

Orland Unified School District

Position Title: District Library Media Specialist

Work year: 183days + 10 extra days at daily rate

Compensation: Regular teacher salary schedule plus step 10 extra duty salary

Brief Description of Position:

Under the supervision of the Assistant Superintendent, the District Library Media Specialist plans, leads and directs the school library program for the district and all of its schools. The District Library Media Specialist possesses both a California teaching credential and a California Library Media Teacher (Specialist) Services credential.

Essential Functions:

- Manages and supervises all aspects of the school media centers, including selection, cataloging, processing and discarding of print and non-print materials.
- Develops procedures for the selection, ordering, processing and cataloging of school library media materials.
- Assists in the selection, assignment and supervision of classified library staff.
- Provides training and on going in-service to library personnel through monthly meetings and site visits.
- Evaluates the total library/ media program, services and materials in terms of adequacy in meeting curricular needs, student and faculty needs and local, state and national standards.
- Coordinates and promotes the application and integration of technology and information literacy skills with K-12 library services and programs.
- Plans with individual teachers and departments to integrate library skills, reading guidance and technology with the individual classroom-teaching program.
- Develops and communicates a vision for the role of the school library media program as an integral part of the district's instructional program. Participates in the development of the educational program at the district level.
- Develops district-wide standards for school library media centers and staff.
- Leads the development of the District Library Plan as well as the process for its annual review, revision and school board approval.
- Assists and or manages the district, categorical and individual school library media budgets.
- Participates on district technology planning committees for both site and district concerns and to assure that library media technology is fully incorporated into the district technology plan.
- Adheres to the highest professional and ethical principles of education and librarianship.
- Keeps current with new developments and trends in education and the school library media field.
- Models personal enjoyment of reading, and is a lifelong learner.

Knowledge and Abilities:

- Ability to develop and administer an effective library media program as identified by *Information Power* and the standards identified in the CSLA Library Media Standards.
- Knowledge of and ability to teach the research process.
- Is knowledgeable about children's, young adult and adult literature.
- Knowledge of state standards and frame works, district curricula and district assessment instruments.

Required Experience and Training:

- Valid California teaching credential
- Valid California Media Teacher (Specialist) Services Credential
- Successful experience as a Library Media Specialist (Teacher)
- Training in technology; CTAP preferred.

Working Conditions:

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to stand; walk; use hands and fingers to handle, or feel objects, tools, or controls; and talk or hear. The employee frequently is required to reach with hands and arms. The employee is occasionally required to sit. The employee frequently must squat, stoop or kneel, reach above the head and reach forward. The employee will frequently bend or twist at the knee and trunk more than the average person while performing the duties of this job.

The employee must frequently lift and/or move up to 50 pounds such as boxes of books. The employee will sometimes push/pull items such as tables and AV equipment. Specific vision abilities required by this job include close vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee regularly works indoors and will occasionally work outdoors. The employee will work near or with moving instructional materials and technological equipment. The employee must be able to meet deadlines with severe time constraints. The noise level in the work environment is usually moderate.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position.

QUESTIONS AND CONCERNS TO BE ADDRESSED

- I have worked at OHS for twenty years and would like the high school to be my home base at half-time (2 ½ days a week preferable an A and a B schedule).
- I need a schedule at the other schools that does not compromise the integrity of the program at the high school. This schedule needs to be understood by all administrators, as I do not care to be “written up” for being absent when I am actually assigned to another school. I received an evaluation that indicated a need to improve my supervision of students. If I am at four sites how will this improve?
- Who will substitute for absent clerks? The media center at the high school is difficult to close and there are no plans in place for substitutes.
- Mary will be working at the high school next year from 7:30 until 3:00 without a break. She will be taking lunch at 3:00 pm. I am concerned about the legality and the safety of this issue.
- I am also concerned about the supervision and troubleshooting of the 20 student computers in the OHS media center. Mary supervises 40-50 students before school and at least that many during break and lunch. She has her hands full with the front desk and the copier.
- Library personnel have done textbooks as a favor to the site administrators. At the high school this activity has been based on the availability of two full-time library people. This has been misused at the high school and I have had to fight to defend the library over the past twenty years. The library technician used to place all textbook overdues (as well as athletic fines and fees for classes) on the library database, which compromised the integrity of the library records. This has been changed but not totally eliminated.
- I do all of the cataloging and database maintenance at the OHS media center. These are professional activities that necessitated courses at Chico State. I do not care to compromise my professional training by exchanging these professional job tasks for inappropriate tasks at the other schools (stamping textbooks and hauling them to classrooms).
- Textbook ordering and management duties need to be moved to the department chairs and the administration at each school site. Overdue or lost textbooks should be part of the Aeries system and Shane could trouble shoot the program for modifications. I know that it has been used for textbook management in some schools as an adjunct to the attendance program. The attendance clerks could be trained in the input and tracking of textbooks and the district would save a lot of money in the long run.
- What meetings should I attend at each school site?
- Who does orientation to the library? I could do the first day of orientation at OHS and include all English teachers and their students but who then is to follow-up on the activity? What about the other schools and their orientation?
- I have ordered all of the books and quizzes for the Accelerated Reader program at the high school. Do I continue to do this and then continue the program at CK Price and Fairview?
- I have ordered equipment and supplies at the OHS media center and will continue to do so. What about the other schools?
- Who will be in charge of equipment repair?
- I am willing to do technology on a limited basis but feel that being the chair of the District Technology Committee might be a little too much.
- I feel that most of my time should be spent on the libraries at the schools. I will be busy analyzing collections, ordering materials, discarding and troubleshooting inventories. I may need to spend time on training as some library clerical personnel may retire.