



GENERAL INFORMATION

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| <i>TITLE</i> | Library Information Specialist |
| <i>DEPARTMENT</i> | Library Information Specialists |
| <i>LICENSURE</i> | Professional Educator License (PEL) or Educator License with Stipulations (ELS) |
| <i>ENDORSEMENT</i> | Library Information Specialist |
| <i>CLASSIFICATION</i> | Certified |
| <i>FLSA STATUS</i> | Non-exempt |
| <i>REPORTS TO</i> | Building administration |
| <i>SUPERVISORY RESPONSIBILITIES</i> | LMC Assistant |
| <i>PRIOR EXPERIENCE</i> | Student teaching, internship, or full/part-time teaching experience |
| <i>EVALUATION</i> | Evaluated by the Principal, Assistant Principal, Student Services Coordinator and/or other certified evaluators using the agreed upon evaluation tool. This includes formal observation of job performance, inclusion of informal observation data, an artifact file, student growth measures beginning in the year 2016, and other sources of data. The evaluation cycle for teachers not in continued contractual service (tenure) shall be one school year. The evaluation cycle for teachers have attained tenure in District 109 shall be two school years unless job performance is deemed as “needs improvement” or “unsatisfactory.” |

JOB GOALS

Under general supervision, the employee will:

- Ensure that students and staff are effective, ethical users and creators of information and ideas
- Provide intellectual and physical access to materials in multiple formats
- Collaborate with other teachers in providing instruction that fosters competence
- Promote enjoyment of, and appreciation for, reading

MAJOR DUTIES & PERFORMANCE RESPONSIBILITIES

The criterion indicated below are intended to describe various types of work that may be performed. The exclusion of specific responsibilities does not prohibit them if the work is similar, related, or a logical task of the position.

Teaching for Learning

- Develops lessons and instruction that are aligned to local, state, and national standards
- Develops short- and long-range goals that guide the development of the library media program in alignment with school and district goals
- Assists students and teachers in locating and using information resources
- Utilizes current research, reading strategies, and instructional methods
- Collaborates with other teachers to use print and electronic resources and to integrate technology
- Promotes reading for enjoyment and personal growth
- Facilitates the use of emerging technologies
- Uses a variety of materials and teaching strategies to stimulate and maximize student learning
- Develops a variety of formal and informal assessments to monitor student intellectual growth

Learning Environment

- Maintains attractive and inviting physical and online spaces that promote participatory learning experiences and intellectual growth
- Evaluates and selects materials and technologies that support the school’s philosophy and curriculum.
- Provides equitable access to resources and information for both students and staff
- Develops, reviews periodically, and implements a board-approved collection development policy with special emphasis on selection, challenged materials, and procedures for weeding
- Follows and models established policies, laws (including copyright laws), principles of intellectual freedom, and ethical behavior
- Maintains an accurate catalog to facilitate access to library resources and conducts an inventory on a regular basis

- Prepares and oversees a library media program budget that reflects the priorities of the entire school community
- Evaluates library programs, services, facilities, and resources to ensure optimum use

Leadership

- Advocates for, prepares, and oversees a library media program budget that reflects the priorities of the entire school community
- Evaluates library media programs, services, facilities, and resources to ensure optimum use
- Acts as a catalyst to integrate information literacy standards into the school curriculum
- Promotes the library media program and its goals, services, and resources to all stakeholders
- Models the use of current and emerging technologies
- Communicates the library media program's role in teaching and learning to the administrators, board of education, and others
- Represents the library media program on school and district committees
- Participates in professional organizations and activities that relate to library media programs and technology
- Provides professional development opportunities for other teachers

Program Oversight

- Using effective management principles, including the supervision of personnel, resources, and facilities, in developing and implementing program goals and objectives
- Using evidence of practice, particularly in terms of learning outcomes, to support program goals and planning
- Generating evidence in practice that demonstrates efficacy and relevance of the school library instructional program
- Supervising support staff, which may include educational assistants, volunteers, and student assistants Selecting and using effective technological applications for management purposes
- Participating in the recruiting, interviewing, selecting, and training of other professionals, educational library assistants, students, and volunteer staff
- Arranging for flexible scheduling of the school libraries to provide student accessibility to staff and resources at point of need
- Determining the need for equitable physical access to school library facilities through barrier-free, universally designed environments and communicating any needs to building administration

MENTAL DEMANDS

Knowledge

The employee must have foundational knowledge of district curricular standards and targets; State of Illinois learning standards; best practices in teaching; differentiated instruction; successful classroom management strategies; and other related curriculum objectives.

Ability

The employee shall plan, develop, implement, deliver, teach, and evaluate the district's library/media curriculum and address identified deficiencies; engage in the collaborative dialogue with peers; maintain records and prepare reports; communicate effectively both orally and in writing; read, interpret, apply, and explain policies and procedures; meet the requirements of schedules and time lines; take professional initiative; plan and organize work independently; develop effective lesson plans; read a variety of materials; efficiently employ differentiated teaching methods; learn new methods of teaching through ongoing professional development; implement a student centered approach to discipline, problem-solving and conflict-resolution; ability to work cooperatively and effectively with other certified and non-certified personnel, parents, and community members.

Education/Preparation

The employee shall possess the equivalent of a Bachelor's Degree; completion of a teacher preparation program through an accredited university or college; successful completion of State proficiency exams; and possess/maintain appropriate licensure through the State of Illinois.

Reasoning

The employee must have the ability to solve practical problems in situations where only limited standardization exists. Ability to interpret instructions provided through written and oral form.

PHYSICAL DEMANDS

While performing the duties of this job, the employee is regularly required to stand, walk, talk or hear, and taste or smell. The employee frequently is required to use hands to handle or feel instructional materials and library media center tools. The employee is occasionally required to sit; climb or balance; and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 30 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

WORK ENVIRONMENT

The employee shall possess personal computing skills with the following types of software including web browsers, word processing, spreadsheet, and databases and student database systems. The employee shall use board approved library media center resources, classroom textbooks, teacher manuals, technology, and assistive technology. While performing the duties of this job, the employee works in a classroom setting with children, occasionally works in outdoor weather conditions, and is subject to noises associated with an educational environment.

The mental demands, physical demands, and work environment characteristics are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to allow an employee with disabilities to perform the essential functions.

ADOPTED

- March 21, 1983

REVIEWED/REVISED

- January 13, 2014