

EASTERN CARVER COUNTY SCHOOLS

Position Description

SECTION I: GENERAL INFORMATION

Position Title: <i>Media Specialist</i>	Department: <i>Teaching and Learning</i>
Reports to: <i>Building Principal/Teaching & Learning</i>	FLSA Status: <i>Exempt</i>
Band/Grade/Subgrade: <i>C-5-2</i>	Bargaining/Work Unit: <i>CEA</i>
Tier/Lane:	Position Last Update: April 2019

SECTION II: JOB SUMMARY

The Media Specialist's role is to ensure that students and staff are effective users of information and media that helps stimulate innovation and learning. To encourage and empower students and staff to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information. To promote passion for learning in all students and ensure equitable access to information. To collaborate with teaching colleagues to design and implement personalized learning experiences, and assess student achievement and instructional effectiveness. To provide the leadership and expertise necessary to realize the District's commitment to exceptional, personalized learning. To model exemplary teaching within a personalized learning framework.

SECTION III: ESSENTIAL DUTIES AND RESPONSIBILITIES

Duty/Responsibility No:	1	Statement of duty/responsibility:
Percent of Time:	25	<i>Serve as an essential and equal partner in promoting and realizing exceptional, personalized learning for all students.</i>

Tasks involved in fulfilling above duty/responsibility:

- Invigorate the curriculum development process at both the building and district level to ensure that the curricula include the full range of literacy skills (information, media, visual, digital, and technological literacy) necessary to meet content standards and to develop lifelong learners
- Collaborate with teaching colleagues and students to design and deliver engaging inquiry and learning experiences and assessments that incorporate multiple literacies and foster critical thinking
- Promote and participate in the implementation of collaboratively planned learning experiences by providing group and individual instruction, assessing student progress, and evaluating activities
- Join with teachers and others to plan and implement meaningful experiences that will promote a love of reading and lifelong learning
- Provide and plan professional development opportunities within the school and district for and with all staff, including other school Information, Innovation, & Learning Specialists

Duty/Responsibility No:	2	Statement of duty/responsibility:
Percent of Time:	20	<i>Serve as a leader within the school helping to create an environment where collaboration and creative problem solving thrive. Foster an environment of creativity, innovation, and openness to new ideas, welcoming and encouraging input from others. Anticipate future obstacles and continually retool to meet challenges.</i>

Tasks involved in fulfilling above duty/responsibility:

- Serve on decision making teams in the school
- Take an active role in school improvement initiatives
- Share expertise by presenting at faculty meetings, parent meetings, and school board meetings
- Create an environment that is conducive to active and participatory learning, resource-based instructional practices, and collaboration with teaching colleagues
- Share with the learning community collaboratively developed and up-to-date district policies concerning such issues as materials selection, circulation, reconsideration of materials, copyright, privacy, and acceptable use
- Encourage the use of instructional technology as a catalyst to personalize learning, provide 24/7 access to digital information resources for the entire learning community
- Collect and analyze data to improve instruction and to demonstrate correlations to student achievement
- Maintain active memberships in professional associations
- Explore trends in professional practices and developments, information technologies, and educational research applicable to school media programs and share information with other staff
- Promote the ethical use of information

Duty/Responsibility No:	3	Statement of duty/responsibility:
Percent of Time:	30	<i>Serve as the school's information specialist</i>

Tasks involved in fulfilling above duty/responsibility:

- In accordance with district policy, develop and maintain a collection of digital and print resources appropriate to the curriculum, the learners, and the teaching styles and instructional strategies used within the school community
- Modeling effective strategies for developing multiple literacies for success in the world beyond "school"
- Evaluate, promote, and use existing and emerging technologies to support teaching and learning, supplement school resources, connect the school with the global learning community, communicate with students and teachers, and provide 24/7 access to library and/or media services
- Understand copyright, fair use, and licensing of intellectual property, and assist users with their understanding and observance of the same
- Organize and maintain the school's resource collection for maximum and effective use

Duty/Responsibility No:	4	Statement of duty/responsibility:
Percent of Time:	25	<i>As a teacher, empower students and staff to become critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information.</i>

Tasks involved in fulfilling above duty/responsibility:

Support learner's success by guiding them in:

- reading for understanding, for exposure to diversity of viewpoints and genres, and for pleasure
- using information for defined and self-defined purposes

- building on prior knowledge and constructing new knowledge
- embracing the world of information and all its formats
- working with peers in successful collaboration for learning
- constructively assessing their own learning and the work of their peers
- becoming their own best critics

Other duties as assigned

SECTION IV: KNOWLEDGE, SKILLS AND ABILITIES

Required

- A commitment to delivering exceptional, personalized learning
- Personable and enthusiastic
- Positive customer service attitude
- Passionate about learning and teaching
- Innovative and enthusiastic
- Strong training, presentation, and meeting facilitation skills
- Strong organizational and planning skills
- Strong written and oral communication skills
- Ability to define, collect, and utilize data to improve practice
- Ability to prioritize tasks
- Knowledge and experience with a wide variety of instructional resources including digital and print
- Knowledge and experience with a variety of technologies (e.g.: Tablet PCs, iPads, Chrome books, etc.)
- Able to work independently and under direction of supervisors
- Able to work as a team member
- Dependable
- Attention to detail
- Ability to give and follow directions
- Ability to meet deadlines
- Ability and willingness to learn
- Evidence of an understanding of the school culture and environment
- A commitment to ethical behavior
- A commitment to continued learning and professional growth
- Knowledge of District curriculum and scope and sequence

Preferred

- Able to lift 25 lbs
- Work in noisy areas and able to deal with constant interruptions

SECTION V: EDUCATION / CERTIFICATION REQUIREMENTS

- Valid State of Minnesota Teaching License areas required
- Library Media Specialist or Generalist license or willingness to obtain licensure within a 3-year window.

SECTION VI: EXPERIENCE REQUIREMENTS

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Note: Such alternatives to the above qualifications as the School Board may find appropriate and acceptable.

SECTION VII: COMPETENCIES AND/OR VALUES COMMON TO ALL POSITIONS

- A clear and demonstrated commitment to the District mission, which is to ensure high quality, innovative, challenging education where all learners are valued and respected.
- Performing assigned responsibilities in a manner consistent with the District's established Core Values.
- Advancing the District's mission and values through careful attention to the key issues of Learning, Environment and Resources.

SECTION VIII: PHYSICAL JOB REQUIREMENTS

(Indicate according to essential duties/responsibilities):

The physical job requirements described here are representative of those an employee encounters while performing the primary functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the primary functions.

Key: N=Never O=Occasionally (1-33%) F=Frequently (34-66%) C=Consistently (67-100%)					
Demands		Demands		Demands	
Physical		Lifting/Carrying		Exposure to Environ. Conditions	
Standing	F	Up to 10 pounds	F	Possible exposure to blood-borne pathogens through blood and/or body fluids	
Walking	F	Up to 25 pounds	O		O
Sitting	F	Up to 50 pounds	O		
Talking in person/on the phone	F	Up to 75 pounds	N	Toxic chemicals	N
Pushing/Pulling	O	Up to 100 pounds	N	Moving parts	N
Hearing	C	More than 100 pounds	N	Electrical shock risk	N
Feeling, grasping, finger dexterity	F	Noise Levels		Explosives	N
Climbing, balancing	O	Quiet (i.e. private office)	O	Fumes	N
Stooping (bend at waist)	F	Moderate noise (i.e. business office with typewriters/ printers, light traffic)		Extreme cold (non-weather)	N
Crouching, crawling, kneeling, Squatting	C		F	Extreme heat (non-weather)	N
Stretching/reaching with hands & Arms	F	Loud noise (i.e. many children laughing & playing, large earth moving equipment)		Varying weather conditions	N
Distinguishing smell	N		F	Sight	
Distinguishing temperature	N	Very loud noise (i.e. jack hammer, front row rock concert)	N	Vision for close work/ability to adjust focus	F
Traveling by automobile	O			Looking at computer monitor	F
				Color vision (identify & distinguish colors)	O
				Peripheral, depth perception	O