



Michigan
TEST FOR TEACHER CERTIFICATION
STUDY GUIDE

48 Library Media



TABLE OF CONTENTS

PART 1: General Information About the MTTC Program and Test Preparation

OVERVIEW OF THE TESTING PROGRAM	1-1
Contact Information	
Test Development Process	
Characteristics of the Tests	
Test Administration	
Score Reporting	
HOW TO PREPARE FOR THE TESTS	1-4
Plan Your Course of Study	
THE DAY OF THE TEST: HELPFUL HINTS.....	1-5
Preparing for the Test Administration	
Test-Taking Tips	
Test Directions	

PART 2: Test Objectives and Sample Test Questions

INTRODUCTION	2-1
TEST OBJECTIVES	2-3
SAMPLE MULTIPLE-CHOICE TEST QUESTIONS.....	2-9
ANSWER KEY FOR THE SAMPLE MULTIPLE-CHOICE TEST QUESTIONS.....	2-13

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PART 1: General Information About the MTTC Program and Test Preparation

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

[General Information About the MTTC Program and Test Preparation](#)

PART 2: Test Objectives and Sample Test Questions

INTRODUCTION

This section includes a list of the test objectives, immediately followed by sample test questions and an answer key for the field covered by this study guide.

Test Objectives

As noted, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level teacher needs in order to teach effectively in a Michigan classroom. Each field's list of test objectives represents the **only** source of information about what a specific test will cover and, therefore, should be studied carefully.

The test objectives are organized into groups known as "subareas." These subareas define the major content areas of the test. You will find a list of subareas at the beginning of the test objective list. The percentages shown in the list of subareas indicate the approximate weighting of the subareas on the test.

Sample Multiple-Choice Test Questions

The sample multiple-choice test questions included in this section are designed to give the test-taker an introduction to the nature of the test questions included on the MTTC test for each field. The sample test questions represent the various types of test questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or predict your performance on the test as a whole. Use the answer key that follows the sample test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the sample test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

TEST OBJECTIVES

Subarea	Approximate Percentage of Questions on Test
The Library Media Program	26%
Information Literacy Skills	26%
Curriculum and Resources	26%
Program Administration and Leadership	22%

THE LIBRARY MEDIA PROGRAM

Understand the role of the school library media program.

Includes identifying characteristics and functions of an effective school library media program; understanding the importance of formulating a mission statement for the library media program; recognizing the role of the library media program in providing equitable physical and intellectual access to information, ideas, and learning and teaching tools; and understanding the importance of creating a responsive environment that supports the use of information literacy skills to promote lifelong learning.

Understand the relationship between the library media program and the curriculum.

Includes recognizing the integral role of the library media program in all curricular areas; addressing the needs of the learning community with regard to information literacy skills and resources in the curriculum; and identifying appropriate library media resources, personnel, and services to support the curriculum.

Understand the responsibilities of the library media specialist.

Includes identifying the management functions (e.g., related to services, facilities, personnel) of the library media specialist; applying strategies for working collaboratively with teachers and other staff to plan, design, deliver, and evaluate curriculum and instruction; providing leadership, expertise, and advocacy in the use of technology and resources; serving as a resource person for members of the learning community; and identifying strategies for encouraging students to take responsibility for their own learning.

Understand the interrelationship between the library media program and information resources and services beyond the school.

Includes identifying information resources and services beyond the school (e.g., on-line services, public libraries, Regional Educational Media Centers) and their characteristics; recognizing the role of the library media program in connecting the school to local, district, state, national, and global resources; and evaluating the benefits of developing and maintaining connections to resources and services beyond the school.

Understand professional responsibilities related to the legal and ethical issues involved in library media programs.

Includes identifying professional responsibilities of the library media specialist (e.g., ensuring equitable access to information, serving as an advocate for learners and the library media program); applying professional standards and guidelines related to library media programs; analyzing the ethical responsibilities (e.g., maintaining confidentiality of borrowers) of library media personnel in given situations; and understanding issues related to intellectual freedom, intellectual property, and legislation that affects library media programs.

Understand resources and strategies for ongoing professional development.

Includes identifying types of activities and programs designed to promote the knowledge and skills of library media professionals and personnel; using strategies for identifying professional development resources and opportunities; collaborating with other library media professionals to share information and ideas; selecting appropriate techniques for instructing and training other members of the learning community about library media resources and their uses; and identifying the benefits of membership in professional organizations and recognizing their functions and goals.

INFORMATION LITERACY SKILLS**Understand methods for promoting learning and information literacy skills.**

Includes understanding theories and principles of learning; recognizing the characteristics of various instructional strategies (e.g., group instruction, cooperative learning) and their advantages or disadvantages in given situations; identifying teaching strategies and activities for encouraging critical and creative thinking and promoting information literacy skills; and selecting strategies and resources to support learners with diverse learning abilities, styles, and needs.

Analyze ways to determine information needs and initiate search strategies.

Includes recognizing and applying steps in determining what information is needed (e.g., identifying the type of information, placing the information in a frame of reference, relating the information to prior knowledge); formulating a question or problem; designing a plan to search for information related to a question or problem; identifying possible key words, subject headings, and cross-references; applying criteria for evaluating possible sources of information (e.g., timeliness, format, credibility); and using methods to help learners formulate research questions or problems and initiate searches.

Apply methods for locating and accessing resources.

Includes identifying potential human, print, and electronic sources of information within and outside the school library media center; recognizing characteristics of these resources; understanding procedures and technologies for accessing these resources; applying procedures for using information retrieval systems (e.g., catalogs, indices); applying strategies for conducting electronic searches (e.g., identifying on-line resources, restricting a search using Boolean operators); using methods for locating information in print and electronic resources; and identifying strategies for helping learners locate and access resources.

Apply methods for evaluating and interpreting information.

Includes identifying strategies (e.g., scanning, skimming) for locating potentially useful information; applying criteria for evaluating information (e.g., determining authoritativeness, differentiating between fact and opinion, comparing information from different sources); evaluating the effectiveness of information presented in various formats; evaluating whether information addresses the original question or problem; understanding how to summarize information, organize it in new ways, and synthesize it with previous information; and identifying strategies for helping learners evaluate and interpret information.

Understand methods for communicating information obtained from a search.

Includes recognizing the importance of organizing information into a form that clearly communicates what has been learned; drawing appropriate conclusions based on gathered information; selecting an appropriate format for communicating information and applying procedures for producing an end product (e.g., print, audio, video, multimedia); applying legal and ethical guidelines in the use of information; applying guidelines for preparing a bibliography or other necessary documentation; and identifying strategies for helping learners communicate information.

Understand strategies for assessing progress during a search and evaluating the overall search process.

Includes identifying steps for evaluating the progress of a search (e.g., reexamining gathered information, comparing the information with the original question or problem); determining appropriate adjustments to search strategies in various situations; evaluating whether the predicted outcomes of a search were met; recognizing important factors in recreating a search; determining what changes should be made to a search in the future; and identifying strategies for helping learners assess their progress during a search and evaluate the overall search process.

CURRICULUM AND RESOURCES**Identify and implement strategies to support the leadership role of the library media program in all curricular areas.**

Includes establishing partnerships (e.g., with administrators, school boards, instructional staff) to support learning objectives; aligning curricular needs with library media program goals and objectives; participating in district, building, departmental, and grade-level curriculum design and assessment projects; and collaborating with staff on the selection and acquisition of resources.

Understand information resources.

Includes identifying types, characteristics, and uses of various print and electronic information resources (e.g., encyclopedias, dictionaries, almanacs, atlases, vertical files); identifying types and characteristics of periodicals (e.g., magazines, journals, newspapers) and related resources (e.g., abstracts); identifying and using tools for locating specific information in various types of resources (e.g., indices, electronic databases); selecting an appropriate resource for locating given information; and applying criteria for selecting information resources for a school library media program.

Understand types and characteristics of literature for children and young adults.

Includes identifying forms and characteristics of literature (e.g., fiction, nonfiction, poetry, drama); recognizing characteristics of literature for children and young adults; recognizing developmental factors that should be considered in selecting literature for individual learners; applying criteria and understanding issues related to the selection of literature for a school library media program (e.g., representation of diversity, avoidance of stereotypes, appropriateness to age level); and identifying strategies and activities that promote the enjoyment of reading.

Understand technological resources and applications in the library media program.

Includes identifying types and characteristics of various technological resources (e.g., computers, software applications, videocassette recorders, on-line services); comparing the advantages and disadvantages of these resources; selecting an appropriate technological resource or application for a given purpose; applying techniques and procedures for using various technological resources and applications; understanding basic operation of media center equipment; and applying criteria for the selection of technological resources and applications for a school library media program.

Analyze methods for promoting, designing, and producing curriculum-integrated instructional materials.

Includes identifying types and characteristics of various instructional materials and resources (e.g., overhead transparencies, multimedia presentations); identifying principles and considerations related to the design and production of instructional materials (e.g., intended audience); applying techniques and procedures for producing and reproducing various types of materials; understanding legal and ethical issues related to instructional materials (e.g., intellectual property); and applying criteria for the selection of instructional materials and resources for given purposes.

Understand issues and procedures related to the acquisition of resources and equipment.

Includes developing criteria for evaluating and selecting resources and equipment for a school library media program; determining the needs of learners and using this information to select appropriate resources; involving the learning community in the evaluation and selection process; identifying sources of materials and equipment; and addressing issues and considerations related to the selection of resources and equipment for a school library media program (e.g., intellectual freedom, intellectual property).

PROGRAM ADMINISTRATION AND LEADERSHIP**Understand the development, implementation, and ongoing evaluation of a library media program.**

Includes involving the learning community in the formulation and communication of a mission statement for the library media program; setting program goals based on an analysis of needs; identifying appropriate activities and resources for meeting goals and objectives; applying criteria and strategies for evaluating the effectiveness of a library media program; and selecting procedures for modifying a program based on evaluation results.

Analyze factors and issues related to information access and delivery.

Includes analyzing factors involved in the physical design and furnishing of a library media center, including accommodations for technology and for learners with special needs; recognizing scheduling considerations and applying techniques for the scheduling of library media center resources, equipment, and space; and designing procedures for the maintenance, storage, and security of library media resources and equipment.

Understand the supervision and management of library media program staff.

Includes analyzing the characteristics, qualifications, and training needs of various staff positions; applying principles for selecting, supervising, and evaluating staff; understanding appropriate ways to handle various personnel and staffing problems; selecting, planning, and conducting staff development activities; and applying procedures for ensuring that adequate staff are available to meet the needs of students and teaching staff.

Understand procedures and issues related to the fiscal management of a library media program.

Includes identifying effective strategies for communicating information about the status and needs of the library media program; identifying types, characteristics, and uses of financial records, budgets, and reports; applying procedures for maintaining records and preparing reports, budgets, and grant applications; and applying procedures for running a library media program cost effectively and within budget.

Apply procedures for library media resource organization and circulation.

Includes identifying and applying standard methods of classifying and cataloging library media materials (e.g., Dewey Decimal System, Library of Congress headings, U.S. MARC); applying ALA filing rules; identifying types and characteristics of circulation patterns, controls, records, policies, and systems; using methods to determine resource circulation and use patterns; applying strategies for ensuring reasonable access to resources; identifying factors related to determining policies regarding resource use and circulation; and recognizing the role of technology in the organization and circulation of resources.

SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

1. Which of the following strategies is likely to prove most effective when attempting to gain the principal's support for a library media center's budget proposal?
 - A. relate requested expenditures to curriculum objectives and the school philosophy
 - B. describe the range of activities sponsored by the library media center
 - C. compare requested expenditures for the library media center to the amounts being requested in other sections of the school budget
 - D. demonstrate how many students used the library media center during the previous year

2. The library media specialist conducts a survey that asks teachers to evaluate the materials in the library media center. The results indicate that teachers think more fiction should be available for students. Which of the following steps should the library media specialist take *next*?
 - A. adjusting the budget to use money that was designated for acquiring new reference materials to instead expand the fiction collection
 - B. meeting with administrators to discuss the merit of the teachers' recommendation
 - C. consulting with teachers to learn what types of fiction would best address curricular and student needs
 - D. polling the library media staff to find out if they agree with the faculty assessment of the collection

3. A biology teacher wishes to copy a chapter from an out-of-print library book to distribute to her students. Which of the following is the most appropriate response for the library media specialist?
 - A. offer to help the teacher determine whether copyright permission is needed for copying the chapter
 - B. offer to copy the chapter for the teacher, providing the copies are destroyed after use
 - C. refuse to make any copies of the chapter because of the restrictions of copyright law
 - D. suggest to the teacher that she use a commercial copy center to reproduce the chapter
4. A library is planning to provide access to its on-line catalog through ten computer stations that will be placed in the reference area. Which of the following is the most appropriate method for connecting the computers to the catalog?
 - A. connecting the computers to the catalog and one another through the Internet
 - B. installing a copy of the catalog on each of the ten computers
 - C. connecting the computers to the catalog and one another using a direct modem link
 - D. connecting the computers to the catalog and one another using a local area network (LAN)
5. A library media specialist wants to align the program goals for the library media center with the curricular needs of the school. To reach this goal, which of the following steps should the library media specialist take *first*?
 - A. discuss discrepancies between the curriculum goals and available resources with library media center staff
 - B. obtain input from the principal about objectives and planning for the library media center
 - C. discuss instructional and research needs with teachers and administrators
 - D. evaluate the budget for the upcoming year to determine what will be available for new acquisitions
6. Teaching students to look for words such as "apparently" and "likely" when reading for information is most likely to promote their ability to:
 - A. recognize conclusions stated by the author.
 - B. distinguish unsupported information from confirmed facts.
 - C. make inferences about what the author wants them to understand.
 - D. identify an author's use of faulty reasoning.

7. Tom is having trouble locating pertinent information for a social studies research project. For the past week or so, he has spent one hour per day looking through several sources without finding much useful information. He has asked the library media specialist for help in deciding how to proceed. The library media specialist should suggest that Tom make which of the following adjustments to his search strategy *first*?

- A. devoting at least another hour each day to research
- B. reassessing his original topic or thesis
- C. revising the preliminary outline for his project
- D. rereading carefully the sources he has already examined

8. Search strategies to locate information for research projects are likely to be most successful when students make an effort before starting their searches to:

- A. estimate the length of time needed to complete their investigation.
- B. select an appropriate format for communicating the information they expect to find.
- C. create a list of key terms and related ideas.
- D. anticipate problems that will require them to adjust their search strategies.

9. Library media specialists have an ethical responsibility to preserve the confidentiality of records that:

- A. contain cost data relating to the theft and loss of library resources.
- B. link specific individuals with specific library resources.
- C. reveal the frequency with which a specific library resource is used.
- D. connect specific school courses with specific library resources.

10. Which of the following best describes the main reason for a library media program to formulate a mission statement?

- A. to establish criteria for evaluating the costs and benefits of specific library media services and activities
- B. to promote understanding of program objectives among both library media personnel and members of the learning community
- C. to provide a basis for the efficient division of labor among library media personnel
- D. to distinguish the responsibilities of library media personnel from the duties of other educational professionals in the learning community

ANSWER KEY FOR THE SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

Item Number	Correct Response	Objective
1.	A	Understand procedures and issues related to the fiscal management of a library media program.
2.	C	Understand the development, implementation, and ongoing evaluation of a library media program.
3.	A	Analyze methods for promoting, designing, and producing curriculum-integrated instructional materials.
4.	D	Understand technological resources and applications in the library media program.
5.	C	Identify and implement strategies to support the leadership role of the library media program in all curricular areas.
6.	B	Apply methods for evaluating and interpreting information.
7.	B	Understand strategies for assessing progress during a search and evaluating the overall search process.
8.	C	Analyze ways to determine information needs and initiate search strategies.
9.	B	Understand professional responsibilities related to the legal and ethical issues involved in library media programs.
10.	B	Understand the role of the school library media program.