The School Media Coordinator: More Than a Librarian

Katherine R. Cagle, Guest Editor

Any library, in order to be effective and gain the support of its patrons and community, must know the needs of that community and provide service that meets those needs. The school library media center's community is the school itself, its students and faculty, and the curriculum which the school has adopted. Ruth Ann Davies said it well when she wrote:

> The [school] library program and the educational program are interdependent, one and inseparable .... It is the educational program—its philosophy, goals, purpose and objectives—which gives purpose and direction, scope and dimension, form and substance, significance and value to the school library media center.[1]

To make the library media program and the educational program of the school merge and become "one and inseparable" is our highest priority. This is where our mission differs from that of most other types of libraries. This is also where our identity crisis begins. We often find ourselves in the position of being neither librarian nor teacher, but a combination of the two with the role of teacher predominant.

In today's age of specialization the school librarian is more than ever expected to be a generalist. We are expected to fulfill the roles of library administrator, acquisitions librarian, cataloger, reference librarian, audiovisual specialist, computer specialist, and public relations director, in addition to our most important role—that of educator.

In our role as educator, we must be more than vaguely familiar with the entire curriculum of the school and plan with our faculty the best ways to give service within that framework. The planning process can range from informal planning with an individual teacher to curriculum development with an entire department. The combined expertise of the teacher in the subject areas and the media coordinator in the areas of materials selection, audiovisual technology, and computers can elevate the educational program of the school to new heights of effectiveness.

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While emphasis on the instructional role in the curricular and technological areas is a top priority, we must not neglect our role as promoter of leisure reading—from fiction to special interest non-fiction books and periodicals. Much of our students' reading is assigned, but there should be an effort to interest them in reading books and periodicals of their own choce. If the aim of education is a literate society, students need to develop the habit of choosing to read. A reading guidance program with such components as storytelling, booktalks, and book displays gives impetus to students developing interest in reading.

Is the job of school librarian an impossible task? Sometimes it does appear to be so; but our jobs are never boring! And there are many rewards. We have the privilege of knowing our patrons on a personal basis, of seeing them develop projects from beginning to end, of watching their eyes light up over new discoveries, and of often being personally involved in their discoveries. There is a spirit of camaraderie among librarians, teachers, and students—of learning from the students as they are learning from us. Everyone benefits from the merging of the library media program and the educational program.

This issue of *North Carolina Libraries* focuses on the expanded mission of school libraries, where we are at the present time and what we are trying to accomplish. Carol Lewis discusses the present status of school librarianship, concerns for the future, and recent efforts to address those concerns. Beth Rountree explores the perceptions school administrators have of the library media center and makes some specific suggestions for improving our image through public relations. Frances Bradburn describes some possible variations for involving faculty members in the library selection process through the school media advisory committee. Augie Beasley and Carolyn Palmer tell how they make the teaching role of the school librarian the focus of their library media program, while Carol Raney illustrates the use of effective time managment to accomplish the impossible. Ken Rollins describes the role of computers for both instruction and

management in the school library. Duncan Smith, Lynda Fowler, and Alan Teasley describe a process for coordinating school and public library cooperation in working with student homework assignments. Donna Seymour shares her research dealing with use of public documents in the school library, and Eileen McGrath provides an annotated bibliography of state documents appropriate for school libraries.
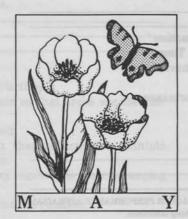
While this issue of *North Carolina Libraries* will not provide answers to all the problems of school librarians, it does address some of our most pressing concerns. I hope this issue will provide you with ideas that will help you toward your goal of making the library media program and the educational program "one and inseparable."

Reference

1. Ruth Ann Davies. *The School Library Media Center: A Force for Educational Excellence.* 2nd ed. (New York: R.R. Bowker, 1974), 3.

Job Description of Media Coordinator

Reports To: Principal

Supervises: Coordinates and directs the activities of library/media aide(s), student assistants, and/or volunteers.

Purpose: To provide the leadership and resources for implementation of a school library/media program that serves as an integral part of the instructional process.

Duties and Responsibilities:

1. Major Function: *Manages Instruction*
Adhering to the *Teacher Performance Appraisal Instrument* criteria, the media coordinator instructs students and faculty in using and/or producing media to integrate into the curriculum and facilitate the teaching/learning process.

2. Major Function: *Manages Public Relations*
The media coordinator initiates interaction with students, staff, administration, and the general public for purposes of integrating, promoting, and expanding the media program.

3. Major Function: *Plans for the Media Program*
The media coordinator designs and implements short- and long-range plans which allow a balance among integrated skills instruction, literature appreciation, planning with teachers, and collection management and development.

4. Major Function: *Manages Resources*
The media coordinator establishes and carries out procedures for effective and efficient selection, acquisition, cataloging, processing, accessing, and maintaining materials and equipment.

5. Major Function: *Manages the Facility*
The media coordinator organizes the facility and resources in such a way that they reflect the philosophy and goals of the school and its media program.

6. Major Function: *Carries Out Professional Responsibilities*
The media coordinator provides opportunities for personal and professional growth for him/herself as well as for the school's staff and students. S/he also carries out assigned non-instructional duties; adheres to established laws, policies, rules and regulations; and submits accurate reports promptly.

Media Coordinator Performance Appraisal Instrument

	Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory

Rating Scale
(Please Check)

Media Coordinator Name _____

School _____

1. Major Function: *Managing Instruction* *

☐ ☐ ☐ ☐ ☐ ☐

   1.1 Management of Instruction Time
   1.2 Management of Student Behavior
   1.3 Instructional Presentation
   1.4 Monitoring of Student Performance
   1.5 Instructional Feedback
   1.6 Facilitating Instruction
   1.7 Correlating Instruction

Comments _____
_____
_____

* Incorporates Major Functions 1-6 from TEACHER PERFORMANCE APPRAISAL INSTRUMENT in evaluation of *direct teaching activities*.

2. Major Function: *Managing Public Relations*

☐ ☐ ☐ ☐ ☐ ☐

   2.1 Promotes positive staff relationships.
   2.2 Promotes positive student relationships.
   2.3 Maintains a good relationship between school and community.

Comments _____
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3. Major Function: *Planning for the Media Program*

☐ ☐ ☐ ☐ ☐ ☐

   3.1 Develops annual and long-range plans for the media program based on periodic assessment.
   3.2 Plans with teachers to integrate media skills into the curriculum.
   3.3 Designs motivational activities to promote reading.
   3.4 Plans a schedule that allows for both instruction and collection development within administrative guidelines.

Comments _____

4. Major Function: *Managing Resources*

☐ ☐ ☐ ☐ ☐ ☐

   4.1 Provides leadership for the Media Advisory Committee.
   4.2 Analyzes the collection to determine needs.
   4.3 Uses standard selection tools and practices to evaluate and select all instructional materials.
   4.4 Coordinates the acquisitions process.
   4.5 Insures accessibility to resources
   4.6 Offers a variety of instructional resources to meet curriculum objectives and learning styles.

Superior	Well Above Standard	Above Standard	At Standard	Below Standard	Unsatisfactory

4.7 Administers the media program budget.
4.8 Promotes the use of current technologies.
4.9 Maintains media resources.

Comments _____

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5. Major Function: *Managing the Facility*

    5.1 Has organized media center so that areas are identifiable.
    5.2 Support areas are organized.
    5.3 Provides an environment that reflects the multiple goals of the media program.
    5.4 Considers health and safety regulations when arranging facility.
    5.5 Facility organized for efficient circulation.

☐	☐	☐	☐	☐	☐

Comments _____

_____

6. Major Function: *Professional Responsibilities*

    6.1 Upgrades professional knowledge and skills.
    6.2 Provides growth opportunities for staff and students.
    6.3 Carries out non-instructional duties as assigned and/or as need is perceived.
    6.4 Adheres to established laws, policies, rules, and regulations.
    6.5 Submits accurate reports promptly.

☐	☐	☐	☐	☐	☐

Comments _____

Evaluator's Summary Comments _____

_____

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Media Coordinator's Reactions to Evaluation _____

_____

_____

_____

_____

_____

Evaluator's signature and date

Media Coordinator's signature and date

Signature indicates that the written evaluation
has been seen and discussed.

Sample Evidences for Media Coordinator Performance Appraisal Instrument

This document is intended as a guide for persons using the North Carolina Performance Appraisal Instrument for Media Coordinators. It presents the major functions entailed in the job of media coordinator. The major functions are responsibilities that apply to all media coordinators.

Below each major function, indicators of the practices submitted by that function are identified by two digit numbers.

An unnumbered list of sample evidence accompanies each practice. This lot is intended to assist observers by identifying some potential evidences for each practice. The activities on this list comprise a mix of possible tasks which may or may not be the responsibility of a given media coordinator. They should not be construed to be mandated.

1. Major Function: *Managing Instruction*
   *1.1 Management of Instructional Time
      ● has materials, supplies and equipment ready at the start of the lesson or instructional activity.
      ● gets the class started quickly.
      ● gets students on task quickly at the beginning of each lesson or instructional activity.
      ● maintains a high level of student time-on-task.
   *1.2 Management of Student Behavior
      ● has established a set of rules and procedures that govern the handling of routine administrative matters, student verbal participation, and movement.
      ● frequently monitors the behavior of all students during whole-class, small group, and seat work activities and during transitions between instructional activities.
      ● stops inappropriate behavior promptly and consistently, yet maintains the dignity of the student.
   *1.3 Instructional Presentation
      ● begins lesson or instructional activity with a review of previous material.
      ● introduces the lesson or instructional activity and specifies learning objectives when appropriate.
      ● speaks fluently and precisely.

Indicators are Practices from Teacher Performance Appraisal Instrument

      ● presents the lesson or instructional activity using concepts and language understandable to the students.
      ● provides relevant examples and demonstrations to illustrate concepts and skills.
      ● assigns tasks that students handle with a high rate of success.
      ● asks appropriate levels of questions that students handle with a high rate of success.
      ● conducts lesson or instructional activity at a brisk pace, slowing presentations when necessary for student understanding but avoiding unnecessary slowdowns.
      ● makes transitions between lessons and instructional activities within lessons efficiently and smoothly.
      ● makes sure that the assignment is clear.
      ● summarizes the main point(s) of the lesson at the end of the lesson or instructional activity.
   *1.4 Instructional Monitoring of Student Performance
      ● maintains clear, firm and reasonable work standards and due dates.
      ● circulates during class to check all students' performance.
      ● routinely uses oral, written, and other work products to check student progress.
      ● poses questions clearly and one at a time.
   *1.5 Instructional Feedback
      ● provides feedback on the correctness or incorrectness of work to encourage student growth.
      ● provides sustaining feedback after an incorrect response or no response by probing, repeating the question, giving a clue, or allowing more time.
   *1.6 Facilitating Instruction
      ● has an instructional plan which is compatible with the school and system-wide curricular goals.
      ● uses diagnostic information obtained from tests and other assessment procedures to develop and revise objectives and/or tasks.
      ● maintains accurate records to document student performance.
      ● has instructional plan that matches/ aligns objectives, learning strategies, assessment and student needs at the appropriate level of difficulty.

- uses available human and material resources to support the instructional program.
1.7 Correlating Instruction
  - correlates presentation with an area of the classroom curriculum.
  - relates Library Media and Computer Skills to other content areas and student experiences.
  - provides activities that enable students to use information to complete classroom assignments.
2. Major Function: *Managing Public Relations*
  2.1 Promotes positive staff relationships
    - cooperates with the total operation of the school.
    - is an effective member of teacher teams.
    - encourages optimum use of media center staff and resources.
  2.2 Promotes positive student relationships
    - encourages optimum use of media center staff and resources.
    - provides incentives for students to use resources for personal information needs.
  2.3 Maintains a good relationship between school and community
    - issues newsletters.
    - recruits and trains volunteers and resources from the school and community.
    - submits news articles to school, community, and professional organizations.
    - plans programs in the media center and invites community participation.
    - cooperates with other organizations (e.g., parent organizations, public and other libraries).
    - conducts book fairs.
3. Major Function *Planning for the Media Program*
  3.1 Develops annual and long-range plans for the media program based on periodic assessment
    - participates on curriculum planning committee.
    - frequently requests input from a variety of sources, such as surveys and suggestion box.
    - uses local, regional, state, and national guidelines (list out titles).
    - uses input from Media Advisory Committee.
  3.2 Plans with teachers to integrate media skills into the curriculum

- attends grade level and departmental meetings.
- consults textbook and curriculum guides.
- plans, informally and formally, with teachers.
- develops integrated units.
3.3 Designs motivational activities to promote reading
  - book fairs
  - literature festivals
  - media fairs, contests
  - book talking
  - provides tangible incentives, i.e., bookmarks, buttons, certificates
  - storytelling
3.4 Plans a schedule that allows for both instruction and collection development within administrative guidelines
  - has a daily/weekly/monthly schedule that shows planning and instructional activities, as well as management tasks.
  - encourages flexibility for teacher/student use.
  - schedule is displayed and easily accessible.

4. Major Function: *Managing Resources*
  4.1 Provides leadership for the Media Advisory Committee
    - schedules meetings when appropriate (agendas and minutes available).
    - routes appropriate information to committee members.
    - interprets selection policy for members of the committee.
    - uses the committee to help interpret the selection policy to the faculty.
    - participates in the re-evaluation of challenged materials.
  4.2 Analyzes the collection to determine needs
    - uses Media Advisory Committee and faculty to identify curriculum needs.
    - uses teacher handbooks to identify curriculum content.
    - has suggestion box to determine personal interests of students and teachers.
  4.3 Uses standard selection tools and practices such as, (list out), to evaluate and select all instructional materials
    - follows the selection policy approved by the local school board.
    - maintains a consideration file with selection sources indicated.
    - consults a variety of professional review-

ing sources such as the ADVISORY LISTS from Media Evaluation Services, professional journals and publications.

- uses first-hand evaluation when possible, i.e., attends book exhibits, orders materials for preview, visits other libraries, consults other resources.

4.4 Coordinates the acquisitions process
- makes selections.
- prepares orders.
- receives and inspects orders.
- processes materials and places on shelves.
- files catalog and shelflist cards.
- cooperates with centralized processing staff, if available.

4.5 Insures accessibility to resources
- uses standard Dewey classification.
- maintains card catalog or online catalog.
- maintains regular school hours.
- remains open all day.
- provides flexible scheduling to accommodate various groups simultaneously.

4.6 Offers a variety of instructional resources to meet curriculum objectives and learning styles
- equipment is available in sufficient quantities and types to meet needs.
- maintains a Community Resource File.
- print and non-print formats are available to meet instructional needs.
- maintains Information File.

4.7 Administers the media program budget
- develops annual and long-range budget goals.
- uses sample budget planning sheet from MEDIA PROGRAM RECOMMENDATIONS.
- works with the Media Advisory Committee to set budget priorities.
- works with the Media Advisory Committee to set priorities for Federal projects, as appropriate.
- records indicate that budget allocation was spent.

4.8 Promotes use of current technologies
- uses newer technologies.
- creates awareness of STV series and materials for the effective use of programs.
- orders STV catalogs, planning books, and teacher's guides.
- publicizes and distributes STV materials.
- creates an awareness and facilitates

the use of new technologies.
- stays current on newer technologies through reading professional journals, staff development, etc.
- encourages the use of microcomputers for management.
- encourages the use of microcomputers for instruction.

4.9 Maintains media resources
- coordinates equipment repair.
- updates information file.
- develops the collection through weeding.
- withdraws catalog and shelflist cards for resources that are weeded.
- makes simple repairs to resources, i.e., spine labels, torn pages, lamp replacement.
- back issues (3-5 years) of periodicals are organized for access.

5. Major Function: *Managing the Facility*

5.1 Has organized media center so that areas are identifiable.
- Look for these general areas:
  circulation.
  card catalog.
  leisure reading.
  reference.
  listening/viewing/computing.
  storytelling.
  professional collection.
  display/exhibit.

5.2 Support areas are organized.
- administrative and planning area is evident.
- production/workroom is organized to meet work needs.
- periodical back issues are organized in storage containers.
- equipment is stored in a place that is adequate and easily accessible.
- conference/small group activity area is available.

5.3 Provides an environment that reflects the multiple goals of the media program
- display of student work.
- promotional displays.
- bulletin boards.
- plants, pictures, posters.
- cleanliness.

5.4 Considers health and safety regulations when arranging facility
- free access to exits.
- extension cords appropriately used.
- AV carts with safety straps.

attempts to correct safety problems.
5.5 Facility organized for efficient circulation
  • check out station near exit and away from stack area.
  • outside drop for return of materials.
  • access to equipment without disrupting other areas.
  • resources are clearly labeled.
  • physical access (handicapped).

6. Major Function: *Professional Responsibilities*
  6.1 Upgrades professional knowledge and skills
    • attends professional meetings, keeps abreast of current literature.
    • attends workshops, seminars and/or enrolls in advanced couirses at institutions of higher learning.
    • visits other schools.
    • develops a written professional growth plan.
  6.2 Provides growth opportunities for staff and students
    • trains and supervises student assistants.
    • trains and supervises media aides.
    • develops orientation sessions.
    • conducts staff development activities.
    • assembles new materials displays.
    • produces newsletters.
    • disseminates information at faculty meetings.
  6.3 Carries out non-instructional duties as assigned and/or as need is perceived
    • club sponsorship.
    • committee involvement.
    • school duties (e.g., sports, social events, PTSA).
    • contributes to development of annual objectives of school.
  6.4 Adheres to established laws, policies, rules, and regulations
    • school and district policies.
    • copyright.
    • selection policies.
    • inventories.
    • state contract.
    • school purchase requirements.
  6.5 Submits accurate reports promptly
    • inventories of furniture, equipment, and collection.
    • annual reports (e.g., financial, SDPI reports).
    • budget.
    • fines.

Instructions for the Preparation

of Manuscripts

for *North Carolina Libraries*

1. *North Carolina Libraries* seeks to publish articles, book reviews, and news of professional interest to librarians in North Carolina. Articles need not be of a scholarly nature, but they should address professional concerns of the library community in the state.
2. Manuscripts should be directed to Frances B. Bradburn, Editor, *North Carolina Libraries*, Central Regional Education Center, Gateway Plaza, 2431 Crabtree Boulevard, Raleigh, N.C. 27604.
3. Manuscripts should be submitted in triplicate on plain white paper measuring 8½" x 11".
4. Manuscripts must be double-spaced (text, references, and footnotes). Manuscripts should be typed on sixty-space lines, twenty-five lines to a page. The beginnings of paragraphs should be indented eight spaces. Lengthy quotes should be avoided. When used, they should be indented on both margins.
5. The name, position, and professional address of the author should appear in the bottom left-hand corner of a separate title page.
6. Each page after the first should be numbered consecutively at the top right-hand corner and carry the author's last name at the upper left-hand corner.
7. Footnotes should appear at the end of the manuscript. The editors will refer to *The Chicago Manual of Style*, 13th edition. The basic forms for books and journals are as follows:
   Keyes Metcalf, *Planning Academic and Research Library Buildings*. (New York: McGraw, *1965*), *416*.
   Susan K. Martin, "The Care and Feeding of the MARC Format," *American Libraries* 10 (September 1979): 498.
8. Photographs will be accepted for consideration but cannot be returned.
9. *North Carolina Libraries* is not copyrighted. Copyright rests with the author. Upon receipt, a manuscript will be acknowledged by the editor. Following review of a manuscript by at least two jurors, a decision will be communicated to the writer. A definite publication date cannot be given since any incoming manuscript will be added to a manuscript from which articles are selected for each issue.

Issue deadlines are February 10, May 10, August 10, and November 10.