
NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS™

FIELD 074: LIBRARY MEDIA SPECIALIST TEST DESIGN AND FRAMEWORK

May 2018

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This test design and framework document is designed to provide information about the content and format of a test for the New York State Teacher Certification Examinations™ (NYSTCE®) program. Education faculty and administrators at teacher preparation institutions may also find the information in this framework useful as they discuss the test with candidates. All test components may differ from those presented here. Furthermore, review of this framework, in whole or in part, does not guarantee an increased likelihood of success on any of the New York State Teacher Certification Examinations. The NYSTCE program is subject to change at the sole discretion of the New York State Education Department, and any changes will fully supersede the information presented in this document. As a reminder, candidates are responsible for contacting their certification officer(s) regarding any changes to the New York State Teacher Certification Examinations.

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**FIELD 074: LIBRARY MEDIA SPECIALIST
TEST DESIGN**

This test consists of selected-response items and one extended constructed-response item. Both types of items measure content knowledge and pedagogical content knowledge. The constructed-response item is scenario-based and requires the analysis of one or more artifacts (e.g., samples of student work, assessment results, an excerpt from an individualized education program, teacher notes).

The selected-response items count for 80% of the total test score and the constructed-response item counts for 20% of the total test score, as indicated in the table that follows. Each selected-response item counts the same toward the total test score. The percentage of the total test score derived from the constructed-response item is also indicated in the table that follows.

The total testing time is 195 minutes. Candidates are free to set their own pace during the test administration. The following estimates were used to determine the total test time:

- The constructed-response item is designed with the expectation of a response up to 60 minutes.
- The selected-response items are designed with the expectation of response time up to 135 minutes.

Further information regarding the content of each competency can be found in the test framework.

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Competency	Selected-Response		Constructed-Response	
	Approximate Number of Items	Approximate Percentage of Test Score	Number of Items	Approximate Percentage of Test Score
0001 The School Library Media Program	8	7%	--	--
0002 Roles and Responsibilities of the Library Media Specialist	11	10%	--	--
0003 Information, Technology, and Literary Resources	13	12%	--	--
0004 Collection Development and Resource Management	11	10%	--	--
0005 Skills for Multiple Literacies	12	10%	--	--
0006 Individual and Collaborative Learning and Inquiry	12	11%	--	--
0007 Social Responsibility and Legal and Ethical Issues	8	7%	--	--
0008 Administration of the School Library Media Program	15	13%	--	--
0009 Analysis, Synthesis, and Application	--	--	1	20%
Total	90	80%	1	20%

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TEST FRAMEWORK**

The School Library Media Program
Roles and Responsibilities of the Library Media Specialist
Information, Technology, and Literary Resources
Collection Development and Resource Management
Skills for Multiple Literacies
Individual and Collaborative Learning and Inquiry
Social Responsibility and Legal and Ethical Issues
Administration of the School Library Media Program
Analysis, Synthesis, and Application

The New York State Library Media Specialist (School Librarian) possesses the knowledge and skills required to teach all students the skills necessary to address their individual information needs, to become effective creators and users of information and ideas, and to engage in lifelong learning. School librarians have comprehensive knowledge of a wide range of information, technology, and literary resources and know how to collaboratively develop collections that are responsive to the needs and interests of a diverse population. School librarians use research-validated instructional strategies to provide instruction in information, technology, and literacy skills to students with a broad range of backgrounds and needs. School librarians model and promote collaborative planning, inquiry-based learning, and reading for information and pleasure. School librarians skillfully apply evidence-based best practices in the planning, development, implementation, and evaluation of the school library program, resources, and services and use a variety of techniques to include members of the school community in these processes. School librarians recognize legal, ethical, and professional responsibilities and expectations as they relate to the school library media program.

As used in this document, the term "research-based" refers to those practices that have been shown to be effective in improving learner outcomes through systematic observation or experiment, rigorous data analysis, ability to replicate results, and publication in a peer-reviewed journal. "Evidence-based" refers to strategies empirically shown to improve learner outcomes, though not necessarily based on systematic experiments or published in a peer-reviewed journal.

**FIELD 074: LIBRARY MEDIA SPECIALIST
TEST FRAMEWORK**

COMPETENCY 0001—THE SCHOOL LIBRARY MEDIA PROGRAM

Performance Expectations

The New York State Library Media Specialist possesses comprehensive knowledge of the characteristics and functions of an effective school library media program and of the relationship of the library media program to the total school program and to the broader community. The school librarian understands how to align the school library media program with national and state standards and the school's goals and objectives and promote the program's collaborative role in curriculum development, instruction, and assessment. The school librarian recognizes and uses techniques for fulfilling the library media program's responsibility to provide resources and services that support the school curriculum and to provide equitable access to information and ideas. Using current educational and library research, the school librarian articulates the role and impact of the school library media program in promoting student achievement and enhancing school improvement efforts.

Performance Indicators

- a. demonstrates knowledge of characteristics and functions of an effective school library media program
- b. demonstrates knowledge of strategies for aligning the school library media program with national and state standards and best practices
- c. demonstrates knowledge of the school library media program's essential role in student learning and achievement
- d. applies knowledge of the school library media program's collaborative role in curriculum development, instruction, and assessment
- e. recognizes the role of information in a democratic society and the school library media program's responsibility to support and promote the principle of intellectual freedom
- f. demonstrates knowledge of the school library media program's role in supporting and promoting equitable physical and intellectual access to information and ideas
- g. demonstrates knowledge of the school library media program's role in establishing connections with other libraries for the purpose of resource sharing and networking
- h. applies knowledge of how the school library media program facilitates access to local, state, national, and global resources for the school community

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COMPETENCY 0002—ROLES AND RESPONSIBILITIES OF THE LIBRARY MEDIA SPECIALIST

Performance Expectations

The New York State Library Media Specialist understands the multiple roles and responsibilities of the school library media specialist as teacher, instructional partner, information specialist, program administrator, and educational leader. As an educational leader, the school librarian participates in decision-making processes. The school librarian recognizes the responsibility to establish and maintain positive relationships with students, staff, and the school community and to serve as a resource for the school community in the use of information and technology resources. The school librarian understands the advocacy process and practices effective communication and collaboration skills, forming partnerships and generating broad-based support for the school library media program. The school librarian recognizes the benefits of and strategies for engaging in ongoing professional growth, reflection, and self-assessment to improve professional practice.

Performance Indicators

- a. recognizes the library media specialist's role as an educational leader who participates in and contributes to the decision-making process at the school and district level
- b. applies knowledge of the library media specialist's role as an instructional partner who works collaboratively with teachers to integrate multiple literacies and emerging technologies into the curriculum for teaching and learning
- c. applies knowledge of the library media specialist's role as a resource who widely shares knowledge and expertise in the effective use of information resources and technologies for teaching and learning
- d. demonstrates knowledge of the responsibility of the library media specialist to maintain a climate conducive to teaching and learning in the library media center and of techniques for creating a library media center environment that invites discovery, accommodates diverse learning styles, and provides equitable access for individuals with special needs
- e. demonstrates knowledge of strategies and tools for initiating and maintaining communication and collaboration between the school library media program and members of the school community
- f. demonstrates understanding of the advocacy process, the library media specialist's responsibility to advocate for the school library media program, and strategies for building support for the program within and beyond the school
- g. demonstrates knowledge of strategies for engaging in ongoing professional growth, using reflection and self-assessment to improve professional practice
- h. demonstrates knowledge of strategies for providing classroom teachers with professional development related to the use of information, technology, and literature

**FIELD 074: LIBRARY MEDIA SPECIALIST
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**COMPETENCY 0003—INFORMATION, TECHNOLOGY, AND LITERARY
RESOURCES**

Performance Expectations

The New York State Library Media Specialist demonstrates comprehensive knowledge of the types, characteristics, and uses of a broad range of information and literary resources, including current and emerging technologies and resources outside the school. The school librarian is familiar with a wide range of literature written for children, young adults, and adults, as well as specific genres, authors, and awards for excellence in literature. The school librarian knows how to provide support to the learning community in the selection and use of resources and is aware of factors to consider in providing this support. The school librarian understands the issues related to the use of resources and technology in educational settings.

Performance Indicators

- a. demonstrates knowledge of the types, characteristics, and uses of multiple sources of information presented in diverse formats and media
- b. demonstrates understanding of the advantages and limitations of various information and technology resources, services, and tools for locating information for a given purpose
- c. demonstrates knowledge of characteristics, genres, authors, and works of literature for children, young adults, and adults
- d. demonstrates knowledge of historical and contemporary trends, diversity issues, and awards for excellence in children's, young adult, and adult literature
- e. recognizes factors to consider (e.g., age-appropriateness, reading level, interests) when assisting students in the selection of high-quality reading materials for information, pleasure, and lifelong learning
- f. recognizes factors to consider when selecting high-quality instructional materials to support the curriculum
- g. demonstrates knowledge of characteristics and uses of information and technology resources outside the school and strategies for accessing these resources
- h. recognizes types and characteristics of various instructional materials and resources, how they can be used to enhance instruction, and procedures for collaborating in creating instructional materials that are appropriate for the needs of students
- i. applies knowledge of strategies for providing support to the learning community in the selection and use of multiple sources of information presented in diverse formats and media

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TEST FRAMEWORK**

**COMPETENCY 0004—COLLECTION DEVELOPMENT AND RESOURCE
MANAGEMENT**

Performance Expectations

The New York State Library Media Specialist understands issues and procedures related to collection development and the management of resources, technology, and equipment. The school librarian implements procedures for determining the curricular, informational, and personal needs of the school community in order to develop balanced collections that are responsive to the needs of a diverse population. The school librarian is proficient in applying standard methods of classifying, cataloging, and weeding library media resources and understands how to use various systems and technologies to manage inventory and circulation.

Performance Indicators

- a. applies knowledge of procedures for determining the curricular, informational, and personal needs of the learning community and for involving the learning community in the ongoing development of library media center collections
- b. applies knowledge of procedures for developing and maintaining collections that meet the curricular, personal, developmental, vocational, recreational, and cultural needs of a diverse population
- c. demonstrates knowledge of how to develop criteria and implement procedures for evaluating and deselecting resources for library media center collections
- d. demonstrates understanding of standard methods of classifying and cataloging library media materials
- e. demonstrates knowledge of how to use systems and technologies in the organization, management, and circulation of library media resources
- f. demonstrates knowledge of procedures for developing and implementing circulation policies and procedures that promote access, ensure confidentiality, and establish reasonable controls
- g. applies knowledge of procedures for responding to challenges to school library media program materials, including consideration of the intellectual freedom rights of children, young adults, and adults

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COMPETENCY 0005—SKILLS FOR MULTIPLE LITERACIES

Performance Expectations

The New York State Library Media Specialist understands the importance of multiple literacy skills in the learning process. The school librarian ensures that multiple literacy skills are an integral part of the curriculum and collaborates in designing, implementing, and assessing learning activities that incorporate these skills. The school librarian implements developmentally appropriate methods of teaching information literacy, technology skills, and reading competencies to all learners. The school librarian recognizes the importance of helping learners develop a love of reading and become independent readers and critical and creative thinkers.

Performance Indicators

- a. demonstrates knowledge of the content of national information literacy and technology standards and strategies for integrating those standards into the school curriculum
- b. demonstrates understanding of how to apply knowledge of child development, pedagogical principles, and research-based best practices to develop an integrated and sequential program of instruction in the use of information, technology, and literary resources
- c. demonstrates understanding of the principles of curriculum development, the importance of participating in curriculum development activities, and strategies for collaborating with teachers to identify curricular needs and teach information, technology, and reading literacy skills
- d. recognizes the interconnected nature of multiple literacies and strategies for developing students' reading, listening, speaking, viewing, and presentation skills
- e. applies knowledge of how to collaboratively plan, implement, and assess differentiated instruction to support learning for students with diverse needs
- f. recognizes key components and processes involved in reading; strategies for increasing students' reading comprehension, vocabulary development, and critical literacy skills; and methods for using authentic instructional strategies that reinforce reading instruction and build an appreciation of literature
- g. applies knowledge of methods for encouraging and assisting learners in seeking information and selecting reading materials for personal interest and self-improvement that are appropriate to their age and reading level
- h. demonstrates knowledge of strategies for developing a culture of reading and for motivating learners to become independent readers for academic pursuits and personal pleasure

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**COMPETENCY 0006—INDIVIDUAL AND COLLABORATIVE LEARNING AND
INQUIRY**

Performance Expectations

The New York State Library Media Specialist recognizes the importance of an inquiry process in seeking knowledge in curricular subjects and of making real-world connections to learning. The school librarian has a thorough understanding of the inquiry process; the application of the process in various content areas; and methods for teaching students how to use the process to support independent, lifelong learning. The school librarian has a comprehensive knowledge of strategies, methods, and activities for developing students' ability to formulate research questions; determine information needs; conduct effective information searches; evaluate, organize, analyze, and synthesize information; and reflect upon their work. The school librarian helps students identify and use appropriate presentation formats and tools for communicating information and ideas.

Performance Indicators

- a. demonstrates knowledge of methods for formulating focused questions to frame an information search and for determining information needs to answer a particular question and strategies for helping students develop these skills
- b. demonstrates knowledge of methods for conducting information searches, assessing the progress of a search, and making adjustments to search strategies and strategies for helping students develop these skills
- c. demonstrates knowledge of methods for locating, gathering, and selecting relevant information and strategies for promoting students' proficiency in these skills
- d. applies knowledge of methods and criteria for evaluating information, such as bias, accuracy, and relevance, and strategies for promoting students' ability to apply these methods and criteria
- e. applies knowledge of methods for analyzing, synthesizing, and organizing information from searches and strategies for helping students develop these skills
- f. demonstrates knowledge of methods for effectively communicating information and ideas in various formats and strategies for helping students communicate information and ideas effectively to various audiences in person and online
- g. recognizes the importance of obtaining and respecting diverse perspectives when searching for information, collaborating with others, and participating in learning situations and methods for promoting these behaviors in students
- h. demonstrates the ability to reflect on the inquiry process, make modifications for improvement, and help students develop reflective inquiry skills
- i. applies knowledge of skills for working effectively and collaboratively with others, including sharing information, contributing questions and ideas during discussions, and respecting the differing interests and experiences of others, and strategies for helping students develop these skills
- j. applies knowledge of strategies for collaborating with teachers to plan, implement, and assess inquiry learning

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**COMPETENCY 0007—SOCIAL RESPONSIBILITY AND LEGAL AND ETHICAL
ISSUES**

Performance Expectations

The New York State Library Media Specialist understands the importance of safe, responsible, and ethical use of information and technology resources. The school librarian models legal and ethical use of information and teaches others to follow ethical and legal guidelines in gathering, using, and communicating information, including respect for intellectual property rights. The school librarian is familiar with and adheres to laws and requirements related to use of the Internet in educational settings.

Performance Indicators

- a. identifies legal and ethical issues relevant to the school library media program, including issues of confidentiality and intellectual freedom
- b. recognizes the importance of modeling and promoting digital citizenship and methods for educating the school community in the ethical use of information and ideas
- c. demonstrates knowledge of strategies for developing, implementing, and monitoring information technology policies and procedures that protect constitutional and statutory rights
- d. demonstrates knowledge of issues related to intellectual property rights, including copyright, and strategies for helping learners understand and follow legal guidelines in the use of information and technology resources, including recognizing and avoiding plagiarism and preparing appropriate documentation
- e. demonstrates understanding of strategies for promoting learners' ability to collaborate as members of social and intellectual networks and for teaching safe and ethical practices in personal electronic communication and interaction
- f. demonstrates knowledge of strategies for teaching learners how to keep data safe, avoid Internet spam, and follow accepted netiquette in a minimally filtered or nonfiltered Internet environment
- g. applies knowledge of the requirements of the Children's Internet Protection Act (CIPA), the Children's Online Privacy Protection Act (COPPA), and other laws related to children's use of the Internet

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COMPETENCY 0008—ADMINISTRATION OF THE SCHOOL LIBRARY MEDIA PROGRAM

Performance Expectations

The New York State Library Media Specialist works collaboratively with students, teachers, families, and other members of the school community to develop, implement, and evaluate a school library media program that is based on the needs of the school community. The school librarian understands how to use data and other evidence to monitor the effectiveness of the school library media program, modify the program as needed, and communicate information about the program to a wide audience. The school librarian understands and applies policies, principles, and best practices related to the organization and management of human, physical, information, and financial resources of the school library media program. The school librarian knows how to create an inviting and accessible environment that is conducive to learning. The school librarian knows how to develop and implement policies and procedures that support flexible and open access to the school library media center and its resources for classes, small groups, and individuals.

Performance Indicators

- a. demonstrates knowledge of strategies for collaboratively developing a comprehensive strategic plan for the school library media program that is aligned with district goals and objectives
- b. demonstrates knowledge of methods for identifying the needs of students and the school community and for using that information to establish goals and guide decision making in the school library media program
- c. applies knowledge of strategies for collecting, using, and sharing data to assess the effectiveness of policies, procedures, and operations of the school library media program and for modifying the program on the basis of evaluation results
- d. demonstrates knowledge of factors and procedures related to selecting, training, supervising, and evaluating school library media program staff to ensure that the staff is highly qualified and prepared to meet program needs
- e. demonstrates knowledge of strategies for communicating information about the school library media program to all stakeholders
- f. demonstrates an understanding of factors to consider when designing and furnishing a school library media center to ensure that facilities are functional, safe, and compliant with the Americans with Disabilities Act
- g. demonstrates knowledge of how to create an inviting school library media center environment that accommodates diverse learning styles and simultaneous use by individuals and multiple groups
- h. recognizes the importance of and techniques for developing and implementing policies for the school library media program to ensure flexible access to library media facilities, resources, and services during and beyond the school day
- i. demonstrates knowledge of budgetary issues and practices associated with running a school library media program and strategies for effectively running a school library media program within a budget

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- j. demonstrates knowledge of local, state, federal, and private sources of funding for school library media programs and strategies for establishing close working relationships with public libraries and other agencies
- k. demonstrates knowledge of methods for scheduling school library personnel, resources, equipment, and space to ensure productive and efficient use of the school library media center
- l. demonstrates knowledge of library management software and criteria for selection of software systems

COMPETENCY 0009—ANALYSIS, SYNTHESIS, AND APPLICATION

Performance Expectations

The New York State Library Media Specialist analyzes and interprets student data and planned content-area inquiry tasks. The school librarian applies knowledge of how to support students in the inquiry process by designing effective instruction on specific information, technology, and literacy skills. The school librarian applies skills for differentiating instruction to promote learning of information, technology, and literacy skills for students with specific learning needs.

Performance Indicators

- a. interprets information provided about a classroom of students at a given grade level
- b. reviews a curricular requirement and identifies information literacy/inquiry skills to be taught
- c. describes an effective instructional strategy for teaching the identified information literacy/inquiry skills
- d. discusses with sound reasoning why the selected instructional strategy would be effective, using knowledge of information, technology, and literacy skills instruction
- e. describes an effective strategy for modifying instruction, resources, or assignment requirements to address diverse student needs
- f. discusses with sound reasoning why the selected modification strategy would be effective, using knowledge of information, technology, and literacy skills instruction
- g. explains how to assess student understanding and application of the identified information literacy/inquiry skills