

SECTION I: GENERAL INFORMATION

Classification Title: Media Specialist	Department:	Unit: Teachers
Immediate Supervisor: Building Principal	Grade Placement:	FLSA Status: Exempt

Job Summary:

Under the direction of the Building Principal, the Media Specialist is responsible for planning, administering and implementing the operations, procedures and routines of the IMC and for coordinating IMC staff. Duties include the acquisition of media collection, materials and equipment; providing support, assistance and instruction to students in researching and utilizing IMC resources; conducts the cataloging, organization and circulation of media resources; provide assistance, support and instruction in the use of technology, software, tools and equipment within the IMC; and participating in the curriculum process in developing literacy skills and implementing media procedures supportive of District curriculum, needs and objectives.

Essential duties outlined below are intended as “representative” examples of the level, nature and decision making expected of positions assigned to this classification. The duties below are not intended to be a comprehensive listing of all duties and tasks performed by the employees assigned to this classification. A classification description, unlike job description or position description, is designed to capture the general expectations, complexity level, and nature of work of any position that may be allocated to this classification.

SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES

1. Collaborates and cooperates with building staff in formulating strategies for selecting, retrieving, analyzing, evaluating, synthesizing, creating and communicating information within the IMC in accordance with local, state and national standards.
 - Collaborates with building personnel in developing and implementing district policies concerning material selection, circulation, copywrite, privacy and acceptable use of IMC resources.
 - Benchmarks the SLP to school, state and national program standards.
 - Encourages the use of instructional technology to engage students and improve learning through digital information resources.
 - Meets with instructional personnel to assess their needs, web resources and media requirements. Provides recommendations and assistance in the selection and purchase of instructional materials.
 - Evaluates, promotes and utilizes current and emerging literacy, research, media and instructional technologies.
2. Provides instructional support and collaboration in the delivery of curriculum and instructional support.
 - Participates in the curriculum development process to ensure that curricula includes literacy skills.
 - Collaborates with teachers and students to design and teach learning skills, experiences and assessment of literacy skills.
 - Participates in the planning and implementation of collaborative planned learning experiences by providing group and individual instruction.
3. Oversees and administers the operation and staff of the IMC. Performs such duties as, but not limited to:
 - Ensures IMC program goals and objectives are aligned with school and district long range plans and goals.
 - Provides direction, delegates assignments, monitors staff functions within the IMC. Participates in the hiring and training of IMC personnel.
 - Formulates and implements procedures and processes for the selection, acquisition, circulation, resource sharing of IMC resources and collections.
 - Prepares, recommends and administers the IMC program budget.
 - Prepares research and data to support the efficacy and relevance of the school library instructional program and

- to evaluate and support the continuous program improvement process.
 - Oversees student management issues within the IMC.
- Troubleshoots technology issues in the IMC. Collaborates and works with the Technology Coordinator and staff regarding more technical and advanced technology issues and/or problems of the IMC. Provides and assists in the evaluation of software, applications and hardware.
 - Performs other duties of a comparable level or type, as required.
 - Provides professional expertise and assistance to individuals, other district staff and the community concerning areas of instructional expertise/knowledge.
 - Attends training sessions, conferences, seminars, district and building meetings.
 - Keeps abreast of changing developments, trends, instructional and educational technologies.

SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following:			
REQUIRED EDUCATION/TRAINING (choose one)		DEGREE INFORMATION:	
less than high school diploma		Type of degree: (B.S., M.A., etc.) Bachelor's Degree	
High school diploma or GED.		Major field of study or degree emphasis:	
1 year college		Education and focus on a specialty area.	
	2 years college		
3 years college	x	4 years college	
1st year graduate level		Essential knowledge and specialized subject knowledge required to perform the essential functions of the job:	
2nd year graduate level		<ul style="list-style-type: none"> Principles, practices and trends in media center management Research tools including print and Internet Cataloging and automated library systems Operation of personal computers and media equipment Instructional/technology curriculum. Education and business related software Teaching principles, practices, techniques and approaches in the area of media literacy. District procedures and policies related to instruction and classroom management and administration rules governing (procurement and purchased services). 	
Required Work Experience in Addition to Formal Education/Training: Requires the completion of a 3-6 month student teaching or practicum experience.			
LICENSE/ CERTIFICATION		Identify licenses/certification required: Valid MN driver's license. State of MN K-12 Media Specialist Licensure.	
INDIRECT SUPERVISION:			
Number of employees indirectly supervised: Media Support personnel			Total: varies
ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK		Skilled in: <ul style="list-style-type: none"> Planning, supporting and instructing students consistent with approved curriculum in the areas of instructional technology and library/informational science. Developing IMC procedures and media systems. Presenting complex materials and concepts in an understandable and grade appropriate manner concerning library/media skills curriculum and technology. Organizing, evaluating, developing, acquiring and maintaining IMC print and non-print collections. Delegating and monitoring the activities of IMC personnel and students. 	



- Applying and interpreting district policies and procedures pertaining to discipline and student management.
- Establishing and implementing IMC procedures and policies.
- Communication, interpersonal skills as applied to interaction with staff, students, and the general public.
- Preparing and making presentations to groups and individuals.
- Organization of IMC equipment, resources, catalogs, and student information.
- Basic math skills needed to maintain a budget.
- Using Internet as a research tool and informational/technology resources.

PHYSICAL JOB REQUIREMENTS: (Indicate according to essential duties/responsibilities)

Amount of Time Spent					Amount of Time Spent				
<u>Physical Activities</u>	None	1/3 Less	1/3 to 2/3	Over 2/3	<u>Lifting/Forcing Exerting</u>	None	1/3 Less	1/3 to 2/3	Over 2/3
Stand			x		Up to 10 lbs			x	
Walk		x			Up to 25 lbs		x		
Sit			x		Up to 50 lbs	x			
Use hands to finger, handle or feel				x	Up to 100 lbs	x			
Reach with hands and arms			x		Over 100 lbs.	x			
Climb or balance	x								
Stoop, kneel, crouch or crawl		x							
Talk or hear				x					
Taste or smell	x								

PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities

Physical requirements associated with the position can be best summarized as follows:

Light Work:

Exerting up to 25 pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body.

HAZARDOUS WORKING CONDITIONS

Unusual or hazardous working conditions related to performance of duties:

Duties are performed in a typical school district office setting. There are minimal environmental hazards and risks associated with the nature of the work.



SECTION IV: DISTRICT MISSION AND CORE VALUES

<p>OUR MISSION</p>	<p><i>Our mission is to equip all students with the knowledge and skills to empower them to achieve their dreams and full potential while becoming responsible citizens in a dynamic world</i></p>
<p>CORE VALUES</p>	<p>We believe that:</p> <ul style="list-style-type: none"> • Trust and respect are fundamental for thriving relationships. • Our community flourishes when individuals, families and organizations collaborate. • Every person matters and has value. • Responsibility and accountability are essential for personal growth, organizational improvement and community engagement. • Commitment to high expectations is essential to help achieve full individual and collective potential.
<p>MISSION OUTCOMES</p>	<p>By 2020, all students will...</p> <ul style="list-style-type: none"> • Develop a personalized education path they can articulate and use to progress toward their evolving dreams. • Identify and choose positive ways they can take active ownership in their community while recognizing its diversity.
<p>STRATEGIES</p>	<p>We will...</p> <ul style="list-style-type: none"> • Ensure that every employee understands, supports and promotes our core values and mission. • Build trust and facilitate engagement with all ISD 15 stakeholders. • Align and support all educational programs and services to achieve our mission and mission outcomes.
<p>STRATEGIC DELIMITERS</p>	<p>We will NOT...</p> <ul style="list-style-type: none"> • Continue or adopt any program or service unless it is aligned with and advances the mission and is accompanied by the necessary human and financial resources • Make decisions without the use of relevant data provided by the appropriate personnel. • Allow past experiences to interfere with the consideration of new ideas.

SECTION V: CLASSIFICATION HISTORY AND APPROVAL

This Position Description reflects an accurate and complete description of the duties and responsibilities assigned to the position.

Department Head's Signature
Date

Classification History:
 Created classification description 6/2016 BCC

