MICHIGAN TEST FOR TEACHER CERTIFICATION (MTTC)

TEST OBJECTIVES
FIELD 048: LIBRARY MEDIA

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%

I. THE LIBRARY MEDIA PROGRAM

001   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.

002   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.

003   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.

004   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.

005   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.

006   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.

II. INFORMATION LITERACY SKILLS

007   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.

008   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.

009   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.

010   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.

011   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.

012 **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.

III. CURRICULUM AND RESOURCES

013 **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.

014 **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.

015 **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.

016   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.

017   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.

018   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).

IV. PROGRAM ADMINISTRATION AND LEADERSHIP

019   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.

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020   **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.

021   **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.

022   **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.

023   **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.