

Lincoln Parish Schools

Job Description

TITLE:	K-5 School Library Media Specialist
QUALIFICATIONS:	Certified in Library Science
REPORTS TO:	Principal
SUPERVISES:	None
JOB GOAL:	To provide an effective school library media program which has a positive impact on student learning and achievement

PERFORMANCE RESPONSIBILITIES:

Learning Environment

1. The library media program learning environment: a) supports the mission and goals of the district and school and promotes development and skills and attitudes that prepare students for lifelong learning. b) encourages the widest possible use of resources and active participation in the learning process. Resources include different formats and **levels** to meet the diverse, basic learning styles and abilities of students to encourage high levels of achievement by all students
2. The K-5 library media specialist adapts methods to accommodate the range and diversity of student needs
3. The K-5 library media specialist provides extra assistance, support, and instruction as needed
4. Regular whole class instruction is given in the retrieval and use of resources, supplemented by frequent individual assistance
5. The K-5 library media specialist and teachers collaborate on a regular basis, developing lessons or units from the Louisiana State Standards and the ELA Guidebooks that integrate information literacy skills into the curriculum
6. Members of the learning community frequently utilize the resources and services of the library media program
7. The K-5 library media specialist seeks opportunities to present staff development for teachers
8. The K-5 library media specialist is a member of at least one professional association and attends a minimum of two workshops or conferences annually for professional improvement
9. The K-5 library media specialist hosts two school-wide events to encourage and motivate students to read

Information Access

The library media center provides a balanced collection of print, non-print, and electronic resources that support the Louisiana State Standards and ELA Guidebooks and reflect an appreciation of diversity and recognition of different ways of learning, and promote independent reading and learning, and technologies for accessing and producing information.

The collection:

1. Meets, and in some areas, exceeds the basic collection guidelines including text for emergent readers, ESL, and students from diverse cultures
2. Is weeded regularly
3. Is organized in a manner so students, without assistance from the media specialist, are able to locate books that are the appropriate reading level and of interest to the student
4. Is responsive to and generally meets the curricular and information needs and reading interests of students and teachers
5. There are some multimedia and electronic resources and Internet access
6. All students are allowed to check out multiple books from the library media center

Program Administration

1. Standard professional selection aids and other professional recommendations are used to select suitable materials according to local and state guidelines
2. Purchasing priorities are based on student and teacher needs and available funding
3. Standard procedures are utilized to process, catalog, circulate, maintain, inventory, and weed the collection
4. The library media specialist makes some provisions for informing students and staff about available resources

Facilities

The library media center facility is arranged to accommodate flexible access by classes and individual students, perform basic functions of an effective library media program, provide a climate conducive to learning and provide access to information and resources within the school and across local and global networks.

1. Regardless of space constraints, the arrangement of furniture and equipment is designed to encourage simultaneous use by class(es) and small groups or individuals, accommodating a minimum of one class, small groups, and individual students
2. The space arrangement establishes specific areas or zones for circulation, large group use, use of technology, leisure reading, and library management tasks
3. Elementary library media center provides an area for Interactive Read Aloud
4. The library media center is neat and well organized
5. The library should be decorated in a manner that is vibrant and inviting for students to enter and read. It should be an upbeat place that welcomes all potential readers
6. Attractive book displays that teach or encourage/excite students to read. A minimum of two areas changed at least two times during the school year. One area should be located within the library and the other located in an area of high visibility outside of the library. The display within the library should highlight a certain genre, author, series, or topic. The display outside the library should promote reading and use of the library
7. Library media center is accessible by persons with disabilities

Instructional Support – Student Engagement

Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it. A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the K-5 library media specialist or by the activities themselves. Student tasks are organized to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. That is, there is a closure to the lesson, in which students derive important learning from their own actions.

1. Most students are intellectually engaged in the lesson
2. Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking
3. Students have some choice in how they complete learning tasks
4. There is a mix of different types of groupings, suitable to the lesson objectives
5. Materials and resources support the learning goals and require intellectual engagement, as appropriate
6. The pacing of the lesson provides students the time needed to be intellectually engaged
7. Powerful Instruction strategies are incorporated into the lesson with only partial success

Instructional Support – Using Assessment in Instruction

In order to assess student learning for the purposes of instruction, K-5 library media specialists must have their finger on “the pulse” of a lesson, monitoring student understanding and, where appropriate, offering feedback to students.

1. The K-5 library media specialist elicits evidence of student understanding during the lesson.
2. Students are invited to assess their own work and make improvements
3. Feedback includes specific and timely guidance for at least groups of students
4. The K-5 library media specialist attempts to engage students in self or peer assessment

Instructional Support – Using Questions, Prompts, and Discussions

It is important that questioning and discussion are used as techniques to deepen student understanding, rather than serving as recitation, or a verbal “quiz.” Student responses to questions are valued; effective K-5 library media specialists are especially adept at responding to and building on student responses and making use of their ideas.

1. The K-5 library media specialist uses open-ended questions, inviting students to think and/or have multiple possible answers
2. The K-5 library media specialist makes effective use of wait time
3. The K-5 library media specialist builds on and uses student responses to questions effectively.
4. Discussions enable students to talk to one another, without ongoing mediation by the K-5 library media specialist
5. The K-5 library media specialist calls on most students, even those who don’t initially volunteer.
6. Many students actively engage in the discussion

PROFESSIONAL RESPONSIBILITIES:

An effective K-5 library media specialist:

1. Performs any duty, not specifically assigned, as deemed necessary by the assigning authority in order to maintain continuity where needed
2. Completes and returns all forms, reports, evaluation documents, etc. by required dates
3. Remains open to suggestions and innovative ideas
4. Exerts every effort to constructively involve parents in the school
5. Communicates appropriately and works effectively with all populations
6. Follows the Louisiana/Lincoln Parish K-5 Library Media Specialist Performance Evaluation Rubric
7. Supports, implements, assists with, and/or ensures application of district initiatives and other programs or directives of the Superintendent and Board.
8. Exhibits desirable qualities such as enthusiasm, cooperation, sense of humor, creativity, tact, positive attitude/work ethic, dependability, punctuality, self-discipline/control, poise, voice-control, effective non-verbal communication, a professional appearance, initiative, and a genuine concern and interest for others.
9. Follows the specific instructional requirements established by the School Board (LEA), State Department of Education (SDE), the State Board of Elementary and Secondary Education (SBESE), and/or Federal regulations and guidelines established by each.

TERMS OF EMPLOYMENT: Nine (9) months

EVALUATION: Performance in this position will be evaluated annually in accordance with the Board's policy by the site principal or designee.

SALARY RANGE: See Lincoln Parish Teacher Salary Schedule

While the operation of the Lincoln Parish School Board and its schools is governed by the provisions of this and all other policies, as well as the procedures of the individual schools, no policy manual can list each and every instance of misconduct that is precluded. Accordingly, employees are cautioned that the appropriateness of certain action or behavior must necessarily be dictated by the nature of the position held by the employee and commonsense. By virtue of one's education and experience, an employee knows and understands that certain actions or conduct are unacceptable even in the absence of formal policy. For instance, without the need of a specific prohibition or warning, a classroom teacher should be aware of the impropriety of certain practices such as leaving students unattended, using profanity or sexually suggestive language or bringing a firearm onto campus. Such conduct constitutes both incompetence and willful neglect of duty and will result in the imposition of discipline up to and including termination.