

Karen Jeremiah. Post Information Power: A Content Analysis of Professional Literature for School Administrators. A Master's paper for the M.S. in L.S. degree. November, 2003. 29 pages. Advisor: Evelyn H. Daniel.

In 1998, the American Association for School Librarians and the Association for Educational Communications and Technology released a second edition of Information Power, the standard for school library media specialists with the subtitle of Building Partnerships for Learning. Information Power delineates nine information literacy standards that media specialists should strive to teach through their media program. In the standards, another aspect of the school media program encouraged is that of providing reading materials to foster student's appreciation of reading and to expand their reading horizons. Knowing that the school principal is the chief source of support who can be a key advocate for the school media program, this content analysis was designed to investigate whether principals are exposed to these two or any other aspects of the school media program through their own professional literature.

Three professional journals for school administrators – Educational Leadership, Principal, and The School Administrator, were selected and five years of these journals were examined. These issues were all published subsequent to the release of the 1998 Information Power standards. A conclusion to this study is that the school media program is seriously underreported in the administrator's literature. Just four articles connected the school media program to reading encouragement, and only two articles made reference to the 1998 Information Power. Suggestions for greater visibility in professional journals aimed at administrators include enlisting more school media specialists and other educators to submit in depth articles to such journals relating to the school media program.

Headings:

- Media programs (Education) -- Standards
- Reading promotion
- School principals
- School librarians
- School libraries -- aims and objectives

POST INFORMATION POWER: A CONTENT ANALYSIS OF
PROFESSIONAL LITERATURE FOR SCHOOL ADMINSTRATORS

by
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A master's paper submitted to the faculty of the
School of Information and Library Science of the
University of North Carolina at Chapel Hill
in partial fulfillment of the requirements
for the degree of Master of Science
in Library Science

Chapel Hill, North Carolina

November, 2003

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Introduction

Throughout my school media coursework in the School of Information and Library Science at the University of North Carolina – Chapel Hill, I have encountered many times the concept that the school principal is the principal ally of the school media specialist. This administrator is in charge of the media center's annual budget; he/she can also be instrumental in encouraging collaborative efforts between classroom teachers and the media specialist. Both of these are integral parts of a successful school media program. Given that the principal is the main source of support for the school media specialist and center, one might assume that the school principal has sufficient working knowledge of what is going on in the media center. Through my personal educational experiences, I have learned that this is not always the case.

Another concept that is covered in the textbook The School Library Media Manager, by Blanche Woolls, is that of the school library media center and the reading program. The book describes the best practices which educational leaders Governor DeWitt Clinton and William L. March of New York and Horace Mann of Massachusetts sought out during the late nineteenth century from Europe in order to implement in American education. We learn that “these educational leaders and others of the day realized that the development of intelligent citizens depended not only upon teaching reading but also on providing reading opportunities. It was for the purpose of providing such opportunities that the school district libraries came into being” (21).

With both of these concepts in mind, the question arises as to how school administrators acquire information about the affairs of the school media center and the roles of the media specialist. Also, given that the school media center is an obvious source of literature available for students to use in learning to read, does the administrators' professional literature recognize this? Through a content analysis of three separate professional journals designed for school administrators, I hope to answer the following two questions:

1. In what instances is the school media program addressed in the professional literature of school administrators?
2. Are there intersections in the literature between teaching reading and the school media center?

Literature Review

One of the most important pieces of literature available to media specialists today is the 1998 edition of Information Power: Building Partnerships for Learning. A result of the collaborative effort between the American Association of School Librarians and the Association for Educational Communications and Technology and an update from the original 1988 version, it details nine information literacy standards that media specialists should strive to teach students through the school media program. These standards include three information literacy standards, three independent learning standards, and

three social responsibility standards. The information literacy standards a media specialist should work to incorporate into the media program are:

1. The student who is information literate accesses information efficiently and effectively.

2. The student who is information literate evaluates information critically and competently.

3. The student who is information literate uses information accurately and creatively.

The independent learning standards include:

4. The student who is an independent learner is information literate and pursues information related to personal interests.

5. The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.

6. The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.

The three social responsibility standards for student learning are:

7. The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.

8. The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information literacy.

9. The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information (American Association of School Librarians 9).

In addition to the information literacy standards detailed in this book created by the American Association of School Librarians and the Association for Educational Communication and Technology there is also a mission given and goals set for the school library media program. This mission “is to ensure that students and staff are effective users of information and ideas. This mission is accomplished by providing intellectual and physical access to materials in all formats, by providing instruction to foster competence and stimulate interest in reading, viewing, and using information and ideas, [and] by working with other educators to design learning strategies to meet the needs of individual students” (American Association of School Librarians 6). These principles are met through the media specialist’s individual lessons taught in the media center and through collaborative teaching efforts between the media specialist and classroom teacher.

It is evident that within these standards and mission that part of the school media specialist’s responsibilities include providing access to materials for students that will generate interest in reading, whether for academic reasons or for personal interest. In particular, the independent learning standards 4 and 5 indicate a media specialist should enable students to read and appreciate information for their own pleasure. A core portion of the mission is devoted to stimulating interest in reading. Clearly, the role a school media specialist and media center plays in encouraging students to read is evident.

Information Power also outlines principles to which media specialists should adhere to when administering the library media program. Principle 4 states, “An effective library media program requires ongoing administrative support” (American Association of School Librarians 105). The library media specialist must put forth the effort to attract the principal’s attention and support for the school media program. It is incumbent upon the school media specialist to ensure the principal recognizes the important role the media center has within the school and subsequently provide budgetary support to maintain the integrity of the program. One way to help sustain the attention of administrators would be to address them via their own professional literature.

In 1997, SILS student Judith Packer wrote a master’s paper entitled The Library Media Specialist as Portrayed in Literature Read By Principals-In-Training: A Content Analysis. It was her intention to “learn the principal’s understanding of the role of the LMS [library media specialist] and the place of the LMP [library media program] in the school’s instructional program.... and whether acting principals gain information about the LMS and the LMP in their professional reading...”(7). Her study was conducted prior to the 1998 edition of Information Power. Ultimately, Packer concluded that the literature read by administrators “seldom recognizes the LMS as an instructional partner or the importance of the LMP in a school’s total program” and that the few references she found showed “little insight beyond traditional roles and services” (31). Packer’s research in part inspired this current study of the professional literature read by school administrators. It was expected that the release of Information Power in 1998 would increase in visibility and highlight the modern purpose of the school media program.

Further I hope to see a connection made student's reading and the school media center within the professional literature of school administrators.

Procedure

The following three professional journals were examined: Principal, The School Administrator, and Educational Leadership (see Appendix A), for reflection of the ideas contained within the 1998 Information Power. Each journal issued between 1998 and 2002 was examined for evidence of the intersection of the concepts of reading encouragement, information literacy and the influence of the school media program through the view of the school principal or other administrators. Key words I was looking for include: reading encouragement, literacy, reading programs, information literacy, library, media center, and media specialist. It quickly became evident that due to an abundance of articles dealing with literacy and teaching reading which unfortunately had little or no mention of any aspect of the school library program that searching for terminology limited to the school media center was a more efficient way to find articles which might deal with both the media center and reading or information literacy.

I accessed the journals using three different measures. For The School Administrator, I accessed the archives of past issues via the American Association of School Administrator's website (http://www.aasa.org/publications/sa/past_issues.htm). I considered an individual article for measure to be any hyperlinked title or phrase that led to a separate article. For Educational Leadership, I accessed past articles through the Academic Search Elite Database via EBSCOhost. My criteria for what constituted an

individual article was to consider each item separately listed in each month's archive to be an individual article. Lastly, for Principal, published by The National Association of Elementary School Principals, I referred to print copies. Any item listed individually within the table of contents was considered to be an individual article. Within each individual article found in these three journals, if the media program was addressed either once or multiple times, I considered it a mention.

Results

A very small percentage of articles examined even mentioned the school media center or specialist, even fewer their role in reading encouragement. A total of 2,953 articles were perused, and of those 40 made reference to the school media center or specialist. As a proportion, that is a 1.35 % occurrence of the library media program in the professional literature of administrators. Considering that the school media center serves the entire school population of each school, administrators included, one would think that this disappointingly low figure would be higher (See Appendix B).

Principal had the highest occurrence of articles mentioning the media center or specialist, with 26 out of the 542 articles, or 4.8%. The journal with the next highest ratio of articles including the media center or specialist is Educational Leadership. Of its 1,156 articles examined, seven made note of the media center or specialist, or 0.61%. Of The School Administrator's 1,255 articles read, seven, or 0.56%, included some mention of the school media center or specialist.

Two articles within Educational Leadership's pages made reference specifically to the media specialist, though only as an entity, as a member of the school community. An article in the May 2000 issue describes a teacher's book club within the school. The only mention of media specialists comes when listing the members of the book club, including "two media specialists" (Wesley 81). The other article describes a role that the media specialist fulfills, that of facilitating students search for information. The article entitled "Eleven Ways to Be a Great Teacher," in the February 1998 issue lists eleven expectations teachers should have for themselves. The sixth expectation is demonstrating competency and interest both in the teacher's subject specialty and beyond. The author describes Karen, a "media specialist who helps students daily in their search for information," as an example of "joy in cultivating competency in everything we do" (Wesley 81).

Another article casts a more negative light on the library's financial needs – "Just providing books [and] libraries...stretched resources to the limit," writes Decker Walker in his article about the benefits of online resources (20.) He goes on to say that "today, students in even the most remote hamlet can find lifetimes of knowledge online" (Walker 21) though there is no mention describing the media specialists ability to help students discern between accurate and inferior information sources online.

Mark G. Eley's April 2002 article, "Making the Homeschool Connection," describes a school accommodating the home schooling families in the community by allowing "open access to the school's library, cafeteria, and other resources" (54). Nothing further than the mention of the library as a resource is written about the media center. "Cut and Paste 101:Plagiarism and the Net," an article appearing in the December

1999/January 2000 issue of Educational Leadership, nods towards the media center as a place to find resources. Lisa Renard writes, “working at the library and in the computer lab adds the benefit of learning about how to find resources” (41), but falls short by not making the connection that the media specialist can collaborate with a classroom teacher on teaching about plagiarism, or by distinguishing between the value of various resources, in addition to teaching students how to find them.

The article, “The Internet Reader,” written by a high school English teacher and found in the November 2002 issue makes three references to the school media center. Jim Burke describes the change of Internet sources occurring “at a faster rate than books on library shelves” (38). He later describes how his class as a group used the computers in the library because the setting was accommodating. “To provide a positive end to the week, we go to the library every Friday to do our Internet assignment. I choose the library over the computer lab because we need the large tables for our follow up discussions” (40). The final positive mention of the value of the media center’s resources comes when Burke extols the value of print based resources as higher than that of online ones. He writes, “Nonetheless, even though the Internet and its related technologies are useful, flexible, and exciting, we should continually ask, ‘What is the problem for which the internet is the solution?’ and choose books and the printed page when they are the best solution. Most good reference books in the library, for example, allow students to find information more quickly than they often can on the Internet” (41).

An article in the October 1999 issue was written by a media specialist, and does a good job of detailing how the media specialist aided a high school student in the library in his search for online information. Alice O’ Grady references Information Power and

also defines information literacy in her article. She goes on to describe collaborative teaching efforts between media specialists and classroom teachers and also how students should be evaluating information. She clearly sends the message that “teachers and teacher-librarians can effectively work together to ensure that students leave high school with information literacy skills” (62). This is the only article I found within Educational Leadership written by a media specialist, or teacher-librarian as she refers to herself, and it successfully conveys the idea that the media center is an asset to the teaching and learning process while also describing some of the roles the media specialist can fulfill. While no direct connections between student’s reading and the media center were made in the examined issues of Educational Leadership, it is encouraging to see an article that was surely influenced by the updated version of Information Power. On the other hand, it is discouraging when only one article out of 1,156 published around or after the release of the update seems to be so influenced.

I found seven articles appearing in The School Administrator between 1998 and 2002 that mention the media center in some way. One written in April 1998 concerning technology purports that schools are using “electronic library catalogs for accessing district collections from the media center...”(Johnson). Another article extolling the virtues of laptop computers for students from April 1999 says, “In many schools, computers don’t belong to the students, they belong to the classroom, the computer lab, or the media center. Teachers, media specialists, computer technicians and others determine when and how such computers will be used” (Stevenson). The negative connotation associated with the media specialists “control” of the computer certainly does not encourage using the library for online resources.

A third article that again briefly mentions the media center, published in May 2002, discusses the design of school facilities and specifically the design of the media center with consideration given to the special student populations the media center may serve. “If your media center is going to serve International Baccalaureate candidates and advanced technology programs, your architects need specific background information” (Pettersen). Another article found in the October 2002 issue of The School Administrator, written by a new superintendent of a rural Iowa school district mentions a new school building being opened, “giving students the luxury of spacious new classrooms and state-of-the-art media centers”(Garton). The superintendent writes that she delivers that message as much as she can, but she doesn’t go any further in describing the media center. In both of these articles, the media center is characterized as a physical location within the school, and not much else.

In the September 2000 issue, an article entitled “The Superintendent as Staff Developer” tells of the reorganization of the school day schedule in order to foster a collaborative culture among teachers. With a restructured block of time before school starts, students have options including the chance to “use the library” (DuFour) while teachers engage in collaborative planning time. Unfortunately, no mention of collaboration between the media specialist and classroom teacher is touched on.

In June of 2002, an article offering commentary on the costs and benefits of technology in schools offers the positive statement that “school libraries can easily manage their collections with the help of computers” (Beem). The final article I found pertaining to the library is from the April 2002 issue. “Performance Assessment in Real Time” is about a teacher’s lesson infused with technological tools. A promising

statement appears; after an initial classroom introduction to the lesson “a group of students goes to the library to do research that will contribute to their class project” (Kimball). This statement is the closest statement administrators reading this article will find in relation to collaborative efforts between teachers and media specialists. Also, no mention of reading encouragement in relation to the library was found in any of The School Administrator articles examined between 1998 and 2002, nor do any seem to be directly influenced by the 1998 Information Power.

The highest ratio of articles pertaining to the school media program in relation to total articles were found in Principal. The first article I found is from the May 1998 issue; this compares private school education with public school education. In a section on support services, the comparison is made that “public schools were more likely than private schools to have library/media centers in 1993-4, but private school libraries have larger collections per student, on average. Public school library/media centers were more technologically advanced. For example, they were more likely to have automated catalog and circulation systems, Internet-connected computers, and broadcast, cable, and closed-circuit television facilities” (Choy 32). Outside of these have vs. have not statements, nothing further is said of the media program. In the same issue, the article “How to Qualify for Telecommunications Discounts” says that “integrated services digital networks services...could connect classroom and library computers with information services” (Crowe & Holowinski 38). In the May 1998 issue a comment is made in a substitute teacher’s article. He writes, “Cicero believed that any Roman with a garden and a library could educate himself” (Cumo 47).

The September 1998 issue of Principal contains two articles related to the media specialist and center. The first is a nod towards the evaluative powers a media specialist has when it comes to educational software. Before purchasing educational software, “it’s a good idea for an experienced teacher (or trainer or librarian) to review a prospective program...” (Abramson 60). The other article mentions the school media program in “When Your K-5 School Changes to a 3-5: Five Years Later.” The media center was able to provide enriched curricular support to the more focused school population. “Our librarian is now able to channel limited funds into materials suitable for the school’s narrow age group, including magazines and reference material” writes school principal Allan S. Vann (62).

In the March 1999 issue there is an article where the school media specialist and a reading program intersect, albeit just slightly. Aides helping first graders participating in an early reading intervention program could refer to “a bibliography of picture books” (Ellis 42) compiled by the school librarian. A second article relates the school media center to a reading program called the Book Bag Program. Kindergarten through second grade students receive a weekly bag of books to take home and read with the family. Those book titles were suggested, in part, by the librarian.

In “Using the Internet as a Teaching Tool” the issue of safety vs. censorship is covered. The “School Library Association...equate[s] blocking with censorship. They ask whether schools are prepared to remove all books from their libraries that contain questionable topics, words, or pictures” (Dunne 38). Another article in the same May 1999 issue fleetingly mentions that students, who were uncomfortable, embarrassed or

weren't allowed to watch an R- rated video in class could "be excused to do an alternative assignment in the library" (Zirkel 54).

In the September 1999 issue an article devoted to reading encouragement includes the media program. Within "Three Ways to Encourage a Love of Reading," principal Jim White writes that to support a love of reading, "readings of the entire Dr. Seuss collection in the school library" (56) occur, as well as the media specialist holding two book fairs during the school year.

Principal devotes its November 1999 issue to the theme of building and rebuilding America's schools. The school media center is addressed in four articles – all having to do with physical design of the library. Vonda M. Alberson and Sandra M. Kate detail the modernization of Franklin Elementary School in Montezuma, Ohio, saying "the modernization more than doubled the size of the school, providing a larger library" (5). In another design article, the notion that the school serves the community after hours is brought up, including "a wide range of community services, including...evening use of art studios, science labs, [and] libraries" (Brubaker 16). Further along in the issue is an article written by Carol Simpson, an assistant professor in the School of Information and Library Science at the University of North Texas. "Planning for Technology in the School Library" makes some fantastic points that administrators should know and remember. She writes:

Designing (or redesigning) an elementary school requires considerable knowledge of the many types of activities that take place there. In that regard, the new national library standards, jointly published by the American Association of School Librarians and the Association for Educational Communications and Technology (AASL/AECT 1998), are extremely helpful in defining what goes on in the contemporary school library. Unfortunately, facilities designed to support the outdated concept of the school library as book warehouse generally cannot accommodate new and expanded programs. For instance, modern teaching strategies are team-based. Often, multiple classes collaborate

on interdisciplinary projects, collecting resources, performing research, and developing audiovisual presentations. The school library is where resources, space, and expertise are available to support these activities” (Simpson 36).

The next article touching on the media center is found in the January 2000 issue. A vague mention of “library information” (Mauer & Zimmerman 27) is included as a topic for which new teachers might be mentored. It is suggested, however, that more experienced teachers, rather than the media specialist do the mentoring about the library information.

In March 2000’s “Teaching the Gifted Student” we again touch upon the idea that the media center is equipped to serve special school populations. Gifted students working on independent projects “may need some guidance in learning the research and library skills needed to peruse the project” (Shore 38). It would have been nice if the author mentioned the ability of the media specialist to work with gifted students to teach these research and library skills, but he does not. A second article in this issue is about rewarding a student by allowing him to become “principal for a day.” One of the activities suggested for the real principal and student is to have the student order “equipment or library. Let the student principal look through catalogs and fill out an actual order form for an inexpensive item (under \$20)” (Bedell 59). Lastly in this issue is an article about the school’s closed circuit television system, where the morning news show is about to go on and “the camera operator is receiving final instructions from the school’s media specialist” (Fox 64).

In September 2000, “Do Classroom Volunteers Benefit Schools” makes the point that few volunteers work in school libraries in comparison to the classroom, which is “a troubling finding given that many school libraries are understaffed” (Brent 37). An

excellent article in the same issue addresses family and community involvement.

“Family Literacy: Sharing Classrooms with Parents” describes a literacy program in a Tucson elementary school targeted at educating both children and parents. For a portion of the program called vocational time, “parents spend this time in the computer lab, library, cafeteria, or classrooms, where they work to develop skills that can help them secure employment as teaching assistants, cooks, library clerks, secretaries, or computer technicians” (Covarrubia 45). Lastly, a strategy taken by a Massachusetts elementary school to encourage parent and child home reading was to add “new selections to our school library” (Henderson 46) in response to teacher and parent concerns that students didn’t have access to appropriate reading materials.

A two-word mention of library books is the only incidence of the school media program that can be found in the November 2000 issue of Principal. Schools that raise extra money from fundraisers channel their profits into areas such as “classroom and playground equipment, field trips, and library books...” (Greene 4).

“Say it with Sign Language,” found in the May 2001 issue of Principal, explains that sign language is incorporated into the teaching of math, social studies, science, art, reading, music, and physical education in New Jersey’s Grenloch Terrace Early Childhood Center. The school library supports this aspect of the curriculum since “books on signing have also been added to our school library” (Crawford 32). A second article, “There’s No Place Like School,” about homeless students and their families describes one student’s routine of being met each morning before school in the library and taken by a student advocate to the locker room for a shower and clean change of clothes.

I found it noteworthy to mention that in the November 2001 issue of Principal, U.S. Secretary of Education Rod Paige repeats a 1912 quote from New Jersey Librarian John Cotton Dana, “Who dares to teach must never cease to learn” (Paige 26), though, the rest of his article has no mention of libraries or the school media program. Moving on to the January 2002 issue, John H. Wherry’s piece “Getting Parents to Promote Reading” encourages administrators to create catchy slogans for reading encouragement. “Kids who read succeed” (38) is an example borrowed from the American Library Association. Attribution is given to the American Library Association in Wherry’s article.

Principal’s March 2002 issue doesn’t have a single written article pertaining to the school media program, although it does have an advertisement for the Sagebrush Corporation. They say, “At Sagebrush, our mission is to make your school library a vital component of student achievement and school success. That’s why we’ve created solutions to help develop your library’s collection and make the most of your school’s reading program investment” (Sagebrush Corporation 49). The ad then goes on to describe four products – book bindings, selected websites, software for reading programs such as Accelerated Reader, and a standards program to which one can compare the library collection.

Lastly, the September/October 2002 issue has one article relating the school media specialist and reading. “Reading: The Most Important 20 Minutes” tells us that Wyman Elementary School’s “own librarian created the brochures” (Cavender 60) for one of the school’s reading encouragement programs.

Conclusions and Suggestions

I've concluded that the school media program overall is seriously underrepresented in the professional literature of administrators. True, there were 40 mentions of some aspect of the media program found (mostly incidental), but when one considers that the journals were examined over a five-year span, the numbers are disappointing low. Within the 40 articles that I have identified as having some relevance to the school media program, just four were connected to the idea of reading and only two reflected the 1998 edition of Information Power.

As far as articles describing the library media program, these need to be mentioned more frequently and with greater depth in the professional literature of school administrators. Principals and other school administrators should continually be made aware of the benefits of the school media program. A great example would be an article found outside the range of dates examined for this study, from the January 2003 web edition of The School Administrator. Kathy Patten, an assistant professor of educational leadership, wrote a guest column titled "A Source for Better Scores? The School Library." Points she makes that are ideal for administrators to digest include:

“ [1] The size of the library in terms of staff and collection is a direct predictor of reading scores...

[2] The librarian is the only teacher in the school who pulls information literacy all together across the curriculum...

[3] The school needs a certified well-educated, progressive librarian in accordance with Information Power...

[4] Students should be able to visit the library at the time when they need...

[5] Lesson units teaching curriculum and library skills are prepared by both the librarian and teachers...

[6] The librarian's time should be spent on the profession's core activities of teaching, collaboration, selection, and planning" (Patten).

Patten has written an exemplary article delineating the purpose, functions, and benefits of the school media program. This is exactly the type of literature administrators need to read.

More articles such as Patten's need to be present in the professional literature of school administrators. Perhaps one way to accomplish this is to enlist more school media specialists and others to write and submit articles about the library media program for publication in journals such as Educational Leadership, Principal, and The School Administrator. With a higher volume of more in-depth articles describing all aspects of the media program including information literacy and reading appearing in the literature that school administrators read, a greater understanding and further recognition for the program could be attained.

A suggestion for future research is to compare the exposure given to the media program in the professional literature of school administrators to exposure given to other special programs within the school. It is no secret that principals and other administrators have many duties to fulfill and of course their literature reflects the variety of these duties. Understanding of special programs including but not limited to the media program is just one part of an administrator's job. While I've concluded that the media program is underrepresented in administrator's professional literature, it would be

advantageous to study the exposure of various special school programs to the school media program to see how each measures up to one another.

Appendix A

Educational Leadership

The Association for Supervision and Curriculum Development publishes Educational Leadership. ASCD is an international, non-profit organization serving educators by addressing effective aspects of teaching and learning, including professional development, educational leadership and capacity building. The intended audience of this journal spans the education profession, including but not limited to administrators. The journal is published eight times a year and each issue's articles are organized around a central theme pertaining to education.

For more information visit the ASCD website: <http://www.ascd.org>

Principal

Published by the National Association of Elementary School Principals, Principal is issued five times a year. NAESP's mission is to advocate for and support elementary and middle level principals and other educational leaders in their "commitment to all children" (<http://www.naesp.org/ContentLoad.do?contentId=2>). This journal is published five times a year, and each issue also follows a theme.

For more information visit the NAESP website: <http://www.naesp.org>

The School Administrator

The School Administrator is published every month with the exception of July. Published by the American Association of School Administrators, this journal is intended

for “school system leaders” (<http://www.aasa.org/publications/>). Most issues of The School Administrator are centralized around a theme, with articles usually detailing actual experiences of administrators. The primary audience for this journal is district level school administrators, such as superintendents.

For more information visit the AASA website: <http://www.aasa.org>

Appendix B

Journal	Total Articles	Library Articles	Percentage of Library Articles	Articles connecting the library and reading	Articles reflecting 1998's <u>Information Power</u>
<u>Educational Leadership</u>	1,156	7	0.61%	0	1
<u>Principal</u>	542	26	4.8%	4	1
<u>The School Administrator</u>	1,255	7	0.56%	0	0
Totals	2,954	40	1.35%	4	2

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