

Library Media Specialist Competencies

- A. A library media specialist develops and implements an information media program that reflects the vision, mission, and goals of the school. The specialist must:
1. identify and apply current educational research, theory, and practice;
 2. use a research and knowledge base to determine the role of information media; and
 3. collaborate in developing short-range and long-range plans for the information media program.
- B. A library media specialist develops and implements an information media program that is an integral part of the total curriculum. The specialist must:
1. participate in curriculum development with teachers across grade levels and disciplines;
 2. plan and conduct a sequential integrated program of instruction in the use of information;
 3. collaborate with teachers of early childhood through adult students to design, implement, and assess learning activities to meet specific learning objectives;
 4. guide students in locating, processing, critically evaluating, and communicating information and to assess the processes and products of the learning;
 5. provide reading, viewing, and listening guidance appropriate to the students' interests, goals, needs, and abilities;
 6. provide leadership and staff development in effective use of technologies, strategies, and resources;
 7. assist teachers in the selection and evaluation of resources;
 8. consider the developmentally appropriate level, format, and curricular objectives in the design and production of media; and
 9. formulate and conduct student learning activities that integrate the use of information media tools.
- C. A library media specialist develops and implements information media program policies and procedures consistent with principles of professional practice and appropriate to the mission and goals of the school and district. The specialist must:
1. monitor needs, usage, and trends to structure and justify program budgets;
 2. administer program budgets in a fiscally sound manner;
 3. develop a collection based on curriculum and learner needs;
 4. acquire, process, organize, maintain, circulate, and inventory resources;
 5. identify and acquire resources beyond the media center to expand information access;
 6. identify personnel needs and supervise personnel;
 7. consult and participate in the planning of the media center facility;
 8. consult and participate in the design of school facilities so that learning technologies can be used;

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9. evaluate program, facilities, and resource collections;
10. develop and monitor information technology policies and procedures to protect constitutional and statutory rights; and
11. establish and maintain a learning environment in the media center.

D. A library media specialist initiates and maintains motivating environments that foster the continued professional growth of the learning community. The specialist must:

1. model and teach responsible and ethical access to and use of information;
2. interpret and promote the information media program;
3. disseminate pertinent information about educational and technological trends and legal developments; and
4. provide leadership in incorporating research referenced innovations.

E. A library media specialist must demonstrate an understanding of the teaching of information media that integrates understanding of information media with the understanding of pedagogy, students, learning, classroom management, and professional development. The library media specialist for children, preadolescents, and adolescents shall:

1. understand and apply educational principles relevant to the physical, social, emotional, moral, and cognitive development of children, preadolescents, and adolescents;
2. understand and apply the research base for and the best practices of kindergarten and primary, intermediate, and middle and high school education;
3. develop curriculum goals and purposes based on the central concepts of information media and know how to apply instructional strategies and materials for achieving student understanding of this discipline;
4. understand the role and alignment of district, school, and department mission and goals in program planning;
5. understand the need for and how to connect students' schooling experiences with everyday life, the workplace, and further educational opportunities;
6. know how to involve representatives of business, industry, and community organizations as active partners in creating educational opportunities;
7. understand the role and purpose of co-curricular and extracurricular activities in the teaching and learning process;
8. understand the impact of reading ability on student achievement in information media, recognize the varying reading comprehension and fluency levels represented by students, and possess the strategies to assist students to read library and media materials effectively; and
9. apply the standards of effective practice in teaching students through a variety of early and ongoing clinical experiences with kindergarten and primary, intermediate, middle level, and high school students within a range of educational programming models.