

Roles and Responsibilities

Preface

Educational roles are always interrelated and complementary. Effective media program development is dependent on these characteristics. Through cooperative efforts of educators, students, parents, and the community, the most effective and relevant media programs can be developed. In this effort, administrators who clearly state expectations for the media program can provide the leadership needed for innovative development. Curriculum and instructional personnel who explicitly define student outcomes can establish a basis for optimum use of media. Media personnel with professional expertise can organize for appropriate selection, effective utilization, efficient organization, and open access to resources and facilities. Members of the community can contribute to the planning process by helping to shape the program according to community characteristics and by interpreting the media program to others. The interrelationships necessary for successful program development are apparent through the descriptions in this publication. Each role has unique responsibilities and it requires contribution from all for adequate development.

These role descriptions are not intended to be used as evaluative tools, but rather to prescribe appropriate activities. It is believed that this document will be useful to:

- individuals wanting to examine their particular role in the development of a media program which is integrated with the instructional program
- administrators seeking to hire competent employees
- educators trying to identify staff development needs
- local board members wanting to understand the complexities of media program development
- media specialists defining job expectations
- media committee members seeking orientation to their new role, and
- college faculties adapting training program to meet today's needs.

THE ROLE OF THE PRINCIPAL

The principal, as the instructional leader of the school, facilitates the process through which instructional and media personnel cooperatively plan and implement the educational program to meet learner needs. This process combines the media and instructional programs as the school community moves toward common goals.

In this role, the principal:

- assures implementation of state and system policies and procedures
- reviews building-level media policies and procedures
- encourages teachers to incorporate media services into the instructional program
- interprets the building media program to the superintendent, parents and the lay community
- recommends qualified, service-oriented media personnel for employment
- provides opportunities to personnel to continue professional growth
- ensures that state allocated media funds are spent according to state law
- confers with the media coordinator in evaluating the media program
- ensures appropriate evaluation of the media program and of the media specialist
- establishes a working relationship with the media coordinator where applicable
- appoints the building media committee and meets regularly with the building media committee
- assures flexible scheduling for the media center in order to provide student access at the time of instructional need
- provides time for, and encourages, teacher/media specialist planning supports use of and provides media support personnel to assure routine, essential media services when available
- encourages professional staff to be involved in the selection of new media and technology

- supports and encourages innovative strategies and the incorporation of new technology into teaching and learning activities
- evaluates media personnel by clearly established and relevant criteria
- promotes cooperation with other informational agencies such as public libraries, resource centers, Educational Technology Training Centers, etc.
- assists in planning media facilities development and/or adaptations
- maintains awareness of media program goals, needs, and outcomes through regular conferences with media personnel

THE ROLE OF THE SCHOOL LIBRARY MEDIA SPECIALIST

Foreword

In 1996 a group of school library media specialists from across the state of Georgia met to redefine the roles and responsibilities document originally contained in "You Are the Key." The results of their efforts reflect the infusion of technology while reaffirming the commitment to the traditional roles of school library media specialists. The mission statement and the roles were intended to be broad enough to accommodate interpretation at the local level.

Mission Statement

The mission of the school library media program is to ensure that students and staff are effective users of ideas and information. This mission is accomplished as outlined in Information Power, Building Partnerships for Learning (American Association of School Librarians and Association of Educational Communications and Technology, Chicago: 1998):- 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, - by working with other educators to design learning strategies to meet the needs of individual students.

Roles and Responsibilities

ROLE I: Provides instructional leadership in the use of information resources and literature.
Responsibilities:

I- Plans collaboratively with teachers to integrate literature, resources and information literacy skills into the curriculum.

SAMPLE TASKS

Utilizes an appropriate record of planning.

Promotes literature and reading.

Assists with instruction and evaluation of collaboratively planned units.

Assists teachers in the selection, and utilization of appropriate resources, technologies, and general literature.

Recommends strategies for the integration of all resources into instruction.

II- Develops and provides instructional opportunities with information technologies for staff and students.

SAMPLE TASKS

Assists students and staff in the access and utilization of resources and technologies.

Provides orientation for students and staff as needed.

Promotes awareness of outside resources such as public and college libraries, online services and community resources.

III- Provides information about and complies with copyright laws

SAMPLE TASKS

Disseminates current copyright information to staff and students as appropriate.

Seeks outside consultation for clarity on copyright matters when necessary.

IV- Collaborates with teachers and students on material production.

SAMPLE TASKS

Assists students and staff with production activities.

Provides instruction in production techniques using a variety of formats.

ROLE II: Develops, administers, and manages programs and facilities for the use of information resources and technologies

Responsibilities:

I- Develops, evaluates, and revises policies and procedures, and services of the program/center.

SAMPLE TASKS

Sets short and long term goals for the media program/center.

Seeks input from and informs students, staff, and community about the media center, its resources, services, and program.

Maintains and uses statistical reports.

Coordinates the procedures for challenged materials.

II- Provides leadership in collaborative planning for school technology, resources, and needs.

SAMPLE TASKS

Serves as a permanent member of the school media/technology committee.

Assists in identifying resources that support the curriculum.

Coordinates installation and maintenance of hardware and software.

Serves as contact person for technology support staff and service vendors.

III- Administers and maintains a center and a program that fosters a positive learning environment.

SAMPLE TASKS

Maintains a flexible, accessible schedule.

Supervises student behavior in the Media Center.

IV- Ensures effective organization of center and resources.

SAMPLE TASKS

Maintains the Media Center database in accordance with professional standards.

Catalogs and processes resources purchase for circulation.

Maintains the Media Center network, including effective circulation and retrieval systems.

Promotes the appropriate use of online resources, such as the Internet.

Disseminates information about the Acceptable Use Policy and monitors that policy within the Media Center.

Facilitates distance learning resources by managing satellite and cable reception and disseminating information regarding educational programming.

Inspects, maintains, and weeds all Media Center resources.

V- Selects and orders resources consistent with system policies and with school curriculum needs.

SAMPLE TASKS

Analyzes the Media Center collection based on curriculum and instructional needs.

Seeks input for collection development and uses appropriate selection tools.

Maintains a consideration file for future purchases.

Prepares purchase orders consistent to administrative guidelines.

Monitors the Media Center budget.

VI- Provides supervision and leadership for staff including clerical, paraprofessional and technical.

SAMPLE TASKS

Assists with interviews and evaluations.

Ensures proper training.

Provides daily supervision and guidance.