

Media Specialist Guide

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Assessment Role

Assessment protocol is outlined in a document provided by the Assessment office each year. Media specialists should partner with the building assessment coordinator in the scheduling of computer labs for online testing, work with technical staff to ensure that the computers are prepared for testing, and train the media paraprofessional to provide lab support during testing.

Computer Rotation

Each year, classroom/lab computer replacement will be included as part of budget requests. The rotation cycle will be between 4-5 years. To align resources and training, this cycle will be in conjunction with the implementation of the various aspects of the Inspire program.

Copyright and Intellectual Property

Each year, media specialists should inform staff of intellectual property and copyright practices as it relates to the school environment. The role of the media specialist is not to “police” these practices. Rather, the media specialist should serve as a resource and model honoring intellectual property rights.

Data Privacy

As media specialists, you will have expanded access to private data related to students and staff. This expanded access includes but is not limited to usernames and passwords. Each year, media specialist shall review Administrative Procedure 515A and sign the use agreement for this expanded access.

Data Teams

Media specialists should join a data team within your assigned school unless special permission is given by the respective Assistant Superintendent to join a cross-district team. Consideration should be given to which school data team could benefit from your expertise in the media literacy areas.

Duty Day

Media specialists will follow the designated duty day for instructional staff for their assigned building. Media specialists are expected to be in their buildings throughout the instructional day. If a media specialist needs to leave the building for any reason, they should get approval from the building principal. Media specialists leaving the building for meetings should get the approval of the Director of Technology.

Duty Year

The duty year for all teachers is specified in the teacher collective bargaining agreement. Schools may opt to provide extended days for media specialists by allocating extra FTE's at the time of spring staffing for extended contract days. Media specialists who are on extended contracts will provide a duty calendar to the building principal and the Director of Technology designating duty days for these extended days. This calendar should be provided prior to serving any of the extended days.

Job Description – Media Specialist

Qualifications

Required:

- Minnesota Media Specialist licensure

Preferred:

- Prior Media Specialist Experience
- Minnesota Teaching License

All Employees of Saint Cloud School District 742 are responsible to support District goals, to work collaboratively and respectfully with diverse populations of staff, students and parents and model and to promote a welcoming working and learning environment. Employees are expected to support and adapt to change and demonstrate commitment to continuous performance improvement. Employees are responsible to establish and maintain effective communication with students, teachers, support staff, colleagues and parents, respect confidential matters, encourage a safe and secure environment throughout the District, and be dependable and accountable in the performance of their work.

Position Summary

The media specialist reports to the building administrator and the Director of Technology and is responsible for leadership of the building technology and media program, support of the technology and media needs of building staff, assisting teachers in the delivery of media literacy, and oversight of the media center, building network, and building technology.

Essential Duties

1. Instructional
 - a. Team with staff to plan and teach the media/technology programs for maximum curricular integration.
 - b. Work with individual teachers in designing authentic learning tasks, assessments, and integrating information required to meet the information literacy standards.
 - c. Provide job embedded staff development to support the integration of technology as it relates to curriculum, instruction, assessment, and technology initiatives.
 - d. Facilitate the responsible use of information and technology (including digital citizenship and copyright) to students, parents, and staff.
 - e. Model instruction for teachers and provide instructional support.
 - f. Collaborate with teachers and others to plan and implement experiences that improve literacy and promote lifelong learning.
2. Leadership
 - a. Provide media/technology and literacy leadership at building level.
 - b. Provide school input for district media/technology and literacy plans, vision, and program design
 - c. Partner with principals to support media/technology and electronic communications
3. Resource Management
 - a. Plan budget with consideration of current and future needs.
 - b. Facilitate orders pertaining to media and technology.
 - c. Maintain expenditure records.
 - d. Find, review, and procure media resources.
 - e. Facilitate and prepare resources for use.
 - f. Weed obsolete and worn materials from the collection.
4. Media Center Management
 - a. Oversee daily media center operation.
 - b. Arrange physical facility into functional areas.
 - c. Establish rules and disciplinary policies.
 - d. Maintain a circulation system for building materials and district textbooks.
 - e. Participate in recruiting, hiring, training, and guiding building media support staff and volunteers.
 - f. Guide media center paraprofessionals, clerical, and volunteers.

5. Technical
 - a. Facilitate the support and maintenance of building technology.
6. Assessment
 - a. Partner with the building assessment coordinator in the scheduling of computer labs for online testing.
 - b. Work with technical staff to ensure that the computers are prepared for testing,
 - c. Train the media paraprofessional to provide lab support during testing.
 - d. Facilitate onsite support for technical troubleshooting of assessment and technology.
7. Performs other comparable duties of a like or similar nature as assigned.

Physical Factors

Frequent: walking, standing, sitting, hearing, talking, and seeing.

Library Inventory

Each school is encouraged to partner with volunteers to complete a library inventory towards the end of each school year. It is important to have an accurate accounting of resources.

Lost Resource Charges

When books and other school resources are lost by students, schools should make attempts to collect for the lost resource. Until the resource is either returned or replacement cost has been collected, the school should make at least three attempts to collect during each school year that the student attends the school. Upon leaving the school, the cost of the resource should be reported to the school office.

Students should not be penalized for lost materials by being restricted from checking out or using other resources. All students should have access to resource use regardless of their overdue status.

Information Literacy Standards

The media specialist has the responsibility of communication and monitoring the delivery of the media literacy standards. This communication should be delivered at staff meetings, inservices, and by meeting with groups of staff (such as grade levels, teams , or departments) periodically throughout the year. The media specialist should have a working understanding of where these standards are being delivered throughout the school.

Obsolete Equipment

When purging obsolete equipment:

- A list should be shared among media specialists via email.
- Compile a listing of equipment including stored location, make/model/serial numbers, and fixed tag number.
- Have your site technician verify and sign off on your obsolete equipment list.
- Remove or deface ISD 742 identification (stickers, stencils, engravings). Power cords should be secured on the device with tape.
- Complete a hauling request for hauling equipment to DSB for disposal.
- Attach a copy of the obsolete equipment inventory.
- Send a copy of the obsolete equipment inventory to your site technician.

Parent Contact Time

Media specialists typically don't have the same parent conference volume as other instructional staff. As part of this contractual time, media specialists should conduct at least one meeting with parents to provide information related to cyber safety and other pertinent technology/media topics. These parent meetings could be conducted in conjunction with a media specialist from one other school if the situation warrants this type of collaboration.

Procurement of Equipment

Equipment procurement requests should be entered through the district's procurement process. These requests should not be entered as job requests. The Technology Department will create a job upon the delivery of equipment from the vendor.

Resource Challenges

The media specialist plays a role in challenges to some instructional resources. Each year, media specialists should review and be familiar with Administrative Procedure 606A. It is important to note that materials should remain in circulation during the resource challenge period.

Responsible Use

Responsible use of technology should be reviewed with staff and students each year. A “sign off” is no longer to be used. Instead, this should be part of the training for staff and instruction for students each school year. It is the responsibility of the building media specialist to initiate this annual review. The full policy and administrative procedure can be found in board policy 106. Information for students is embedded within the media literacy standards for each grade.

Roadmap 2022

The technology roadmap can be found on the district website. The following are the action steps that summarize the steps of the plan:

2017-18

- Creation of a shared vision aligned with our district mission
- Expansion of device access for students and staff
- Reinforcement of SAMR and the Four C’s to support student achievement

2018-19

- Expansion of LMS integration for grades 6-12
- Establish and support a K-5 learning platform
- Establish alternative professional learning opportunities via our district LMS

2019-20

- Expansion of Digital Citizenship for all grades K-12
- Establish LMS minimum expectations for grades 6-12
- Expand alternative professional learning opportunities

2020-21

- Expand course workflow via LMS for grades 6-12 including blended learning
- K-5 platform is formally adopted by a majority of teachers
- Self-directed online and face-to-face professional learning environment is available K-12

2021-22

- A digital learning environment has been established for K-12
- Innovation teams are established within each K-12 school
- A K-12 device plan has been established
- Professional learning around technology is self-directed and teacher driven

Thoughtful Classroom

Media specialists will follow the same evaluation process as all other teaching staff. Through the use of the Thoughtful Classroom framework, media specialists should focus on the “four corners”. Goal setting should be in conjunction with the principal and executive director, with the goal being centered on working with staff and students to increase student achievement.

Travel, Conferences, and Workshops

Funding for conferences and workshops comes from the building allocated funding. Requests to attend conferences and workshops should follow procedures set by the building principal. Prior to attending conferences and workshops, media specialists should review the guidelines set forth in Board Policy 412.

Weeding Criteria

What to weed:

- Poor Physical Condition
 - Poor bindings
 - Torn or dirty pages
 - Poor quality pictures
 - Brittle or yellowed paper
- Content
 - Out of date, especially computers, science, medicine, technology, transportation, telecommunication, travel
 - Inaccurate information
 - Fictionalized representations of life which contribute to stereotypes
- Inappropriate for the specific collection
 - Seldom circulated
 - Duplicated with several copies no longer in demand
 - Interest or reading level inappropriate for students
 - Change in curriculum and/or age groups served

What not to weed:

- Classics except when more attractive format is available
- Local or Minnesota history unless can replace with new copies
- School yearbooks and other materials which could be considered archival

Who to Contact

Click [HERE](#) for an updated list of various contacts throughout the district.