
**NEW YORK STATE TEACHER
CERTIFICATION EXAMINATIONS™**

**FIELD 74: LIBRARY MEDIA SPECIALIST
TEST FRAMEWORK**

June 2003

Authorized for Distribution by the New York State Education Department

Copyright © 2003 by the New York State Education Department
"NYSTCE®," "New York State Teacher Certification Examinations™," and the "NYSTCE®" logo are trademarks
of the New York State Education Department and National Evaluation Systems, Inc. (NES®).
"NES®" and its logo are registered trademarks of National Evaluation Systems, Inc.™

Permission is granted to make copies of this document for noncommercial use by educators.

**New York State Teacher
Certification Examinations™**

**FIELD 74: LIBRARY MEDIA SPECIALIST
TEST FRAMEWORK
June 2003**

Subarea

	Selected-Response	Range of Objectives
I.	The Library Media Program	0001–0004
II.	Library Media Resources	0005–0008
III.	Information Literacy Skills	0009–0013
IV.	Program Administration and Leadership	0014–0018
	Constructed-Response	
V.	Information Literacy Skills: Constructed-Response Assignment	0009–0013

NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS

FIELD 74: LIBRARY MEDIA SPECIALIST TEST FRAMEWORK

The Library Media Program
Library Media Resources
Information Literacy Skills
Program Administration and Leadership
Information Literacy Skills: Constructed-Response Assignment

The New York State library media specialist has the knowledge and skills necessary to perform effectively in New York State public schools. The library media specialist has a broad understanding of the fundamental concepts of library and information science and is familiar with the basic principles and procedures associated with the acquisition, organization, and educational uses of a wide variety of resources. The library media specialist recognizes the characteristics of an effective library media program, possesses diverse information literacy skills, understands the role of information resources in curriculum development, and has the technical knowledge and leadership qualities needed to administer a library media program. The library media specialist uses a variety of strategies and resources to identify and meet the learning needs of all students and other members of the school community. Most importantly, the library media specialist teaches students of all abilities the skills necessary to address their individual information needs and become effective users of information and ideas.

**FIELD 74: LIBRARY MEDIA SPECIALIST
TEST FRAMEWORK**

SUBAREA I—THE LIBRARY MEDIA PROGRAM

0001 Understand the role of the library media program and its relationship to the total school program.

For example:

- demonstrating understanding of the importance of creating an environment that supports the multiple uses of the library media center and promotes lifelong learning
- aligning library media program goals and objectives with curricular needs and identifying appropriate library media resources, personnel, and services to support the curriculum (e.g., addressing the needs of the learning community with regard to resources-based learning, information literacy skills and strategies, and resources in the curriculum)
- recognizing the integral and collaborative role of the library media program in all curricular areas
- identifying characteristics and functions of an effective school library media program
- formulating a mission statement for the library media program that reflects overall school and district goals and objectives
- recognizing the role of the library media program in providing equitable physical and intellectual access to information, ideas, and learning and teaching tools

0002 Understand the roles and responsibilities of the library media specialist.

For example:

- applying strategies for creating a positive teaching and learning climate in the library media center
- applying strategies for encouraging students to take responsibility for their own learning
- demonstrating knowledge of the management functions of library media specialists with regard to services, facilities, personnel, and funding
- recognizing the importance of building and maintaining collaborative partnerships to support the library media program
- recognizing the role of the library media specialist in providing expertise and advocacy in collection development and the use of information technology and resources
- demonstrating knowledge of methods for creating and maintaining a positive relationship with students that recognizes their needs and interests

**FIELD 74: LIBRARY MEDIA SPECIALIST
TEST FRAMEWORK**

0003 Understand the instructional partner role of the library media specialist in curriculum development.

For example:

- demonstrating knowledge of basic principles of curriculum development and standardized practices
- demonstrating knowledge of methods for integrating New York State Learning Standards and national information literacy standards into the school curriculum
- recognizing ways of collaborating with classroom teachers to develop connections among subjects, standards, and strategies for learning
- identifying types and characteristics of various instructional materials and resources (e.g., overhead transparencies, multimedia presentations)
- examining considerations related to the design and production of instructional materials (e.g., intended audience) and applying procedures for producing and reproducing various types of instructional materials
- demonstrating knowledge of methods for sharing information with faculty and staff for professional enrichment

0004 Understand professional standards, legal requirements, and ethical issues in the library media program.

For example:

- identifying professional responsibilities of the library media specialist (e.g., ensuring equitable access to information, instructing and training other members of the learning community about library media resources and their uses, serving as an advocate for students and the library media program, recognizing and addressing issues of bias and diversity)
- demonstrating knowledge of ethical responsibilities of library media personnel in various situations
- applying professional and legal standards and guidelines in various library media contexts
- demonstrating understanding of the library media specialist's role in promoting intellectual freedom
- demonstrating knowledge of issues related to copyright and intellectual property and of legislation affecting library media programs

**FIELD 74: LIBRARY MEDIA SPECIALIST
TEST FRAMEWORK**

SUBAREA II—LIBRARY MEDIA RESOURCES

0005 Understand the relationship between the library media program and information resources and services beyond the school.

For example:

- demonstrating understanding of the role of libraries in a democratic society to sustain lifelong learning
- recognizing the role of the library media program in connecting teachers and students to local, district, state, national, and global resources
- demonstrating knowledge of the characteristics and uses of information resources and services beyond the school (e.g., electronic services, public libraries, interlibrary loan, state service providers for special populations)
- applying strategies for developing and maintaining connections to information, resources, and services beyond the school

0006 Understand types and characteristics of print, nonprint, and electronic resources.

For example:

- demonstrating knowledge of types, characteristics, and uses of print resources
- demonstrating knowledge of types, characteristics, and uses of nonprint resources
- demonstrating knowledge of types, characteristics, and uses of electronic resources
- recognizing and comparing advantages and limitations of various resources and formats

**FIELD 74: LIBRARY MEDIA SPECIALIST
TEST FRAMEWORK**

0007 Understand types and characteristics of literature for children and young adults.

For example:

- demonstrating knowledge of various forms and genres of literature (e.g., biography, poetry, drama, science fiction)
- identifying characteristics of literature for children and young adults
- recognizing developmental factors that should be considered when selecting literature for individual students
- examining criteria for, and analyzing issues related to, the selection of literature for a school library media program (e.g., representation of diversity, avoidance of stereotypes, age-appropriateness) and using professional resources in the selection process
- applying strategies and activities that promote the appreciation and enjoyment of reading

0008 Understand issues and procedures related to collection development.

For example:

- identifying sources for the acquisition of materials and equipment for the library media program
- developing and applying criteria for evaluating and selecting resources and equipment that will enable the library media program to support the school's mission and objectives
- applying procedures for working collaboratively with others to identify the needs of students; plan purchases; and design, develop, and evaluate resources
- applying procedures for communicating with and involving the learning community in the evaluation, selection, and deselection processes
- analyzing issues and considerations related to the selection of resources and equipment for a school library media program (e.g., intellectual freedom, copyright, specialized collection development, accessibility, avoidance of bias) and using professional selection tools
- demonstrating knowledge of considerations involved in collection analysis (e.g., balance, alignment with curriculum and learning standards, representation of diversity, age of collection)

**FIELD 74: LIBRARY MEDIA SPECIALIST
TEST FRAMEWORK**

SUBAREA III—INFORMATION LITERACY SKILLS

0009 Understand methods for teaching information literacy skills to students.

For example:

- using knowledge of child development principles and educational pedagogy to provide students with age-appropriate information sources and instructional strategies and services
- demonstrating understanding of various approaches to an information-seeking process
- evaluating differentiated teaching strategies for encouraging critical and creative thinking and developing information literacy skills (e.g., reading skills, listening skills, viewing skills)
- selecting and adapting strategies and resources, including new and adaptive technologies, to assist students with diverse learning abilities, styles, and needs
- recognizing ways to assist students seeking information for personal interest and self-improvement and to promote independent learning opportunities that address various learning styles
- demonstrating knowledge of national information literacy standards and guidelines

0010 Understand how to determine information needs and initiate searches and how to teach these skills to students.

For example:

- applying procedures for formulating essential questions or problems and designing information search plans
- evaluating potential sources of information with regard to specific criteria (e.g., currency, format, authority, accuracy, bias, coverage)
- recognizing ways of structuring searches across a variety of sources and formats to locate the best information for a particular need
- applying strategies for eliciting information needs from learners (e.g., identifying the type of information needed, placing information needs in a frame of reference, relating the information to prior knowledge)
- applying strategies for helping students formulate essential questions or problems and initiate searches

**FIELD 74: LIBRARY MEDIA SPECIALIST
TEST FRAMEWORK**

0011 Understand how to locate and access resources and how to teach these skills to students.

For example:

- identifying key words, subject headings, and cross-references for searches
- applying procedures for accessing information from diverse sources within and outside the library media center
- demonstrating knowledge of strategies for conducting electronic searches (e.g., identifying electronic sources, restricting a search using Boolean operators)
- applying procedures for using information retrieval systems (e.g., catalogs, indices)
- recognizing ways of helping students develop skills and independence in locating and accessing resources

0012 Understand strategies for assessing progress during a search, analyzing and evaluating information, and teaching these skills to students.

For example:

- recognizing ways of evaluating the progress of a search
- determining appropriate adjustments to search strategies and evaluating whether expected outcomes of a search were achieved
- applying criteria for evaluating information (e.g., determining authority, distinguishing fact from opinion, comparing information from different sources)
- evaluating the effectiveness of information presented in various formats
- applying skills for summarizing, organizing, and synthesizing information
- applying methods for helping students evaluate and interpret information (e.g., determining whether information addresses the original problem, drawing conclusions from information obtained in a search)

**FIELD 74: LIBRARY MEDIA SPECIALIST
TEST FRAMEWORK**

0013 Understand how to communicate information obtained from a search and how to teach this skill to students.

For example:

- recognizing legal and ethical guidelines related to the use of information
- applying guidelines for preparing a bibliography or works-cited list
- organizing information into a form that clearly communicates what has been learned
- applying procedures for selecting an appropriate format to communicate information (e.g., print, audio, video, multimedia) and for producing an effective end product
- applying methods for helping students think creatively about approaches to and formats for communicating information

SUBAREA IV—PROGRAM ADMINISTRATION AND LEADERSHIP

0014 Understand the leadership role of the library media specialist within the entire educational community.

For example:

- applying strategies for participating in district, building, department, and grade-level curriculum design and assessment projects to ensure that the library media program is integral to the school curriculum
- applying advocacy strategies to build support for the library media program among teachers, administrators, school board members, parents/guardians, students, and the community
- applying procedures for establishing partnerships with the school community to support learning objectives, share the vision of the library media program, and engage in long-range, strategic planning
- demonstrating knowledge of ways to incorporate the library media program in educational reform

**FIELD 74: LIBRARY MEDIA SPECIALIST
TEST FRAMEWORK**

0015 Understand facilities use in the library media center.

For example:

- analyzing factors to be considered when designing and furnishing a library media center (e.g., efficient use of space; areas needed for specific purposes; age-appropriateness; providing accommodations for technology and for students with special developmental and educational needs; creating a warm, friendly atmosphere that is conducive to learning)
- identifying, evaluating, establishing, and using delivery systems to retrieve information in all formats and for all ability levels
- demonstrating knowledge of scheduling considerations and applying techniques for scheduling library media center resources, equipment, and space (e.g., flexible scheduling)
- applying procedures for operating, storing, maintaining, inventorying, and securing library media resources
- recognizing policies that promote equitable access to and use of library media facilities

0016 Understand procedures for library media resource organization and circulation.

For example:

- identifying and applying standard methods of classifying and cataloging library media materials (e.g., Dewey Decimal System, Sears List of Subject Headings, U.S. MARC, AACR2, ALA filing rules)
- applying methods, including the use of technology, for developing and maintaining centralized management systems for equipment, electronic information systems, print and nonprint materials, and other learning resources that are inventoried and circulated through the library media center
- demonstrating knowledge of collection management principles and procedures
- recognizing types of circulation patterns, controls, records, and systems and analyzing factors to be considered when establishing use and circulation policies
- evaluating and implementing policies to ensure equitable and reasonable access to library resources

**FIELD 74: LIBRARY MEDIA SPECIALIST
TEST FRAMEWORK**

0017 Understand procedures and issues related to fiscal and staff management in library media programs.

For example:

- determining fiscal needs, setting fiscal goals, and establishing fiscal priorities for the library media program
- applying strategies for communicating effectively within and outside the learning community about the status and needs of the library media program
- applying procedures for preparing budgets and reports, maintaining records, and running a library media program within budget
- demonstrating basic knowledge of local, state, federal, and private sources of funding for library media programs
- applying principles and procedures for selecting, supervising, and evaluating staff and for handling personnel and staffing issues
- recognizing characteristics, roles, and training needs associated with library media personnel and applying methods for conducting professional development activities for library media staff

0018 Understand the development, implementation, and ongoing evaluation of a library media program.

For example:

- using a needs assessment to establish program goals and to identify appropriate activities and resources to meet those goals
- recognizing ways of involving the learning community in the formulation and communication of a long-range plan for the library media program (e.g., establishing a school library media planning team)
- applying procedures for evaluating the effectiveness of a library media program (e.g., with regard to collection, facility, personnel, etc.)
- selecting and implementing strategies for modifying a program based on evaluation results

**SUBAREA V—INFORMATION LITERACY SKILLS: CONSTRUCTED-RESPONSE
ASSIGNMENT**

The content to be addressed by the constructed-response assignment is described in Subarea III, Objectives 9–13.