		

MATERIALS & EQUIPMENT

☐ A. The media program provides for:
1. Acquisition (ordering, receiving, etc.)
2. Cataloging and processing for both print and nonprint materials
3. Maintaining an inventory of total holdings
4. Maintenance of materials
5. Maintenance of equipment
6. Circulation procedures
7. Adequate amounts of equipment and materials

☐ B.

☐ C. The media program provides limited services of those items listed in "A" above.

☐ D.

☐ E. No provisions are made for items 2 through 7 listed in "A" above.

COMMENT:

	Constraints	Capsule proposals to meet A
Facilities--		
Money--		
People--		
Policy--		
Time--		

PRODUCTION

☐ A. The media program provides expertise in and facilities for the production of a variety of educational media not otherwise available, and meets most production demands for such media as films, filmstrips, slides, graphics, recordings, and reprography.

☐ B.

☐ C. Limited production facilities are available for teachers to produce their own materials.

☐ D.

☐ E. No provisions have been made for production of materials.

COMMENT:

	Constraints	Capsule proposals to meet A
Facilities--		
Money--		
People--		
Policy--		
Time--		

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REFERENCE

☐ A. The media program provides the expertise in information retrieval service to staff and students in support of instructional objectives.

☐ B.

☐ C. Reference materials are available to staff and students for seeking out information but there is no service rendered to assist them in the compilation of information.

☐ D.

☐ E. There is no provision for reference service.

COMMENT:

	Constraints	Capsule proposals to meet A
Facilities--		
Money--		
People--		
Policy--		
Time--		

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SELECTION POLICY-I

☐ **A.** A written statement has been developed and accepted by the school board to reflect the basic goals, objectives and procedures to assure quality selection of a variety of materials and equipment.

☐ **B.**

☐ **C.** A policy statement has been drafted in general terms and does not yield itself to specific interpretation.

☐ **D.**

☐ **E.** No policy statement governing selection exists.

COMMENT:

	Constraints	Capsule proposals to meet A
Facilities--		
Money--		
People--		
Policy--		
Time--		

SELECTION POLICY-II

☐ A. An approved statement is on file which establishes procedures for handling challenges to materials on the basis of content.

☐ B.

☐ C. A policy statement has been drafted in general terms and does not yield itself to specific interpretation.

☐ D.

☐ E. No policy statement exists.

COMMENT:

	Constraints	Capsule proposals to meet A
Facilities--		
Money--		
People--		
Policy--		
Time--		

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SELECTION PROCEDURES

☐ A. Students and teachers are encouraged throughout the year to suggest equipment and materials for acquisition; materials are brought in for preview and evaluation; at the time for ordering, the media specialist invites input from the faculty and administration in establishing priorities for purchase.

☐ B.

☐ C. The media specialist orders all media items, trying to anticipate next year's needs in the light of this year's experience.

☐ D.

☐ E. There is no regular systematic plan for the selection of media items.

```
COMMENT:



```

	Constraints	Capsule proposals to meet A
Facilities--		
Money--		
People--		
Policy--		
Time--		

_____

☐ A. _____

☐ B.

☐ C. _____

☐ D.

☐ E. _____

COMMENT:

	Constraints	Capsule proposals to meet A
Facilities--		
Money--		
People--		
Policy--		
Time--		

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OPERATION & SERVICES PROFILE

	A	B	C	D	E	
ACCESSIBILITY						
ADMINISTRATION						
CONSULTATION						
DISSEMINATION						
DISTRIBUTION						
INFORMATION STORAGE & RETREIVAL						
INSERVICE						
MATERIALS & EQUIPMENT						
PRODUCTION						
REFERENCE						
SELECTION POLICY						
SELECTION PROCEDURES						

F. COLLECTIONS

The format of this section has been designed to complement the Collections chapter of *Media Programs: District and School* in which the media materials and the corresponding media equipment are presented together.

Because an inventory number has relevance only in comparison to an accepted standard, you are asked to identify first the standard to be used in this evaluation and to enter the recommendation on line "b" of the form. This standard may be (1) a State recommendation, (2) an accrediting agency recommendation, or (3) the standards from *Media Programs: District and School (1975)*.

Enter on line "a" of the form, the actual count of materials and corresponding equipment within the school plant to which the students and teachers have access. Line "b" has been completed as directed above. Line "c" is the difference between present status (line "a") and basic recommendation (line "b"). Line "d" is the rating of the present collection expressed in percentage; *i.e.*, divide the number in line "a" by the number in line "b".

Line "e" is the recommendation presented in *Media Programs: District and School* (1975) for a school up to 500 enrollment. See reference in paragraph 1 above for converting the appropriate numbers in accordance with school size. Line "f" is the difference between present status (line "a") and the 1975 recommendations (line "e").

Enter on line "g" a number which represents an optimum goal for your specific program.

Use the COMMENT box to write notes specific to your collection and your goals.

TOTAL COLLECTION

	MATERIALS	EQUIPMENT
a. Base collection in the school		
b. Basic recommendation—state or local (convert to represent actual school size)		
c. Need ("b" minus "a")		
d. Rating ("a" divided by "b") %		
e. 1975 AECT/AASL *Media Programs: District & School* recommendations	20,000 items located in the school or 40 items per user.	Shelving and/or cabinets to accommodate a minimum of 40 items per student, exclusive of textbooks.
f. Need ("e" minus "a") to 1975 recommendations		
g. Acquisition plan to reach goal (to meet "e" above)	19___ 19___ 19___	19___ 19___ 19___

COMMENT:

PRINT MATERIALS: BOOKS

	MATERIALS	EQUIPMENT
a. Base collection in the school		
b. Basic recommendation—state or local (convert to represent actual school size)		
c. Need ("b" minus "a")		
d. Rating ("a" divided by "b") %		
e. 1975 AECT/AASL *Media Programs: District & School* recommendations	8,000 to 12,000 volumes, or 16 to 24 per user.	
f. Need ("e" minus "a") to 1975 recommendations		
g. Acquisition plan to reach goal ("b" or "e" above)	19____ 19____ 19____	19____ 19____ 19____

COMMENT:

PRINT MATERIALS:
PERIODICALS, NEWSPAPERS, PAMPHLETS

	MATERIALS			EQUIPMENT		
a. Base collection in the school						
b. Basic recommendation—state or local (convert to represent actual school size)						
c. Need ("b" minus "a")						
d. Rating ("a" divided by "b") %						
e. 1975 AECT/AASL *Media Programs: District & School* recommendations	50 to 175 titles. (Pamphlets—type and quantity vary according to program needs).					
f. Need ("e" minus "a") to 1975 recommendations						
g. Acquisition plan to reach goal ("b" or "e" above)	19___	19___	19___	19___	19___	19___

COMMENT:

41

PRINT MATERIALS: MICROFORMS

	MATERIALS	EQUIPMENT
a. Base collection in the school		
b. Basic recommendation— state or local (convert to represent actual school size)		
c. Need ("b" minus "a")		
d. Rating ("a" divided by "b") %		
e. 1975 AECT/AASL *Media Programs: District & School* recommendations	Type and quantity vary according to program needs.	2 readers, one of which is portable, plus 1 reader-printer.
f. Need ("e" minus "a") to 1975 recommendations		
g. Acquisition plan to reach goal ("b" or "e" above)	19____ 19____ 19____	19____ 19____ 19____

COMMENT:

12

VISUAL MATERIALS: STILL IMAGES, FILMSTRIPS

	MATERIALS	EQUIPMENT
a. Base collection in the school		
b. Basic recommendation— state or local (convert to represent actual school size)		
c. Need ("b" minus "a")		
d. Rating ("a" divided by "b") %		
e. 1975 AECT/AASL *Media Programs: District & School* recommendations	500 to 2,000 items, or 1 to 4 per user.	10 projectors and 30 viewers.
f. Need ("e" minus "a") to 1975 recommendations		
g. Acquisition plan to reach goal ("b" or "e" above)	19___ 19___ 19___	19___ 19___ 19___

COMMENT:

43

VISUAL MATERIALS: SLIDES

	MATERIALS	EQUIPMENT
a. Base collection in the school		
b. Basic recommendation— state or local (convert to represent actual school size)		
c. Need ("b" minus "a")		
d. Rating ("a" divided by "b") %		
e. 1975 AECT/AASL *Media Programs: District & School* recommendations	*2,000 to 6,000 items, or 4 to 12 per user.	Projector: 6, or 1 per 100 users. Viewer: 10, or 1 per 50 users.
f. Need ("e" minus "a") to 1975 recommendations		
g. Acquisition plan to reach goal ("b" or "e" above)	19___ 19___ 19___	19___ 19___ 19___

*AECT/AASL *Media Programs: District & School* (1975) combines slides and transparencies.

COMMENT:

VISUAL MATERIALS: TRANSPARENCIES

	MATERIALS	EQUIPMENT
a. Base collection in the school		
b. Basic recommendation—state or local (convert to represent actual school size)		
c. Need ("b" minus "a")		
d. Rating ("a" divided by "b") %		
e. 1975 AECT/AASL *Media Programs: District & School* recommendations	*2,000 to 6,000 items or 4 to 12 per user.	Projector: 10, or 1 per 50 users.
f. Need ("e" minus "a") to 1975 recommendations		
g. Acquisition plan to reach goal ("b" or "e" above)	19___ 19___ 19___	19___ 19___ 19___

*AECT/AASL *Media Programs: District & School* (1975) combines slides and transparencies.

COMMENT:

VISUAL MATERIALS: GRAPHICS, POSTERS, ART & STUDY PRINTS, MAPS & GLOBES

	MATERIALS	EQUIPMENT
a. Base collection in the school		
b. Basic recommendation— state or local (convert to represent actual school size)		
c. Need ("b" minus "a")		
d. Rating ("a" divided by "b") %		
e. 1975 AECT/AASL *Media Programs: District & School* recommendations	800 to 1,200 items.	
f. Need ("e" minus "a") to 1975 recommendations		

g. Acquisition plan to reach goal ("b" or "e" above)	19___	19___	19___	19___	19___	19___

COMMENT:

	MATERIALS	EQUIPMENT
a. Base collection in the school		
b. Basic recommendation—state or local (convert to represent actual school size)		
c. Need ("b" minus "a")		
d. Rating ("a" divided by "b") %		
e. 1975 AECT/AASL *Media Programs: District & School* recommendations.	Access to 3,000 titles, with sufficient dupli-cate prints to satisfy 90% of all requests.	6 units, with 2 in media center, plus 1 additional unit for each 100 users.
f. Need ("e" minus "a") to 1975 recommendations		
g. Acquisition plan to reach goal ("b" or "e" above)	19___ | 19___ | 19___	19___ | 19___ | 19___

*AECT/AASL *Media Programs: District & School* (1975) combines these implying a choice of these formats to present moving/sound images.

COMMENT:

VISUAL MATERIALS: SUPER 8MM SILENT

	MATERIALS	EQUIPMENT
a. Base collection in the school		
b. Basic recommendation— state or local (convert to represent actual school size)		
c. Need ("b" minus "a")		
d. Rating ("a" divided by "b") %		
e. 1975 AECT/AASL *Media Programs: District & School* recommendations	500 to 1,000 items, or 1 to 2 per user.	20 cartridge load projectors and sufficient open reel projectors to accommodate use of available films, plus additional projector for every 75 users.
f. Need ("e" minus "a") to 1975 recommendations		
g. Acquisition plan to reach goal ("b" or "e" above)	19___ 19___ 19___	19___ 19___ 19___

COMMENT:

AUDITORY FORMATS: AUDIO RECORDINGS, TAPES, CASSETTES, DISCS, AND AUDIOCARDS

	MATERIALS	EQUIPMENT
a. Base collection in the school		
b. Basic recommendation— state or local (convert to represent actual school size)		
c. Need ("b" minus "a")		
d. Rating ("a" divided by "b") %		
e. 1975 AECT/AASL *Media Programs: District & School* recommendations	1,500 to 2,000 items or 3 to 4 per user.	30 audio reproduction units. 1 set of earphones per reproduction unit. 1 portable listening unit per 25 users.
f. Need ("e" minus "a") to 1975 recommendations		
g. Acquisition plan to reach goal ("b" or "e" above)	19___ 19___ 19___	19___ 19___ 19___

COMMENT:

AUDITORY FORMATS:
EDUCATIONAL BROADCAST RADIO

	MATERIALS	EQUIPMENT
a. Base collection in the school		
b. Basic recommendation— state or local (convert to represent actual school size)		
c. Need ("b" minus "a")		
d. Rating ("a" divided by "b") %		
e. 1975 AECT/AASL *Media Programs: District & School* recommendations	Access to specialized programs through public service broadcasting.	5 AM/FM receivers plus a central distribution system.
f. Need ("e" minus "a") to 1975 recommendations		
g. Acquisition plan to reach goal ("b" or "e" above)	19___ 19___ 19___	19___ 19___ 19___

COMMENT:

5ひ

TACTILE FORMATS: GAMES AND TOYS

	MATERIALS			EQUIPMENT		
a. Base collection in the school						
b. Basic recommendation— state or local (convert to represent actual school size)						
c. Need ("b" minus "a")						
d. Rating ("a" divided by "b") %						
e. 1975 AECT/AASL *Media Programs: District & School* recommendations	400 to 750 items.					
f. Need ("e" minus "a") to 1975 recommendations						
g. Acquisition plan to reach goal ("b" or "e" above)	19____	19____	19____	19____	19____	19____

COMMENT:

TACTILE FORMATS: MODELS AND SCULPTURE

	MATERIALS			EQUIPMENT		
a. Base collection in the school						
b. Basic recommendation—state or local (convert to represent actual school size)						
c. Need ("b" minus "a")						
d. Rating ("a" divided by "b") %						
e. 1975 AECT/AASL *Media Programs: District & School* recommendations	200 to 500 items.					
f. Need ("e" minus "a") to 1975 recommendations						
g. Acquisition plan to reach goal ("b" or "e" above)	19___	19___	19___	19___	19___	19___

COMMENT:

TACTILE FORMATS: SPECIMENS

	MATERIALS			EQUIPMENT		
a. Base collection in the school						
b. Basic recommendation— state or local (convert to represent actual school size)						
c. Need ("b" minus "a")						
d. Rating ("a" divided by "b") %						
e. 1975 AECT/AASL *Media Programs: District & School* recommendations	200 to 400 items.					
f. Need ("e" minus "a") to 1975 recommendations						
g. Acquisition plan to reach goal ("b" or "e" above)	19___	19___	19___	19___	19___	19___

COMMENT:

MISCELLANEOUS EQUIPMENT

See *Media Programs: District & School* for more detailed descriptions of recommended items.

		Opaque projectors	Microprojectors	Overhead projectors (Auditorium type)	Auditorium screens	16mm projectors— high intensity light	Slide projectors— high intensity light	Projection carts	Projection screens	CCTV distribution
a.	Base collection in the school									
b.	Basic recommendation— state or local									
c.	Need ("b" minus "a")									
d.	Rating ("a" divided by "b") %									
e.	1975 AECT/ AASL *Media Programs: District and School* Recommendations	1/MC + 1/500	1/MC +1 or more	1	1	1	1	1 per large equip.	1 per teaching station	1 outlet per teaching station
f.	Need ("e" minus "a") to 1975 recommendations									
g.	Acquisition plan to reach goal ("b" or "e" above)									

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PRODUCTION EQUIPMENT-I

*Only basic needs listed. See *Media Programs: District and School* for extended provisions.

		Copying machines	Duplication machines	Dry mount press	Paper cutters	Transparency makers	Typewriters, graphic
a.	Base collection in the school						
b.	Basic recommendation—state or local						
c.	Need ("b" minus "a")						
d.	Rating ("a" divided by "b") %						
e.	*1975 AECT/ AASL *Media Programs: District and School* Recommendations	1/MC & 1/500 users	1/MC & 1/500 users	1/building and tacking iron	1 30–36" in MC and add'l to meet needs	1 thermal 1 photo	1 large type style
f.	Need ("e" minus "a")						
g.	Acquisition plan to reach goal ("b" or "e" above)						

PRODUCTION EQUIPMENT-II

*Only basic needs listed. See *Media Programs: District and School* for extended provisions.

	Cameras, still	Cameras, Super 8mm	Light box	Videotape equipment	Film production equipment	Audiotape production equipment
a. Base collection in the school						
b. Basic recommendation— state or local						
c. Need ("b" minus "a")						
d. Rating ("a" divided by "b") %						
e. *1975 AECT/ AASL *Media Programs: District and School* Recommendations	1 slide camera & copy stand			Videotape recorder TV camera	Splicers 16 & S8mm	Splicer
f. Need ("e" minus "a")						
g. Acquisition plan to reach goal ("b" or "e" above)						

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COLLECTION RATING PROFILE

	10	20	30	40	50	60	70	80	90	100	100% +	
Total Collection												
Print Materials												
Books												Shelving & cabinets
Periodicals & newspapers												
Microform												Readers & reader/ printers
Visual Materials												
Filmstrips												Projectors & viewers
Slides												Projectors & viewers
Transparencies												Projectors
Graphics												
Moving images												Projectors (playback)
S8mm—silent films												Projectors
Auditory Formats												
Audio recording												Reproduction units
Broadcast radio												Radios
Tactile Formats												
Games & toys												
Models & sculpture												
Specimens												

Use different symbols or color codes to differentiate materials and equipment on graph.

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G. FACILITIES

The charts which follow will reveal the strengths and weaknesses of the physical components of the media program being evaluated. You are asked to designate a value of existing conditions on a six-point scale, as follows:

6 NA
5 Superior
4 Above Average
3 Average
2 Below Average
1 Poor or missing

There is a blank page to photocopy and add additional information you feel is appropriate.

Space is provided in which to enter existing building date (e.g., floor area in square feet). Space is also provided to qualify the rating shown.

Following each basic line item, a CONSIDER factor has been entered. The purpose of this is to guide you into reviewing relevant factors. Note that the entries under CONSIDER are by no means all inclusive. Strong qualifying factors may be noted in the column reserved for COMMENTS, either to guide your thinking or to place relative stress upon strengths and/or weaknesses.

SPACE ALLOCATION	Local Bldg. Data	Rating	Comments
1. The main area for:			
a. Circulation and distribution		1 2 3 4 5 6	
b. Conference		1 2 3 4 5 6	
c. Group viewing and listening		1 2 3 4 5 6	
d. Individual viewing and listening		1 2 3 4 5 6	
e. Individual study and learning		1 2 3 4 5 6	
f. Reading		1 2 3 4 5 6	
g. Periodicals		1 2 3 4 5 6	
h. Other (specify)			
Consider—number of students, activities, seating capacity, etc.		1 2 3 4 5 6	
2. Materials processing area:			
Consider—central processing and/or building processing, tables, work space, supplies, typewriters, adding machines, etc.		1 2 3 4 5 6	
3. Materials production:			
a. Material preparation areas		1 2 3 4 5 6	
b. Graphic areas		1 2 3 4 5 6	
c. Photographic areas		1 2 3 4 5 6	
d. Printing and duplicating areas		1 2 3 4 5 6	
e. Recording areas		1 2 3 4 5 6	
f. Television areas		1 2 3 4 5 6	
g. Other (specify)			
Consider—work stations, acoustics, lighting, control areas, planning space.		1 2 3 4 5 6	

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SPACE ALLOCATION	Local Bldg. Data	Rating	Comments
4. Professional materials area:			
Consider—shelves, tables, display, etc.		1 2 3 4 5 6	
5. Media staff work areas:			
a. Clerical staff		1 2 3 4 5 6	
b. Professional staff		1 2 3 4 5 6	
c. Repair			
1) equipment		1 2 3 4 5 6	
2) materials		1 2 3 4 5 6	
d. Shipping and receiving			
Consider—desks, work benches and equipment necessary, size of staff, type of program, etc.		1 2 3 4 5 6	
6. Storage areas:			
a. Equipment		1 2 3 4 5 6	
b. Materials		1 2 3 4 5 6	
c. Periodicals		1 2 3 4 5 6	
d. Supplies			
Consider—cabinets, shelves, drawers, periodical back file, stacks, accessibility, etc.		1 2 3 4 5 6	

COMMENT:

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LOCATION

	Rating	Comments
1. The media center is located conveniently and centrally in relation to academic learning areas. Consider—distance, proximity to noisy areas, floor levels, etc.	1 2 3 4 5 6	
2. The loading and delivery areas are convenient to the media center. Consider—distance, stairs, lack of elevator, external door, etc.	1 2 3 4 5 6	
3. The media center is easily accessible to faculty study/work area.	1 2 3 4 5 6	
4. The location of the media center permits outside accessibility for extended hours.	1 2 3 4 5 6	

COMMENT:

FURNISHINGS

	Rating	Comments
1. Adequate moveable cabinets are provided for meeting the needs of the media program. Consider—card catalog, files, large flat drawers, shelf list, etc.	1 2 3 4 5 6	
2. Enough cabinets are available to store media items. Consider—variety, supplies, materials, equipment, etc.	1 2 3 4 5 6	
3. Furnishings are sufficient to provide good reading and study conditions. Consider—comfort, activities, etc.	1 2 3 4 5 6	

FURNISHINGS	Rating	Comments
4. Furnishings are adequate to support the services of the media staff. Consider—functional design, activities, and comfort.	1 2 3 4 5 6	
5. There are enough tables to meet the needs of the students and faculty. Consider—shape, size, type of activities, height, width, etc.	1 2 3 4 5 6	
6. The shelving is sufficient. Consider—width, light, books, type of material shelved, etc.	1 2 3 4 5 6	
7. Moveable carts are available in a number sufficient to meet the needs of the media program. Consider—equipment (projection), book, etc.	1 2 3 4 5 6	
8. Listening and viewing equipment is available to the student for individual and group study. Consider—portable equipment, carrels (wet and dry), electrical outlets.	1 2 3 4 5 6	

COMMENT:

ENVIRONMENT	Rating	Comments
1. All areas of the center have proper lighting. Consider—dimmer switches, controls, sun glare, light level, shadows, study carrels, stack areas, windows, etc.	1 2 3 4 5 6	

ENVIRONMENT	Rating	Comments
2. The center has temperature and humidity controls which provide year-round maximum comfort for the various activities and care of materials. Consider—ventilation, uneven heating and cooling, effects of sunlight, humidity %.	1 2 3 4 5 6	
3. Accoustical treatment of the center eliminates distractions. Consider—outside noises, floor covering, drapes, type of chairs, moveable objects, etc.	1 2 3 4 5 6	
4. The electrical power and outlets are sufficient for all kinds of production and learning devices. Consider—number and location of outlets, peak loads or circuitry, intercom, television, carrels, etc.	1 2 3 4 5 6	
5. The interior design of the center is functional and inviting in appearance. Consider—color and texture of walls, floors and ceilings; display areas and furnishings.	1 2 3 4 5 6	
6. Arrangement of the center provides for efficient work flow, traffic flow, and supervision. Consider—location of supplies and equipment, stacks, desks and chairs, cabinets, stands, tables, carrels, etc.	1 2 3 4 5 6	

COMMENT:

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LEARNING AREAS/CLASSROOMS	Rating	Comments
1. All areas have proper lighting. Consider—media use, dimmer switches, controls, sun glare, light level, shadows, study carrels, shelves, windows, etc.	1 2 3 4 5 6	
2. The learning areas/classrooms have temperature and humidity controls which provide year-round maximum comfort for the various activities. Consider—ventilation, uneven heating and cooling effects of the sunlight, etc.	1 2 3 4 5 6	
3. Acoustical treatment of the learning areas/classrooms permits effective use of auditory equipment. Consider—reflective surfaces, reverberation, outside noises, floor covering, drapes, type of chairs, moveable objects, etc.	1 2 3 4 5 6	
4. The electrical power and outlets are sufficient for all kinds of media usage. Consider—number and location of outlets, peak loads or circuitry, intercom, television, carrels, interest centers, etc.	1 2 3 4 5 6	
5. The interior design of the learning areas/classrooms is functional and inviting in appearance. Consider—color and texture of walls, of floors, and of ceiling, display areas, flexibility and location of furnishings, projection screens, etc.	1 2 3 4 5 6	

COMMENT:

OTHER SPACES (AS NEEDED)	Rating	Comments
1.	1 2 3 4 5 6	
2.	1 2 3 4 5 6	
3.	1 2 3 4 5 6	
4.	1 2 3 4 5 6	
5.	1 2 3 4 5 6	
6.	1 2 3 4 5 6	
7.	1 2 3 4 5 6	

COMMENT:

H. OPINIONNAIRES

The Teacher Opinionnaire should be given to a reasonable number and representation of the staff. You might want to use the Teacher Opinionnaire with administrators or support staff and keep a separate tabulation of the results for comparison purposes.

The Student Opinionnaire should also be given to a reasonable cross section of grade levels and/or subject areas. For younger children, the questions could be reworded and asked orally by teachers or media staff.

In reviewing the results from these opinionnaires, look for discrepancies among any combination of variables you deem appropriate.

TEACHER OPINIONNAIRE

Subject _____

Grade _____

<div align="right">
Frequently
Occasionally
Seldom
NA
</div>

1. I can easily find relevant materials in the media center . . . . ☐ ☐ ☐ ☐

2. I use instructional materials in my classes. . . . . ☐ ☐ ☐ ☐

3. My requests for assistance from the media center staff are promptly, adequately, and conveniently filled. . . . . ☐ ☐ ☐ ☐

4. Lack of resources affects my use of the media center . . . . ☐ ☐ ☐ ☐

5. Indifference to my requests affects my use of the media center . . . . ☐ ☐ ☐ ☐

6. Inadequate staffing prevents my fullest use of the media center . . . . ☐ ☐ ☐ ☐

7. The professional materials collection is up-to-date and relevant . . . . ☐ ☐ ☐ ☐

8. I use the professional materials collection. . . . . ☐ ☐ ☐ ☐

9. I am asked to participate in the selection of new materials. . . . . ☐ ☐ ☐ ☐

10. I do participate in the selection of new materials . . . . ☐ ☐ ☐ ☐

11. My requests for new materials are honored equally with other requests as budgetary limitations permit . . . . ☐ ☐ ☐ ☐

12. My requests for new equipment are honored equally with other requests as budgetary limitations permit . . . . ☐ ☐ ☐ ☐

13. I participate actively in media in-service workshops as offered . . . . . ☐ ☐ ☐ ☐

14. The media center staff offers a wide variety of media in-service workshops during the school year. . . . . ☐ ☐ ☐ ☐

15. I make media items for instructing my classes. . . . . ☐ ☐ ☐ ☐

16. I have the media center produce materials for my teaching . . . . ☐ ☐ ☐ ☐

17. My students produce original media materials. . . . . ☐ ☐ ☐ ☐

18. I utilize types of television as follows:
    (a) commercial television. . . . . ☐ ☐ ☐ ☐
    (b) educational and instructional television . . . . ☐ ☐ ☐ ☐
    (c) programs produced by the school . . . . ☐ ☐ ☐ ☐
    (d) videotaping of teacher and student self-evaluation . . . . ☐ ☐ ☐ ☐

19. My students make independent use of media . . . . ☐ ☐ ☐ ☐

20. My students successfully locate materials in the media center collection. . . . . ☐ ☐ ☐ ☐

21. Time is available to preview instructional media . . . . ☐ ☐ ☐ ☐

22. The principal supports the media center staff in providing a full array of media services . . . . ☐ ☐ ☐ ☐

23. The superintendent recognizes the need for and supports quality and variety of media services needed for an effective instructional program . . . . ☐ ☐ ☐ ☐

24. The Board of Education recognizes the need for and supports the quality and variety of media services needed for an effective instructional program . . . . ☐ ☐ ☐ ☐

STUDENT OPINIONNAIRE

Subject_____

Grade_____

1. I can use the media center when I need to as my class schedule permits .... ☐ ☐ ☐ ☐

2. I do use the media center when I need to as my class schedule permits .... ☐ ☐ ☐ ☐

3. Our media center is too crowded .... ☐ ☐ ☐ ☐

4. Our media center is too noisy .... ☐ ☐ ☐ ☐

5. Learning is improved when a variety of media is used in my classes .. ☐ ☐ ☐ ☐

6. I can obtain informational materials I need from the media center .. ☐ ☐ ☐ ☐

7. I do obtain informational materials I need from the media center .... ☐ ☐ ☐ ☐

8. I can get help in finding and using media center materials and equipment .... ☐ ☐ ☐ ☐

9. I do get help in finding and using media center materials and equipment .... ☐ ☐ ☐ ☐

10. I can take home materials other than books from the media center .. ☐ ☐ ☐ ☐

11. I do take home materials other than books from the media center .. ☐ ☐ ☐ ☐

12. I am asked to help in selecting materials for the media center .... ☐ ☐ ☐ ☐

13. I do help in selecting materials for the media center .... ☐ ☐ ☐ ☐

14. My suggestions for purchase of materials are seriously considered .... ☐ ☐ ☐ ☐

15. I can use school supplies and equipment to make audiovisual materials for my school reports .... ☐ ☐ ☐ ☐

16. I do use school supplies and equipment to make audiovisual materials for my school reports .... ☐ ☐ ☐ ☐

17. I can get help in making audiovisual materials from the media center staff .... ☐ ☐ ☐ ☐

18. I do get help in making audiovisual materials from the media center staff .... ☐ ☐ ☐ ☐

19. My teachers expect me to use:
    (a) print materials .... ☐ ☐ ☐ ☐
    (b) visual materials .... ☐ ☐ ☐ ☐
    (c) listening materials .... ☐ ☐ ☐ ☐

20. I am informed when new materials are added to the media center collection .... ☐ ☐ ☐ ☐

21. Television is used as part of my classroom instruction.
    (a) commercial television .... ☐ ☐ ☐ ☐
    (b) educational and instructional television .... ☐ ☐ ☐ ☐
    (c) programs produced by the school .... ☐ ☐ ☐ ☐
    (d) videotaping for student self-evaluation .... ☐ ☐ ☐ ☐

PLAN OF ACTION

The stated purposes of this document revolve around the use of it for self-evaluation and planning purposes. This section provides a guide for summarizing the results of the evaluation and for outlining a plan of action designed to move the program forward in a coordinated manner resulting from the benefits of the evaluation process.

Following is a page for each section of the document and a blank page to photocopy and add sections if so desired. Each page provides space for a narrative summary of evaluation and a space for goals and activities.

The final page is a SUMMARY PLAN OF ACTION which allows for the listing of resources necessary to reach the goals for each section.

It is for this PLAN OF ACTION, and the people process necessary to complete this section, that outside consultants may be useful. So far in the process, you have gathered and to some extent analyzed information about the current state of your program. All of the preceding information is necessary before a consultant could assist you in moving forward. You know best how to describe where you are. If you don't know where to go from here, outside consultants may help.

MEDIA PROGRAM GOALS & POLICIES

Narrative Summary of Evaluation

Plan of Action

Major Goal

Objectives	Activities

BUDGET

Narrative Summary of Evaluation

Plan of Action

Major Goal

Objectives	Activities

PERSONNEL

Narrative Summary of Evaluation .

Plan of Action
Major Goal

Objectives	Activities

OPERATION & SERVICES

Narrative Summary of Evaluation

Plan of Action	
Major Goal	
Objectives	**Activities**

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COLLECTIONS

Narrative Summary of Evaluation

Plan of Action

Major Goal

Objectives	Activities

FACILITIES

Narrative Summary of Evaluation

Plan of Action

Major Goal

Objectives	Activities

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Narrative Summary of Evaluation

Plan of Action

Major Goal

Objectives	Activities

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SUMMARY PLAN OF ACTION

	Resources Necessary To Reach Major Goal (Facilities, Money, People, Policy, Time)
MEDIA PROGRAM GOALS & POLICIES	
BUDGET	
PERSONNEL	
OPERATION & SERVICES	
COLLECTIONS	
FACILITIES	
OTHER	