

The Media Specialist as Change Agent: A Bibliography

by Carol Hall and Diane Kessler

A reading of the articles in this issue reveals a definite need to have school library media personnel who are able to change to meet constantly escalating demands, who are able to develop to meet the challenges of an evolving and exciting profession, and who are able to serve as change agents in their field. The following readings are intended as a list of possible resources in meeting these challenges.

American Library Association and Association for Educational Communications and Technology. *Information Power: Guidelines for School Library Media Programs*. Chicago, 1988.

An invaluable tool for anyone in the media profession, *Information Power* clearly provides a road map for media programs into the twenty-first century. Emphasis is placed on being able to access the information through a variety of sources and on the media specialist's roles as teacher, information specialist, and instructional consultant.

Barron, Daniel D. "Keeping Current: Partnerships and the School Library Media Specialist." *School Library Media Activities Monthly* 9 (May 1993): 48-50.

Barron emphasizes the partnership roles of the media specialist as discussed in *Information Power*; he sees teachers, principals, and library media personnel forming partnerships to further learning and affect change. Four books that address educational reform from the media specialist's point of view are reviewed.

_____. "Keeping Current: Site-Based Management: Background, Research, and Implications for School Library Media Specialists." *School Library Media Activities Monthly* 10 (February 1994): 48-50.

One of the key elements of change in public schools today is site-based management. Barron examines the background of this movement and explores how media specialists can best become involved and informed about it.

Boardman, Edna M. "The Best \$1,130,000 Ever Spent on School Libraries." *The Book Report* 13 (September/October 1994): 17-19.

In the 1960s the Knapp School Libraries Project provided funding to upgrade selected school libraries so that they would meet the 1960 AASL standards. This funding created great change in school libraries across the country. The author wonders if school librarians will be willing to

set up a similar project now that would demonstrate all the technological developments in media centers.

_____. "Turn, Turn, Turn ... But Still Finding the Answers." *The Book Report* 13 (September/October 1994): 11-13.

Boardman discusses the differences in the roles of school librarians through the years; she concludes that, regardless of the changing roles, school librarians remain teachers whose main task is to put students in touch with knowledge, regardless of the format.

Bretherton, Di. "Personal Change." *Emergency Librarian* 20 (January-February 1993): 30-32.

If teacher-librarians want to succeed in this rapidly changing world, they must be willing to go through the process of personal change. This article discusses some of the ways teacher-librarians can work toward meaningful change in their lives.

Brown, Jean. "Navigating the '90s - The Teacher-Librarian as Change Agent." *The Emergency Librarian* 18 (September-October 1990): 19-28.

In the current climate of change to an information age, it is important that teacher-librarians be involved in planning and implementing the changes that occur in their schools. School librarians who are willing to become change agents must also be willing to assume instructional leadership roles and all the requirements that come with those roles.

Farmer, Lesley S.J. "Changing Our Own & Others' Mindsets." *The Book Report* 13 (September/October 1994): 20-22.

Farmer's main thesis is that there is tremendous change going on in both librarianship and education in general. Media specialists need to be aware of the changes facing themselves, teachers, and administrators. All educators must work together if true change is to be effected.

Learning Connections: Guidelines for Media and Technology Programs. Raleigh: North Carolina Department of Public Instruction, 1992.

Long considered the "bible" of North Carolina's school media coordinators, *Learning Connections* is divided into 7 major sections with detailed and periodically updated appendices: program, planning and assessment, resources, budget, facilities, personnel, and system-level.

Morrill, Martha. "Roles 2000." *School Library Journal* 40 (January 1995): 32-34.

Using a chart to illustrate the changes in school library media standards through the year, Morrill points out that the roles of school media personnel continue to change and grow. With the advent of technology, media specialists must recognize that they cannot continue to accomplish the increasing number of tasks unless something changes. Morrill's suggestion is that school media personnel empower teachers and let them assume some ownership of the media center.

Rux, Paul. "Listening to the Music." *The Book Report* 13 (September/October 1994):15-16.

The explosion of information technology requires that school librarians learn new skills and adjust quickly to the changes in the profession. Shifting paradigms present new challenges for school media personnel in the areas of management and resource/skills sharing.

Stripling, Barbara K. "Practicing Authentic Assessment in the School Library." *School Library Media Annual* 11 (1993): 40-55.
With today's emphasis on accountability in education,

authentic assessment in its many forms is exactly what media specialists need to consider using in their media centers. Authentic assessment encourages independent thinking on the part of students and allows the media specialist to show just what the student has accomplished. School media personnel should come to recognize this movement toward authentic assessment as a real plus for both the media program and the school's overall instructional program.

Teacher Handbook: Information Skills/Computer Skills K-12. Raleigh: North Carolina Department of Public Instruction, 1992.

This document lists in detail the K-12 curriculum for teaching both information and computer skills. Emphasis is placed on incorporating these skills into the overall *Standard Course of Study* for the North Carolina public schools.

Willeke, Marjorie J., and Donna L. Peterson. "Improving the Library Media Program: A School District's Successful Experience with Change." *School Library Media Quarterly* 21 (Winter 1993): 101-105.

In order to manage change effectively, the Lincoln (Nebraska) Public Schools developed a comprehensive planning process. Willeke's article focuses on this process with particular attention to the Library Media Services Study Committee and its work within the overall planning process. The success of the media program and the educational program in general is directly attributable to thorough planning and incorporation of representatives from all sections of the curriculum: the classroom, the media center, the administration, and the community.

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