



LIBRARIAN

Classification: Certificated

Location: Assigned School(s)

Reports to: Principal or Principal Designee

FLSA Status: Exempt

Employee Group: EEA

This is a standard position description to be used for certificated teaching positions with similar duties, responsibilities, classification and compensation. Teachers assigned to the position description may or may not be assigned all of the duties identified herein.

This job description does not constitute an employment agreement between the district and employee and is subject to change by the district as the needs of the district and requirements of the job change.

Part I: Position Summary

The employee is primarily responsible for effective teaching and learning of the assigned subject(s) following district approved curriculum, instruction and assessment practices. Primary responsibility shall include student safety and appropriate collaboration and attention to each student's readiness to learn including needed guidance, discipline, and welfare. Employee may teach in a variety of elementary and/or secondary educational, individual or team teaching, settings.

Part II: Supervision and Controls over the Work

The employee works with a high level of independence and professional discretion under the general supervision of a designated school administrator. The employee's work is governed, controlled, and evaluated by acceptable professional practice, school and district policies and regulations, provisions of Washington Administrative Code and Revised Code of Washington, direction of the supervisor, and performance standards and expectations as set forth in the collective bargaining agreement.

Librarians fulfill a multitude of roles to include (1) teaching students and staff library and information retrieval skills, (2) operating and managing the library media center, (3) teaming with classroom teachers in applying library media resources to the curriculum, (4) and teaming with other members of the building staff to provide technology leadership. Each of these roles embraces an extensive range of duties and responsibilities. The degree to which a media specialist is expected to embrace each role is a function of the characteristics of the building to include the presence of a systems manager, skills of faculty members, amount and type of technology, needs of the community being served, and availability of support staff. Duties also vary by elementary, middle and high school settings.

Part III: Major Duties and Responsibilities

1. Library Media Center Management
 - a. Applies a comprehensive knowledge of developments and trends in library media center management issues, media systems, and information resources.
 - b. Assumes responsibility for the organization, appearance, and visual appeal of the library media center.
 - c. Schedules and manages the use of media facilities and equipment.
 - d. Maintains patron and materials databases.
 - e. Develops and maintains effective relations with patrons, volunteers and the community.
 - f. Supervises and trains library media clerks, volunteers, and student assistants.
 - g. Selects and oversees the ordering, receiving, processing, cataloging, shelving, storing, maintaining, repairing, circulating, inventorying, and withdrawal of library media resources, materials, and equipment.
 - h. Assists staff and students in locating and using library resources, materials, and equipment.
 - i. Develops, reproduces, and distributes bibliographies, guides, “pathfinders,” and other instructional handouts and materials as appropriate and needed.
 - j. Manages library media center budget and maintains accountability for fixed assets.
 - k. Facilitates the ordering, distribution, and return of instructional materials to and from the district textbook depository.
 - l. Helps to develop and implements written policies concerning the selection, screening, and evaluation of materials and equipment including the acceptance of gifts for the instructional library media center.
2. Technology:
 - a. Supports and provides leadership in achieving the building and district technology vision as it relates to the library media center by promoting the identification and implementation of technology, supporting distance learning within the building, and assisting faculty in the integration of technology into curriculum materials.
 - b. Serves as a member of the building technology team/committee.
 - c. Assumes responsibility for identifying and ordering appropriate electronic/online information retrieval databases, and instructing students and staff in their use.
 - d. Assists students and staff in the use of peripheral computer equipment, including scanners, Infocus equipment, etc.
 - e. Assist students and staff using word processing, presentation, and other “utility” software on equipment in the library media center.
3. The teacher plans for student success based on assessed needs of individual students and the use of data and information to determine each student’s current knowledge and skill level, set student learning goals, and assess student progress. The assessment of student needs

includes the use of district approved assessment tools and strategies in addition to the teachers own professional practice. As part of the planning process for inclusion students with special needs, the teacher may assist in identifying and complies with teaching and learning and student accommodation requirements under Individual Education Plans (IEP) and 504 accommodation requirements.

4. The teacher works collaboratively in a professional learning community with other teachers, support staff, and others as appropriate, in addressing the needs of students, developing effective teaching and learning practices, and developing and implementing best practices.
5. The teacher will regularly conduct planning for lessons using commonly accepted professional practice (content, goals, assessment, re-teaching, etc.) and consistent with school/district approved curriculum and instructional practice. The teacher uses research-based instructional strategies in planning lessons to make the teaching and learning more relevant to students (e.g., contextual learning opportunities).
6. The teacher maintains and provides reasonable and meaningful student grading and evaluation consistent with school and district policy and regularly and effectively communicates such information to students and parents. Reporting may include regular posting to and maintenance of electronic grade systems with parent and student access.
7. The teacher integrates district approved and/or required technology into planning, learning, progress reporting, and required record-keeping activities.
8. The teacher creates, communicates, and maintains classroom management practices that effectively engage students in the learning process. Acceptable student behavior and related discipline procedures are well understood by students and consistently enforced to maintain a positive learning environment.
9. The teacher will actively participate in faculty and grade level or department meetings, assist building efforts to plan, budget, implement, and evaluate the school's program and to do related work as required. In carrying out these responsibilities, the teacher will follow school policy and procedures, standard practices, and approved curriculum, and will actively and positively support the school vision.
10. The teacher is constantly observant of the needs and challenges of students and promptly engages an administrator or appropriate educational staff associates when the teacher suspects or reasonably believes that a student is at risk or in danger due to such issues as bullying, sexual harassment/misconduct, depression or suicide ideation, or academic failure. The teacher serves as a positive role model for students and practices the behaviors that are expected of students.
11. The teacher assists in the supervision of students at school activities and events. The teacher remains vigilant of students throughout the school day and the school location, taking the

initiative to engage students when students are acting inappropriately or in inappropriate locations for the time of day.

12. The teacher will establish a professional growth plan and annually review the plan and progress with the administrator.

Performs other duties as assigned.

Part IV: Minimum Qualifications

1. Must have successful experience in working with culturally diverse families and communities, or have otherwise demonstrated a commitment to strengthening engagement of a diverse community and skill in communicating with a diverse population.
2. Successful completion of a teacher certification program at an accredited college or university, and valid Washington state certification(s) and/or endorsement(s).
3. Successful completion of, or commitment to timely complete, highly qualified (“HQ”) criteria including praxis requirements.
4. Ability to provide in-service training to faculty and staff regarding library media services, resources, etc.
5. Technology skills in using computer applications such as word processing, presentation programs, WEB searches, and library media programs to include a variety of on-line and CD-ROM information storage and retrieval database applications.
6. Administrative skills to include budgeting, purchasing, inventorying, etc.
Community relations skills and the ability to serve as an ambassador for the building and for education.
7. Demonstrated content knowledge for subjects/levels being taught.
8. Ability to effectively communicate with parents, students, and staff verbally and in writing.
9. Commitment to collaboration and teaming and effectiveness in working within a professional learning community.
10. Skill in classroom management and ability to achieve, support, and maintain acceptable student behavior.
11. Knowledge of and ability to use appropriate and multiple assessment, instruction, and evaluation techniques.

12. Knowledge of child and adolescent development and ability to apply that knowledge to the selection and application of curriculum materials and instructional practices.
13. Knowledge and skill in the use and strategies necessary to meet the diverse needs of students.
14. Knowledge and skill in culturally responsive teaching and learning.
15. Skill and ability to utilize technology to aid instruction, assessment and learning.
16. Evidence of continuous professional learning and a commitment to participate in professional growth opportunities and self reflection on professional practice.
17. Any position specific special qualifications indicated in the recruitment process.

Part V: Desired Qualifications

1. Bilingual skills
2. Successful experience teaching in a diverse student environment.
3. Successful experience in a team teaching environment.
4. Successful experience in the grade level(s) and/or content area(s).

Part VI: Physical and Environmental Requirements of the Position

The physical demands and work environment 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 frequently required to sit, talk, move about, hear and speak, and be visually observant of classroom behavior and learning activities. The employee must regularly lift and carry items weighting up to 50 pounds or more and occasionally lift, restrain, or move up to 100 pounds – most typically when required to intervene in student safety issues.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus. The noise level in the work environment is usually moderate, or consistent with the subject being taught, but can be abnormally loud on occasion.



LIBRARIAN

While performing the duties of this job, the employee may occasionally work in outside weather conditions and be exposed to wet and/or humid conditions, temperature fluctuations, fumes or airborne particles, toxic or caustic chemicals commonly used in instruction and/or cleaning. It may be expected that the individual could be exposed to blood or other potentially infectious materials during the course of their duties. The employee may be exposed to infectious disease as carried by students. The employee may be required to travel on school owned or leased vehicles while supervising and assisting students.