

## **Roles and Responsibilities of School Personnel in the Media Program**

**Adapted from *You Are the Key***

**Georgia's Media Handbook**

**Created under the Auspices of the**

**Georgia Library Media Association, 2000**

### **Preface**

Educational roles are always interrelated and complementary. Effective media program development is dependent on these characteristics. Through cooperative efforts of educators, students, parents, and the community, the most effective and relevant media programs can be developed. In this effort, administrators who clearly state expectations for the media program can provide the leadership needed for innovative development. Curriculum and instructional personnel who explicitly define student outcomes can establish a basis for optimum use of media. Media personnel with professional expertise can organize for appropriate selection, effective utilization, efficient organization, and open access to resources and facilities. Members of the community can contribute to the planning process by helping to shape the program according to community characteristics and by interpreting the media program to others. The interrelationships necessary for successful program development are apparent through the descriptions in this publication. Each role has unique responsibilities and it requires contribution from all for adequate development.

These role descriptions are not intended to be used as evaluative tools, but rather to prescribe appropriate activities. It is believed that this document will be useful to:

- individuals wanting to examine their particular role in the development of a media program which is integrated with the instructional program,
- administrators seeking to hire competent employees,
- educators trying to identify staff development needs,
- local board members wanting to understand the complexities of media program development,
- media specialist defining job expectations,
- media committee members seeking orientation to their new role, and
- college faculties adapting training program to meet today's needs.

## **THE ROLE OF THE PRINCIPAL**

The principal, as the instructional leader of the school, facilitates the process through which instructional and media personnel cooperatively plan and implement the educational program to meet learner needs. This process combines the media and instructional programs as the school community moves toward common goals. In this role, the principal:

- assures implementation of state and system policies and procedures;
- reviews building-level media policies and procedures;
- encourages teachers to incorporate media services into the instructional program;
- interprets the building media program to the superintendent, parents and the lay community;
- recommends qualified, service-oriented media personnel for employment;
- provides opportunities to personnel to continue professional growth;
- ensures that state allocated media funds are spend according to state law;
- confers with the media coordinator in evaluating the media program;
- ensures appropriate evaluation of the media program and of the media specialist;
- establishes a working relationship with the media coordinator where applicable;
- appoints the building media committee;
- meets regularly with the building media committee;
- assures flexible scheduling for the media center in order to provide student access at the time of instructional need;
- provides time for, and encourages, teacher/media specialist planning;
- support use of and provides media support personnel to assure routine, essential media services when available;
- encourages professional staff to be involved in the selection of new media and technology;
- supports and encourages innovative strategies and the incorporation of new technology into teaching and learning activities;
- evaluates media personnel by clearly established and relevant criteria;
- promotes cooperation with other informational agencies such as public libraries, resource centers, Educational Technology Training Centers, etc;
- assists in planning media facilities development and/or adaptations;
- maintains awareness of media program goals, needs, and outcomes through regular conferences with media personnel.

# **The Role of the School Library Media Specialist**

## **Foreword**

In 1996 a group of school library media specialists from across the state of Georgia met to redefine the roles and responsibilities document originally contained in *You Are the Key.*" The results of their efforts reflect the infusion of technology while reaffirming the commitment to the traditional roles of school library media specialists. The mission statement and the roles were intended to be broad enough to accommodate interpretation at the local level.

## **Mission Statement**

The mission of the school library media program is to ensure that students and staff are effective users of ideas and information. This mission is accomplished as outlined in *Information Power, Building Partnerships for Learning* (American Association of School Librarians and Association of Educational Communications and Technology, Chicago: 1998):

- by providing intellectual and physical access to materials in all formats,
- by providing instruction to foster competence and stimulate interest in reading, viewing and using information and ideas,
- by working with other educators to design learning strategies to meet the needs of individual students.

## **Roles and Responsibilities**

### **ROLE I**

**Provides instructional leadership in the use of information resources and literature**

**Responsibilities:**

- **Plans collaboratively with teachers to integrate literature, resources and information literacy skills into the curriculum.**

#### **SAMPLE TASKS**

1. Utilizes an appropriate record of planning.
  2. Promotes literature and reading.
  3. Assists with instruction and evaluation of collaboratively planned units.
  4. Assists teachers in the selection and utilization of appropriate resources, technologies, and general literature.
  5. Recommends strategies for the integration of all resources into instruction.
- **Develops and provides instructional opportunities with information technologies for staff and students.**

#### **SAMPLE TASKS**

1. Assists students and staff in the access and utilization of resources and technologies.
  2. Provides orientation for students and staff as needed.
  3. Promotes awareness of outside resources such as public and college libraries, online services and community resources.
- **Provides information about and complies with copyright laws.**

#### **SAMPLE TASKS**

1. Disseminates current copyright information to staff and students as appropriate.
  2. Seeks outside consultation for clarity on copyright matters when necessary.
- **Collaborates with teachers and students on material production.**

#### **SAMPLE TASKS**

1. Assists students and staff with production activities.
2. Provides instruction in production techniques using a variety of formats.

### **ROLE II**

**Develops, administers, and manages programs and facilities for the use of information resources and technologies.**

#### **RESPONSIBILITIES:**

- **Develops, evaluates, and revises policies and procedures, and services of the program/center.**

#### **SAMPLE TASKS**

1. Sets short and long term goals for the media program/center.
  2. Seeks input from and informs students, staff, and community about the media center, its resources, services, and program.
  3. Maintains and uses statistical reports.
  4. Coordinates the procedures for challenged materials.
- **Provides leadership in collaborative planning for school technology, resources, and needs.**

### **SAMPLE TASKS**

1. Serves as a permanent member of the school media/technology committee.
2. Assists in identifying resources that support the curriculum.
3. Coordinates installation and maintenance of hardware and software.
4. Serves a contact person for technology support staff and service vendors.
- **Administers and maintains a center and a program that fosters a positive learning environment.**

### **SAMPLE TASKS**

1. Maintains a flexible, accessible schedule.
2. Supervises student behavior in the Media Center.
- **Ensures effective organization of center and resources.**

### **SAMPLE TASKS**

1. Maintains the Media Center database in accordance with professional standards.
2. Catalogs and processes resources purchase for circulation.
3. Maintains the Media Center network, including effective circulation and retrieval systems.
4. Promotes the appropriate use of online resources, such as the Internet.
5. Disseminates information about the Acceptable Use Policy and monitors that policy within the Media Center.
6. Facilitates distance learning resources by managing satellite and cable reception and disseminating information regarding educational programming.
7. Inspects, maintains, and weeds all Media Center resources.
- **Selects and orders resources consistent with system policies and with school curriculum needs.**

### **SAMPLE TASKS**

1. Analyzes the Media Center collection based on curriculum and instructional needs.
2. Seeks input for collection development and uses appropriate selection tools.
3. Maintains a consideration file for future purchases.

4. Prepares purchase orders consistent to administrative guidelines.
  4. Monitors the Media Center budget.
  5. Provides assistance with software and hardware evaluation and acquisition by serving on school and system-wide committees and consulting with appropriate vendors.
- **Provides supervision and leadership for staff including clerical, paraprofessional and technical.**

#### **SAMPLE TASKS**

1. Assists with interviews and evaluations.
2. Ensures proper training.
3. Provides daily supervision and guidance

## **The Role of School Library Media**

### **Support Personnel**

#### **Foreword**

In the school library media program, support personnel (i.e. clerks, aides, paraprofessionals or secretaries) assume responsibilities designated by the media specialists which assure smooth library media center operations and services while enabling the library media specialist to devote more time to professional service activities such as planning with teachers for maximum utilization of resources in instruction or incorporating information skill instruction into course content. In this role, the library media support person:

- assumes responsibility for operation of the library media center and supervision of activities in the approved absence of the library media specialist;
- operates and maintains media-related equipment;
- assists in training volunteers;
- assisting in producing materials
- assists students and staff in utilizing and operating equipment;
- supervises small groups of students in retrieving materials, finding information or other activities;
- repairs print and non-print materials.
- processes materials according to established procedures;
- explains location and arrangement of resources to students and staff;
- assists students and staff in use of the catalog to the center's resources;
- prepares reports as directed;
- assists students and staff in assembling resources for classroom use;
- assists in borrowing materials from other collections;
- prepares displays and bibliographies from pre-selected items;
- types and processes library media center correspondence, reports, orders, and records into the automation system;
- operates the circulation system and compiles circulation records;
- assists in inventorying materials and equipment;
- assists in all phases of materials processing;
- re-shelves and maintains correct order of returned materials;
- prepares current periodicals for shelving and maintains collection of back-dated issues;
- assists in maintaining and orderly, neat, and attractive atmosphere in the media center.

## MEDIA ROLES AND RESPONSIBILITIES

The Camden County Schools shall adhere to the functional descriptions of the responsibilities of system and school personnel as identified in the administrative handbook.

### System Media Contact Person

The system media contact person (SMCP) is designated by each superintendent on an annual basis to serve as a liaison with state, regional and community agencies.

#### Principal

The principal, as the instructional leader of the school, facilitates the process through which the instructional and media personnel collaboratively plan and implement the educational program to meet learner needs. This process combines the media and instructional programs as the school community moves toward common goals. *The principal shall regularly evaluate the effectiveness of the collaborative process and seek to strengthen it. The principal shall utilize the knowledge and skills of the school media specialist on the school leadership team and the school technology team.*

#### School Media Specialist

The school media specialist participates as a member of the instructional team, planning with the administrator and teachers to identify, select, and provide the best resources to meet learner needs. The school media specialist must ensure a unified media program, which is effectively managed, instructionally related, and accessible to all. *As a member of the school leadership team, the school media specialist will provide information and skills pertaining to instructional resources, information literacy curriculum, technology resources and services and the general technology curriculum. The school media specialist will be responsible for delivering information to the staff on the ethical use of technology and compliance with copyright law.*

#### Instructional Staff

The instructional staff is responsible for planning learning activities and evaluating student progress. *The staff is strongly urged to include the school library media specialist in the planning of appropriate learning activities.* Since instructional technology and information literacy are an integral part of any learning activity, it is important for teaching staff to stay abreast of available resources and effective utilization techniques. *The instructional staff is urged to include direct instruction in their lessons on the ethical use of technology and adherence to the copyright law and may request assistance on this from the school media specialist.*



### Media Clerk/Paraprofessional

In the media program, clerks/paraprofessionals assume responsibilities designated by school media specialists to assure smooth media center operation and services while enabling school media specialists to devote more time to professional service activities such as planning with teachers for maximum utilization of resource in instruction or incorporating information skills instruction into course content. *Media clerks/Paraprofessionals shall be available regularly to handle circulation tasks and oversee students in the media center, thus enabling the school library media specialist the opportunity to plan collaboratively with teachers and assist in delivering information skills instruction.*

### Media Volunteers

*Volunteers in the media center whether students or adults shall be under the direct supervision of the school media specialist. Volunteers shall render such services as the school media specialist deems appropriate for their level of knowledge and skills. Volunteers may be used for such services as circulation, book shelving, creation of library displays, reading aloud to students, assisting students in locating materials, fundraising and other tasks as assigned by the school media specialist.*

## MEDIA CENTER SERVICES

The Camden County School Media Centers provide a variety of services for students, faculty, staff and parents. Media Specialists are available at each school to maintain the material and equipment collections and to assist with instructional activities. The basic goal of each school media center is to provide instructional support and enrichment for the school curriculum while meeting the needs of individual patrons.

### Students

1. Students are encouraged to use books and materials for *school related and personal needs*.
2. Students are encouraged to enjoy reading and sharing books in the media center, the classroom and at home.
3. Students will increase their ability to access information in the media center *and through technology*.
4. Students will increase their knowledge of technology available in the media center *and their skills in using the technology*.
5. Students are expected to observe all school rules and those applying to the media center while using the facility.
6. Students are expected to take proper care of media materials and equipment.
7. Students are expected to pay for lost or damaged media material.
8. Students are expected to return media materials on or before the due date and pay fines for overdue items.
9. *Students are expected to know their logins and passwords and not to give that information out to other students.*

*10. Students are expected to check out materials or access technology only in their own name.*

### Faculty and Staff

1. Teachers and staff members are encouraged to utilize all materials, equipment, and resources available through the media center. These include print and non-print material, available technology, the media center facility and media personnel.
2. Teachers are expected to accompany and supervise their students any time the entire class is in the media center, unless a prior arrangement has been made with the school media specialist.
3. Teachers are encouraged to include the school media specialist in their instructional planning.
4. Teachers are encouraged to offer suggestions for media program improvement and request materials and equipment to be added to media collections.
5. *Teachers and staff are encouraged to serve on the school's media committee.*
6. *Teachers and staff are expected to ask for assistance when they don't know how to operate equipment and to learn to properly operate all equipment that they regularly use. They are encouraged to take advantage of trainings offered by the media personnel.*

### Parents

1. *Parents who need to utilize the materials of the school library collection should work with the school media specialist to fill out appropriate forms for an account with the media program.*
2. *Parents are expected to take proper care of media materials and equipment and return it on or before the due date.*
3. *Parents are expected to pay for lost or damaged materials and to pay fines on late materials.*
4. *Parents are encouraged to volunteer in the media center and work with the media specialist to improve the media program.*
5. *Parents are encouraged to serve on the school's media committee.*
6. *Parents are expected to encourage their children's love of reading and use of the resources offered by the media program.*

### SELECTION GUIDELINES

The Camden County Schools shall adhere to the selection criteria identified in Information Power: Guidelines for School Library Media Programs in order to provide a variety of supplemental resources to meet learner needs. The following principles will be utilized for the selection of up-to-date, quality instructional media materials and equipment:

1. Resources are appropriate for the students for whom they are selected.
2. Resources represent diverse points of view.

3. Resources stimulate growth in analytical and thinking skills.
4. Resources are appropriate to the educational program and school community.

These principles apply to all forms of information: books, pamphlets, periodicals, microforms, databases, computer *software*, *Internet subscriptions*, laser discs, videos, films and other mediated presentations.

The major criterion used for the selection of resources is the educational suitability of the resource for its intended use. Other criteria include:

1. Intellectual content of the material: scope, arrangement and organization, relevance and recency of information, special features and overall value to the collection.
2. Philosophy and goals of the school system: resources support and are consistent with the educational goals of the system and with the goals and objectives of individual schools and specific courses.
3. Characteristics of the user: resources are appropriate for the age, emotional development, ability levels, learning styles and social development of the students for whom they are selected.
4. Compatibility with existing technology systems: *all equipment, computer hardware and software shall be checked by the system technology department to insure compatibility with existing networks and the technology department's ability to support the use and repair of the item before purchase.*

The selection guidelines should also reflect and support principles of intellectual freedom described in the Library Bill of Rights (ALA), Freedom to Read (ALA and AAP), Access to Resources and Services in the School Library Media Program: An Interpretation of the Library Bill of Rights (AASL) and the Statement on Intellectual Freedom (AECT). Copies of each of these documents are included in Appendix A.

## Copyright: Fair Use Guidelines

FAIR USE is an important provision of the Copyright Law (PL 94-553) enacted in 1978. Educators have a special copyright privilege called "Fair Use," as defined below. However, we are responsible for respecting the US Copyright Law and the Fair Use guidelines. Because teachers want to bring materials into their classrooms at the "teachable moment", we may be tempted to infringe upon copyright law. When such temptation arises, remember that teachers may be (and have been) sued for copyright violation. Finally, how can we encourage students to become law-abiding citizens if we ourselves are not?

### ***Fair Use Criteria and Guidelines***

1. What am I copying? Is it fair to copy a work of this nature?

For example, it is not fair to make copies of a "Weekly Reader." The publisher intends schools to buy classroom sets of this magazine for each class that will use it, not one classroom set to copy and distribute to the whole school.

2. How much am I copying? Copying should not exceed 10% of the total work.

For example, if a book has 100 pages, you should not copy more than 10 pages. Don't get into complicated equations involving the number of chapters and if the moon is full. Use the number of pages formula.

3. What are my purposes for copying? Are they educational?

For example, copying one haiku poem from a collection of poetry to show as an example to your class is educational. Copying that same poem to share with your bridge group is not.

4. Under what conditions am I copying? What are the effects on potential market sales?

For example, if you cannot find a copy of a book because it is out-of-print, it will not affect sales of that book if you copy a key passage. However, if you copy Harry Potter #5 for your class, while you won't be putting JK Rowling in the poorhouse, you will be affecting the possible future sales of the book. Don't do it.

***In order to claim "Fair Use", you must meet all four of the above criteria!***

### ***Photocopying***

*You can legally make copies of any of the following:*

***Single copies of:***

1. *a chapter of a book*
2. *an article from a magazine or newspaper*
3. *a short story, short essay or short poem whether or not from a collective work*
4. *a chart, graph, diagram, drawing, \*cartoon, or picture from a book, periodical or newspaper.*

***Multiple copies of:*** (Not to exceed more than one copy per pupil in a class. All copies must bear the copyright notice.)

1. *a poem or excerpts from poems less than 250 words*
2. *a complete article, story or essay of less than 2500 words*
3. *prose excerpts of 1000 words or 10% of the work, whichever is less*
4. *one chart, graph, diagram, \*cartoon or picture per book or magazine issue*
5. *excerpts from children's books containing up to 10% of the work in text.*

*\*You cannot copy any copyrighted, syndicated cartoon character! Garfield, Mickey Mouse, etc.*

***Limits to photocopying:***

1. *copying is made for one course only*
2. *one work from a single author*
3. *no more than three authors from a collective work*
4. *no more than 9 instances of such multiple copying in one class term (school year)*
5. *copying shall not be used to create or replace or substitute for anthologies or collective works*
6. *copying of "consumable" works (workbooks, when copied to replace purchasing) is absolutely prohibited*
7. *the same item may not be reproduced term after term*
8. *no charge to students beyond actual photocopying*

***Audio-visual Materials***

*Section 110 of the copyright law allows educators the following privileges. You are permitted to display or perform audiovisual works in nonprofit educational institutions under the following conditions:*

*They must be played or shown:*

1. ***as part of the instructional program***
2. *by students, instructors or guest lecturers*
3. *either in a classroom or other school location devoted to instruction (such as a studio, workshop, library, gymnasium, or auditorium if it is used for instruction)*
4. *either in face-to-face setting or where students and teachers are in the same building or general area*
5. *only to students and educators*
6. *using a legitimate (that is, not illegally reproduced) copy with the copyright notice included*
7. *only for nonprofit reasons*
8. *Videotapes or DVDs with "FOR HOME USE ONLY" warnings are allowed to be used by educators in a face-to-face **learning situation**, but **not for entertainment.***

It is **prohibited** to show audiovisual materials in the following situations:

1. ***in nonprofit educational instruction when it is for entertainment, recreation, or even for cultural intellectual value but unrelated to the teaching activity***
2. *when transmitted by radio or TV from an outside location*
3. *when shown in an auditorium or stadium for an audience not confined to students*
4. *when it involves an illegally acquired or duplicated copy of the work*

As far as copying audiovisual materials, you are **permitted to**:

1. *make a series of slides or overhead transparencies from multiple sources as long as you do not exceed 10% from any source (unless the source forbids reproduction)*
2. *make one overhead from a single page of a consumable work*
3. *save useful frames from a damaged filmstrip to make slides, as long as the slides are maintained in the original order as the filmstrip*
4. *use opaque projectors to enlarge a map of an area for tracing on a larger scale*
5. *prepare an audio report and use a copyrighted musical composition for background music*
6. *use a film chain or closed circuit distribution system to transmit a motion picture to classrooms within one building*
7. *use a currently popular song as background music for a slide program or PowerPoint presentation produced as a class project*
8. *record a single copy of a musical performance by students for evaluation or rehearsal purposes*
9. *make a single copy of a sound recording of copyrighted music from a copy owned by an individual teacher*

10. *take excerpts from a film for videotape if it does not exceed 10% of the total, and not "the essence of the work"*
11. *narrate stories or excerpts on tape and duplicate as long as similar material is not available for sale*
12. *duplicate visual or audio materials of non-dramatic literary works in order to provide materials for the deaf or blind*

**You may NOT:**

1. *duplicate a cassette tape for archival or backup purposes or for multiple uses unless rights are given at the time of purchase*
2. *reproduce musical works or convert them to other forms for use (i.e. from cd to audiocassette)*
3. *reproduce any audio-visual work in its entirety*
4. *convert one type of media format into another (i.e. from 16mm to videotape)*
5. *narrate entire stories onto audiotape if they are available for sale*
6. *use a distribution system to transmit films to more than one school or building*
7. *salvage useful frames from a discarded filmstrip to use for personal purposes*
8. *make multiple copies of classical music cds in their entirety even if the albums are not available in cassette format*
9. *copy various musical selections from radio or recorded programs onto audiotape to illustrate forms of certain kinds of musical compositions*
10. *tape audio portions of televised documentaries for later playback*
11. *make backup copies of records or tapes to use if the original is damaged*

## Videotaping Off-Air

*This type of recording for use in school must follow the same guidelines as to what is permissible to present for viewing. In addition, the videotaped recording:*

- may only be shown to students within the first 10 school days following the recording date,*
- may be kept for only 45 calendar days after the recording date,*
- may be shown to students no more than twice during the 10 day period,*
- must not be viewed after the 10 day period except by teachers for evaluation purposes.*

## COMPUTER SOFTWARE

*It is illegal to make copies of copyrighted software unless the producer specifically states that you may do so. You may not install computer software on more computers than for which you have a license. Most computer CDs or DVDs are licensed for only one computer unless you have purchased a special lab or network license. Computer software placed on Camden County Schools computers must be owned by the school.*

## MUSIC

*The public performance of music is illegal unless you have been licensed to do so, that is, by purchasing sheet music, dramatic scripts, etc., and paying performance fees.*

## OTHER

*You may not change the format of a purchased item, i.e., from record to cassette, VHS to DVD, without the permission of the producer.*

*You must include the copyright notice whenever you copy.*

*It is prohibited to be directed by a higher authority to make illegal copies.*

*If you are found guilty of illegal copying you could be assessed fines from \$100 to \$50,000.*

*Most graphics, text, audio and video files on the Internet are copyrighted. Under the Fair Use principle content from the Internet may be used in student and curriculum-based projects if cited correctly and not posted back on-line. It may be posted to our school Intranet, but cannot be posted back to the Internet in any form. You may link to others sites, but Netiquette dictates removing such links if the site being pointed to so requests it.*



*For additional information on copyrights you should check these sites on the Internet  
(valid on 12/09/07):*

*Copyright-CopyWrong by Hall Davidson at*

*<http://www.csus.edu/indiv/p/peachj/edte230/copyright/#article>*

*Copyright by the United States Copyright Office at <http://www.copyright.gov/>*

*Copyright for Kids by The Copyright Society of America at <http://www.copyrightkids.org>*

## MEDIA COLLECTION EVALUATION

Evaluation of Camden County Media Centers is an ongoing process. Media specialists, with assistance from individual school media committees, are responsible for evaluating collection plans, the collection as a whole, and individual items within the collection on an annual basis.

The Camden County School Media Centers shall adhere to the evaluation guidelines noted in Information Power: Guidelines for School Library Media Programs. This source maintains that evaluation of the collection relates what exists in the collection to what is needed; provides guidance in making decisions about the collection; provides for a measure of the effectiveness of the plan; and directs monetary resources to areas needing attention.

Specific techniques for evaluating media collections include evaluation by subject experts, user satisfaction surveys of teachers and students, analysis of inventory and circulation statistics, and collection mapping, which describes the collection in terms of present strengths and weaknesses.

Considerations in the evaluation process include the following:

1. Does the collection support and enhance specific courses and units of instruction taught in the school?
2. For any unit of instruction is/are there
  - a variety of media?
  - materials that are current?
  - enough materials for the number of users?
  - materials that span reading, viewing, listening and comprehension levels?
  - materials that span the opinion/cultural/ political spectrum, if required?
  - materials of interest to students?

The process of ongoing evaluation of school media programs enables media specialists to accomplish the mission of helping students and staff become effective users of ideas and information by providing current media materials in each school collection.

## MEDIA PROGRAM EVALUATION

The Georgia Department of Education Media Program Exemplary Evaluation Rubric is the recommended tool to be used by the School Media Committees and Media Specialists to evaluate each school's Media Program. **This rubric is located in Appendix A.**

