

# Library/Media Specialist

TITLE: Library/Media Specialist

## QUALIFICATIONS:

Education/Certification:

- I. Maine Department of Education certification as a Library/Media Specialist (071) and other legal credentials required to be “Highly Qualified” according to State and Federal Standards.
- II. Holds degree(s) required for Library/Media Specialist.
- III. Hold a valid state of Maine Criminal History Record Check (CHRC) approval.

REPORTS TO: Building Principal

SUPERVISES: Education Technicians and/or Volunteer(s) as assigned.

## JOB GOALS:

The library media specialist ensures that students and staff are effective users of ideas and information. The job description outlines the essential functions of an efficient, successful library media specialist and provides a model for growth and exemplary service. The three key roles of the library media specialist are Information Specialist, Teacher and Instructional Partner, and Leader, Planner and Manager.

## PROFESSIONAL RESPONSIBILITIES:

### I. Information Specialist

- I. Guides learners through the information literacy process of identifying, locating, interpreting, utilizing, and communicating information.
  - a. Engages students and staff in defining information needs.
  - b. Assists learners in selecting appropriate resources.
  - c. Assists learners in accessing and evaluating intellectual content.
  - d. Supports the use and presentation of information and new knowledge.
  - e. Encourages reflection on and evaluation of the information literacy process.

### II. Plans, selects, and organizes a collection of resources guided by a collection development plan.

1. Follows a collection development plan to ensure a balanced, reputable and comprehensive collection of materials.
2. Selects materials to meet the needs of students, staff, and curriculum

3. Reads current literature, professional journals, and other resources for selection.
4. Maintains an efficient system of classifying, cataloging, and circulating all library materials to ensure equity of access.
5. Develops and regularly revises a written selection policy to be approved by the School Board.
6. Plans and maintains a relevant professional library to promote the professional development of the faculty, administration, and staff; supports the continuing educational research of faculty and administrators.
7. Evaluates the collection through inventory, removes obsolete and worn materials and updates resources.
8. Facilitates access to resources beyond the school library when appropriate.

III. Enables learners to access relevant information in a variety of formats using 21st century information, communication, and technology skills.

1. Assesses and promotes effective use of technology for teaching and learning.
2. Arranges for scheduling of facilities, staff time and collections to meet the needs of individuals, small groups, and large groups for research, browsing, recreational reading, viewing, instruction, or listening at the point of need.
3. Maintains awareness of evolving technology to anticipate the needs of the educational community.

IV. Participates in district, building, department, and grade level curriculum design and assessment development to support content area standards.

1. Incorporates the information literacy process into all content areas.
2. Assists teachers in identifying and accessing materials to support content area instruction as well as professional growth.
3. Assists in developing classroom assessment, school-wide rubrics, and the district local assessment system.

II. Teacher and Instructional Partner

I. Instructs and assesses students in mastering content standards by collaborating with other educators to integrate information literacy and the reading process across the curriculum.

1. Collaborates with other teachers, specialists, and educators to provide group and individual instruction.
2. Participates in district, building, department, and grade level curriculum instruction and assessment.
3. Instructs learners in the use of the library resources.

II. Encourages the school community to read for personal enrichment and academic achievement.

1. Promotes use of the library media center resources through displays and published communications.

2. Creates reading experiences for students in groups and as individuals.
3. Recommends reading materials to students and staff, i.e. preparation of reading lists.

### III. Guides learners to extend information literacy to lifelong learning.

1. Teaches learners to formulate information problems using a variety of questioning skills.
2. Teaches learners to be effective users of information resources.
3. Teaches learners to comprehend and interpret information.
4. Teaches learners to utilize and communicate information.
5. Teaches learners to evaluate the process and the result, i.e. how well the solution resolved an information problem and if the steps taken were appropriate and efficient.
6. Fosters positive attitudes towards libraries and information literacy.

### IV. Instructs learners in the use of appropriate technology to meet information needs.

1. Informs learners about various technologies available to meet information needs.
2. Teaches strategies for selecting appropriate technology.
3. Teaches learners how to use available technology for information access and retrieval.
4. Teaches learners how to use technology for production and dissemination of information.

### V. Educates the school community in the ethical and appropriate use of information.

1. Informs the school community about the principles of intellectual freedom.
2. Instructs users in the rights and responsibilities relating to intellectual property, i.e. copyright, confidentiality/privacy, plagiarism.

## III. Leader, Planner and Manager

### I. Plans, implements, and evaluates the school library media program to be consistent with the school's mission and expectations for student learning.

1. Participates in the development of policies to ensure efficient operation and optimal service, appropriate use of resources, intellectual freedom, and academic integrity.
2. Directs, organizes, and supervises the operation and services of the school library program.
3. Develops annual and long-range plans for the school library program.
4. Integrates curriculum needs into the library goals and objectives.
5. Collects and analyzes data for planning and program evaluation.

### II. Participates in planning, for the allocation of resources and services.

1. Manages the school library budget to provide equal opportunity for all students to achieve school expectations.
2. Maintains awareness of grants and supplementary funding opportunities.

III. Trains and supervises library support staff, student aides, and volunteers.

1. Participates in the recruiting and hiring of other professional, paraprofessional, clerical, student, and volunteer library workers.
2. Trains library workers in school library procedures and services to assist in supporting all learners.
3. Participates in the supervision and evaluation of school library workers.

IV. Assumes a leadership role in creating a dynamic educational climate for students and staff.

1. Works with administrators and other appropriate personnel to develop long-range goals and objectives for the school library.
2. Develops and continually updates professional expertise.
3. Networks with other professionals through participation in local, state, and national organizations.
4. Provides staff development opportunities for school personnel.

V. Advocates for an effective school library program.

1. Communicates the mission and goals of the school library program to the students, staff, administration, parents, and community.
2. Initiates and maintains contact with administrators and other teachers about the library resources and programming.
3. Maintains cooperative relationships with local public and academic libraries and other community organizations.
4. Promotes library services to the wider school community.

TERMS OF EMPLOYMENT:

Twelve month year with actual salary, benefits, and work year set by the School Board through contract negotiations and appropriate policies.

EVALUATION:

Performance of this job will be evaluated by the Principal in accordance with provision of the Board's policy on Evaluation of Professional Personnel. The Building Principal will perform the evaluation.

NOTE:

The above job description reflects the general requirements necessary to describe the principal functions or responsibilities of the job identified and shall not be interpreted as a detailed description of all work requirements that may be inherent in the job, either at present or in the future.

School Board Approved: October 12, 2010

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