

## **GUILFORD COUNTY SCHOOLS JOB DESCRIPTION**

### **JOB TITLE: SPECIALIST I - MEDIA LIBRARY MEDIA SERVICES**

#### **GENERAL STATEMENT OF JOB**

Under limited supervision, provides leadership, instruction and support to media specialists and principals in the development and implementation of quality media programs in the school system through one-on-one consultation, staff development and program planning. Employee maintains the Library Media Services web page, Preview Center, and Professional Library. Reports to the Program Administrator of Library Media Services.

#### **SPECIFIC DUTIES AND RESPONSIBILITIES**

##### **ESSENTIAL JOB FUNCTIONS**

Provides leadership, instruction and support to library media specialists who are new to the profession, system or grade level in all areas of librarianship including program development, library management and instruction.

Works with library media specialists to design and implement short and long range plans to ensure balance among teaching, instructional technology, collaboration, collection development and program management.

Plans, develops, coordinates and implements staff development for library media personnel.

Assists and serves as a consultant to library media specialists and principals in developing objectives to fulfill school specific and district curriculum goals.

Assesses needs and works with principals and media specialists to improve teaching, programs, facilities, collection organization and maintenance, and library automation.

Assists and serves as a consultant to administrators and media specialists on the State Board-Approved evaluation instruments for media personnel.

Assists in the selection and evaluation of resources for the media programs in new schools and the Professional Library.

Designs, constructs and maintains the Library Media Services Webpage to ensure access to information and resources.

Advises school personnel regarding the district's policies and procedures, materials selection, and copyright issues.

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Provides training and coordinates the completion of annual media and technology reports.

Disseminates information on new developments in media and technology, funding sources, and professional growth opportunities.

Participates in the recruitment and selection of personnel for library media centers.

Assists with the planning, preparation and execution of reading events.

Serves as a member of the District Media Advisory Committee and the Family Life Resources Review Committee.

Serves as consultant on facility arrangement and rearrangement in library media centers.

Works in partnership with the Public Library on a variety of collaborative projects.

Works cooperatively in various capacities with DPI and UNCG in matters relating to school libraries.

### **ADDITIONAL JOB FUNCTIONS**

Works with the Program Administrator on the development and implementation of long range plans, policies, procedures and budgets for the library media program.

Performs other related work as required.

### **MINIMUM TRAINING AND EXPERIENCE**

Master's degree in Instructional Technology, Library Science or a related field, and 9 to 14 years teaching and library media services experience or any equivalent combination of training and experience which provides the required knowledge, skills and abilities.

### **SPECIAL REQUIREMENTS**

Must qualify for Library and MLS Certification or have a Library and MLS Certificate. Must possess a valid North Carolina driver's license.

### **MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS**

**Physical Requirements:** Must be physically able to operate a variety of equipment including computers, typewriters, copiers, audio-visual materials, etc. Must be physically able to operate a motor vehicle. Must be able to exert up to 100 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, and pull

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or otherwise move objects, including the human body. Light Work usually requires walking or standing to a significant degree.

**Data Conception:** Requires the ability to compare and/or judge the readily observable, functional, structural or composite characteristics (whether similar or divergent from obvious standards) of data, people or things.

**Interpersonal Communication:** Requires the ability to speak and/or signal people to convey or exchange information. Includes receiving instructions, assignments or directions from superiors.

**Language Ability:** Requires the ability to read a variety of correspondence, reports, forms, newsletters, procedures, etc. Requires the ability to prepare correspondence, reports, forms, position statements, overheads, meeting summaries, etc., using prescribed formats and conforming to all rules of punctuation, grammar, diction, and style. Requires the ability to speak before groups of people with poise, voice control and confidence.

**Intelligence:** Requires the ability to apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions; to interpret an extensive variety of technical instructions in mathematical or diagrammatic form; and to deal with several abstract and concrete variables.

**Verbal Aptitude:** Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in standard English.

**Numerical Aptitude:** Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; utilize decimals and percentages; and to apply the principles of descriptive statistics, statistical inference and statistical theory.

**Form/Spatial Aptitude:** Requires the ability to inspect items for proper length, width and shape.

**Motor Coordination:** Requires the ability to coordinate hands and eyes rapidly and accurately in using office and audio-visual equipment.

**Manual Dexterity:** Requires the ability to handle a variety of items such as office equipment. Must have minimal levels of eye/hand/foot coordination.

**Color Discrimination:** Does not require the ability to differentiate between colors and shades of color.

**Interpersonal Temperament:** Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with emergency situations.

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**Physical Communication:** Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear.) Must be able to communicate via telephone.

### **KNOWLEDGE, SKILLS AND ABILITIES**

Considerable knowledge of library media terminology and appropriate uses of media and technology to enhance instruction and achievement.

Knowledge of personnel and marketing terminology.

Considerable knowledge of the current literature, trends, methods and developments in the area of media and instructional technology.

Considerable knowledge of the principles of organization and administration.

General knowledge of the County and School Board policies, procedures and standards regarding primary education.

General knowledge of the ethical guidelines applicable to the position as outlined by professional organizations and/or federal, state and local laws, rules and regulations.

General knowledge of the North Carolina Standard Course of Study.

Ability to custom-design instruction based upon student achievement data.

Ability to identify and evaluate new and emerging technologies.

Ability to use common audio-visual materials.

Ability to use common office machines and specific computer driven word processing, spreadsheet, Webpage construction, research and file maintenance programs.

Ability to maintain complete and accurate records and statistics and to develop meaningful reports from that information.

Ability to develop budgets for program implementation.

Ability to effectively express ideas orally and in writing.

Ability to establish and maintain effective working relationships as necessitated by work assignments.

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### **DISCLAIMER**

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.