

# 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%

### 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.

**TEST OBJECTIVES**  
**FIELD 048: LIBRARY MEDIA**

**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.

## **TEST OBJECTIVES**

### **FIELD 048: LIBRARY MEDIA**

#### **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.

## **TEST OBJECTIVES FIELD 048: LIBRARY MEDIA**

### **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.

**TEST OBJECTIVES**  
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**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.

**TEST OBJECTIVES**  
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**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.