

Library Personnel Roles and Responsibilities

Iowa Administrative Code 281 12.2 (256) defines school library programs:

“Library program” means an articulated sequential kindergarten through grade 12 library or media program that enhances student achievement and is integral to the school district’s curricula and instructional program. The library program is planned and implemented by a qualified teacher librarian working collaboratively with the district’s administration and instructional staff. The library program services provided to students and staff shall include the following:

1. Support of the overall school curricula;
2. Collaborative planning and teaching;
3. Promotion of reading and literacy;
4. Information literacy instruction;
5. Access to a diverse and appropriate school library collection; and
6. Learning enhancement through technologies. [Iowa Administrative Code 281 12.2 \(256\)](#)

The [Iowa School Library Standards](#) integrate the national standards with Iowa Code, Iowa Administrative Rules, and best practice. In general, the licensed teacher librarian is responsible for those tasks that involve professional decision-making regarding teaching, learning and library program management. Library support staff, under the guidance of a licensed teacher librarian, are valued and may be utilized to assist Iowa school library programs. Identified elements within this Roles and Responsibilities document have been made available to support understanding around how school library personnel collaborate and engage within the scope of their certifications, strengths and skill sets. When empowered to serve, they have the ability to create a climate of intentional, innovative and engaged learning that goes beyond compliance and is committed to desired learner outcomes focused on student achievement.

Licensed Teacher Librarian Holds Iowa BOEE Endorsement	Support Staff
TEACHING and LEARNING	
Designs curriculum and instruction that supports the reading life of students and addresses inquiry, information literacy and digital literacy • provides diverse learning experiences that allow for individual differences in learners and diverse viewpoints • provides challenging and authentic learning opportunities that address the needs and interests of the broad range of learners • addresses information and technology skills needed to promote the transfer of information related problem-solving strategies across all disciplines • regularly reviews and revises the library curriculum in collaboration with appropriate stakeholders • aligns the library curriculum with the Iowa Core and the classroom curriculum	Reinforces curriculum and instruction by promoting reading and supporting the implementation of literacy skills such as informational and digital
Teaches a curriculum of information literacy and digital literacy across all grade levels of the school aimed at students’ learning to access, evaluate, use, create, and communicate information through inquiry and critical thinking, e.g., • generating authentic researchable questions • mediating between information need and a wide variety of resources, including	Assists in monitoring usage of the library Provides assistance one-on-one/to small groups of students after licensed teacher librarian has provided instruction

online information tools ● evaluating information for authority, bias, currency, and relevance ● using appropriate technology to create and communicate new knowledge ethically ● modeling and facilitating authentic learning with current and emerging digital tools for locating, analyzing, evaluating and ethically using information needs and resources to assist learners in determining what they need ● modeling and teaching reading comprehension strategies to create meaning from text for youth of all ages	
Formatively assesses student performance in information and digital literacy competencies	
Designs and conducts activities that develop capable and independent readers and supports classroom literacy instruction, e.g., ● giving book talks to classes based on student interest or curricular connection ● teaching literature lessons that informally reinforce literacy skills ● participating in reading events such as book award programs, family/community reading events ● creating and implementing school wide literacy activities that promote reading	Assists with activities planned and guided by licensed teacher librarian that promote a culture of literacy
Promotes literacy through 1:1 or small-group reader guidance by directing students to resources that are age-appropriate at accessible levels of difficulty and that respond to student interest as well as information needs	Assists students or teachers in locating requested resources
Leads and communicates the effective, research-based and evidence-based integration of technology to enhance learning	Responds to basic trouble-shooting and ongoing management support Assists users with technology
Partners with classroom teachers to design and implement evidence-based curricula and assessments that integrate elements of deeper learning, critical thinking, information literacy, digital citizenship, creativity, innovation, and the active use of technology ● listens to instructional needs of teachers ● assists in the planning of lessons or units of study ● identifies resources to enhance and extend student learning ● offers ideas to experiment and master the integration of technology to enhance instruction in ethical ways ● develops and utilizes formative assessments to inform instruction and levels of proficiencies ● has an awareness of Core Standards to support instruction at the	Assists students and staff in locating materials Gathers input from students and staff on materials needed

- various grade levels and content areas - participates in a reflection process with instructional partner to self-assess instructional effectiveness	
Leads professional learning opportunities that empower and respect the voices of classroom teachers and aligns to district and building strategic plans - connects with building leadership teams to plan and organize professional learning opportunities and needs for staff - cultivates a broader understanding of the skills that comprise success in the digital age (e.g., critical thinking, information literacy, digital citizenship, technology) - fosters personalized professional learning initiatives	
Serves as a conduit to connect cross curricular instruction and resources to impact student learning to the outside world (community) and classrooms	
Curates and leads the strategic selection, integration, organization, and sharing of resources and tools to support transformational teaching and learning and develops the digital curation skills of others	
Participates in building- and district- level meetings, in-services, committee work, curriculum writing and supporting continuous improvement	Attends building-level meetings
Engages in professional learning opportunities to connect their practices, programs, and spaces to educational innovation in schools and builds momentum toward desired student outcomes	
LIBRARY MANAGEMENT	
Fosters an environment in which collaboration, innovation and creative problem solving thrives	Provides assistance with student supervision, materials and physical space use
Plans and budgets for organizing and developing the physical and virtual library space to ensure equitable access	Assists with updating displays and website content
Develops , in cooperation with school leadership, policies for selection and reconsideration of school library materials; confidentiality of student library records; and legal and ethical use of information resources, including plagiarism and intellectual property rights	Accesses and maintains library circulation system to ensure confidentiality of library records Monitors use of online and print resources to support ethical use
Communicates policies and procedures to students, staff and parents	
Conducts annual evaluation of library program, identifies library program goals and communicates them clearly to building administration, staff, and school	

community	
Establishes expectations and practices for student behavior in the library	Reminds students of appropriate behavior in the library and refers behavior problems to the licensed teacher librarian or, in their absence, to the classroom teacher
Selects and develops a collection of reading and informational materials that support the diverse developmental, cultural, social and linguistic needs of all learners and their communities.	Maintains records of resources in the automated library system Adds new records and deletes withdrawn items
Develops and assures inclusive collections that acknowledge and celebrate diverse experiences and provides instructional opportunities to empower learners as effective users and creators of information and ideas	
Sets priorities, maintains, and plans library budget in cooperation with building and/or district leadership	
Maintains the collection by weeding resources according to professional criteria and guidelines	Assists in inventory of materials, equipment and supplies
Sets and implements a policy for circulation and use of library resources	Uses the automated circulation system to check in and out materials and equipment Prepares and distributes overdue notices Shelves materials and keeps collection orderly
Guides the work of the library support staff that are serving library spaces	Contributes ideas and assists to create an environment that supports all students