



TEST DESIGN AND FRAMEWORK

TEST DESIGN

Media Specialist

The **Media Specialist** assessment consists of **two tests**. Each test contains a section with selected-response questions and a section with constructed-response assignments. Each section counts for a percentage of your total test score. The areas of content assessed by each test, the approximate number of selected-response questions and constructed-response assignments in each content area, and the percentage of your total test score derived from each test section are shown in the tables below. Further information regarding the content included in each subarea can be found in the test framework.

■ Test I (Test Code 101)

Subareas:	Objectives	Approximate Number of Selected-Response Questions	Constructed-Response Assignments
➤ Information Access and Delivery in the Library Media Program	0001–0004	30	1
➤ Information Literacy Skills	0005–0008	30	1
	TOTAL	60	2
	Percentage of Test Score	80%	20%

■ Test II (Test Code 102)

Subareas:	Objectives	Approximate Number of Selected-Response Questions	Constructed-Response Assignments
➤ Collaboration and Leadership in the Library Media Context	0009–0012	30	1
➤ Library Media Program Administration	0013–0016	30	1
	TOTAL	60	2
	Percentage of Test Score	80%	20%



Georgia Assessments for the
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TEST FRAMEWORK

Media Specialist

INFORMATION ACCESS AND DELIVERY IN THE LIBRARY MEDIA PROGRAM

0001 Understand the mission of the library media program and the roles and responsibilities of the media specialist.

For example:

- identifying characteristics and functions of an effective school library media program
- recognizing the mission of the library media program in providing equitable physical and intellectual access to information, ideas, and learning and teaching tools
- recognizing the importance of creating an environment that supports multiple uses of the library media center and promotes lifelong learning
- demonstrating knowledge of management functions (e.g., related to scheduling, services, facilities, personnel) of the media specialist
- recognizing the roles and responsibilities of the media specialist in providing expertise in the use of information resources and technology and in serving as a resource person for members of the learning community
- applying knowledge of strategies for encouraging students to take responsibility for their own learning

0002 Understand the characteristics of efficient and ethical information-seeking behavior by all members of the learning community.

For example:

- applying knowledge of strategies for locating, critically evaluating, and using information in a variety of formats for given purposes
- recognizing strategies for developing library media services that include print, nonprint, and electronic resources and that address the learning abilities, styles, and needs of all users
- demonstrating knowledge of strategies for creating and communicating policies and procedures that reflect the legal guidelines and professional ethics of librarianship (e.g., user confidentiality and privacy, intellectual freedom)
- identifying strategies that promote the responsible use of information and information technology (e.g., following intellectual property and copyright laws)
- demonstrating knowledge of issues related to the effective use of current, relevant information processes and resources (e.g., bibliographies, promotional materials, online tutorials, Web site designs), including emerging technologies

0003 Understand characteristics of literature for children and young adults and strategies for promoting literacy.

For example:

- demonstrating knowledge of historical and contemporary trends and multicultural issues in reading material for children and young adults
- demonstrating knowledge of strategies for collaborating with teachers to integrate literature into the curriculum
- demonstrating knowledge of issues related to the selection and recommendation of literature for a school library media program (e.g., age-appropriateness, cultural diversity, developmental levels, format diversity)
- demonstrating knowledge of how to use literacy research to select literature that facilitates the reading process and the development of fluency in readers
- identifying strategies for developing a sense of appreciation for literature in others and for promoting the habit of lifelong reading

0004 Understand strategies for providing access to information, ideas, and literature.

For example:

- identifying relationships among facilities, programs, and environment that affect student learning
- demonstrating knowledge of practices that support flexible and open access for the library media center resources and services for classes, small groups, and individuals
- recognizing factors involved in the physical design and furnishing of a flexible, functional, and barrier-free library media center (e.g., access to technology, accommodations for learners with physical disabilities or other special needs)
- demonstrating knowledge of elements of design to consider in promoting efficient and appropriate use of the library media center (e.g., traffic patterns, work flow, patron use)
- demonstrating knowledge of collaborative techniques for creating and maintaining an attractive, positive educational climate in a technology-rich and student-centered library media center
- identifying methods for using research-based data, including action research, to improve the library media program
- recognizing organizational structures that enhance or impede physical or intellectual access to ideas and information

INFORMATION LITERACY SKILLS

0005 Understand information resources and strategies for locating and accessing information resources for a particular purpose.

For example:

- identifying types, characteristics, and uses of various print, nonprint, and electronic information resources (e.g., encyclopedias, dictionaries, online services, periodicals)
- recognizing and comparing the advantages and limitations of various information resources, formats, and services
- demonstrating knowledge of strategies for locating specific information in various types of resources (e.g., indices, electronic databases, catalogs) and applying criteria for selecting an appropriate resource for locating specific information
- demonstrating knowledge of methods for conducting print-based and electronic searches (e.g., using key words, subject headings, cross-references, Boolean operators), for evaluating the progress of a search (e.g., reexamining gathered information), and for making adjustments to search strategies in response to search results
- identifying strategies for helping students learn how to locate and access information efficiently and independently

0006 Understand strategies for evaluating information and communicating information obtained from a search.

For example:

- identifying strategies for locating potentially useful information (e.g., previewing, skimming, scanning) and applying criteria for evaluating information (e.g., currency, purpose, authority, accuracy, objectivity, scope)
- demonstrating knowledge of strategies for summarizing, organizing, and synthesizing information and for drawing appropriate conclusions
- demonstrating knowledge of strategies for presenting information in a form that communicates clearly what has been learned
- demonstrating knowledge of considerations in selecting an appropriate format (e.g., print, audio, video, multimedia) to communicate information
- applying knowledge of guidelines for preparing a bibliography or other necessary documentation
- identifying strategies for helping students learn how to evaluate information and for helping students adopt effective and creative approaches to communicating information

0007 Understand methods and materials for promoting learning and information literacy skills.

For example:

- demonstrating familiarity with human development, learning theory, and instructional design in relation to teaching information literacy skills
- demonstrating knowledge of methods for assessing learner needs, instructional methodologies, and information processes
- demonstrating knowledge of methods for designing information skills instruction that is based on student interest and learning needs and is linked to the goal of student achievement
- identifying techniques of incorporating authentic learning opportunities into the library media program
- demonstrating knowledge of various teaching strategies and activities for encouraging critical and creative thinking and for promoting information literacy skills, including reading, listening, and viewing skills
- recognizing techniques for creating instructional materials that encourage student learning and reading (e.g., audio, photos, videos, displays, bulletin boards, charts, electronic media)

0008 Understand the characteristics of effective teachers of information literacy skills.

For example:

- identifying strategies for working in partnership with classroom teachers and other educators to plan, deliver, and evaluate information skills instruction
- applying knowledge of the advantages and limitations of various instructional strategies and assessment tools for given educational goals or objectives
- demonstrating knowledge of strategies for encouraging students to use information skills to solve problems, pursue knowledge, and explore the world of information for personal interest and self-improvement
- applying knowledge of strategies for selecting resources, including technological resources, to support students with diverse learning abilities, styles, and needs
- recognizing methods for maintaining regular communication between the school library media center and students, their families, and the community
- recognizing the benefits of self-reflection as a path to professional growth

COLLABORATION AND LEADERSHIP IN THE LIBRARY MEDIA CONTEXT

0009 Understand the role of the media specialist in curriculum development.

For example:

- demonstrating knowledge of basic principles of curriculum development and standardized practices
- recognizing the importance of participating in district, building, departmental, and grade-level curriculum design and assessment projects
- identifying strategies for engaging in cooperative planning with faculty and others to ensure that information literacy skills are integrated into the curriculum
- recognizing methods for collaborating with classroom teachers to promote interdisciplinary learning
- applying knowledge of methods for collaborating with staff in selecting and acquiring resources to support curricular needs
- applying knowledge of academic performance standards in selecting and acquiring resources to support curricular needs

0010 Understand the role of the media specialist as an instructional partner.

For example:

- demonstrating knowledge of current trends and issues in education and of research indicating the relationship between the school library media program and improved student achievement
- demonstrating knowledge of techniques for collaborating with teachers in the development of instructional strategies, activities, and assessments to guide students in developing a full range of information literacy and communication abilities
- demonstrating knowledge of methods and materials for instructing and training members of the school learning community in the use of information resources and technologies
- identifying strategies for working with members of the learning community to share information, engage in action research, and apply research results

0011 Understand the role of the media specialist as an educational leader.

For example:

- demonstrating basic knowledge of leadership strategies, expectations, and goals
- recognizing the role of the media specialist in providing leadership and expertise in the use of learning resources and instructional technology
- identifying strategies for promoting a culture of inquiry within the school community
- demonstrating knowledge of methods for using the school's mission, goals, policies, structure, and culture to advocate for the school library media program
- demonstrating knowledge of strategies for establishing partnerships with members of the school community to incorporate the library media program into school improvement activities

0012 Understand the relationship between the library media program and information resources beyond the school.

For example:

- recognizing the role of the library media program in connecting the school community to local, district, state, national, and global resources
- recognizing methods for establishing and maintaining connections between the school community and the larger library community (e.g., public libraries, academic libraries, special libraries, instructional support centers) for the purposes of resource sharing, networking, and developing common policies and procedures
- demonstrating knowledge of techniques for interacting with other professionals at a variety of institutions (e.g., universities, museums, historical associations)
- demonstrating knowledge of methods for helping members of the school community locate, access, and evaluate information resources beyond the school library media center
- recognizing the role of professional associations and journals in maintaining current, research-based knowledge about information resources and technologies



LIBRARY MEDIA PROGRAM ADMINISTRATION

0013 Understand principles and practices for managing library media information resources.

For example:

- demonstrating knowledge of strategies for selecting, analyzing, and evaluating library media collections (e.g., print, nonprint, electronic) to develop a collection that supports the needs of a diverse population
- identifying strategies for involving the learning community in the evaluation, selection, and deselection of library media information resources
- identifying and applying standard procedures for classifying and cataloging library media information resources (e.g., Dewey Decimal System, US MARC, Sears)
- identifying practices and policies (e.g., regarding cataloging, circulation, collection development, scheduling) that ensure flexible and equitable access to facilities and resources based on users' needs
- demonstrating knowledge of the role of technology in the organization, management, and circulation of resources

0014 Understand principles and practices related to the management of technological resources of the library media program.

For example:

- recognizing and comparing the advantages and limitations of various technological resources, formats, and services
- applying knowledge of criteria for selecting and managing existing and emerging technological applications, materials, services, and formats to support and enhance the curriculum
- demonstrating knowledge of strategies for providing support and training to the learning community in the use of technological resources
- applying knowledge of strategies for coordinating the use of technological resources with administrators, faculty, and staff

0015 Understand principles and practices related to the management of human, financial, and physical resources of the library media program.

For example:

- recognizing methods of developing and evaluating policies and procedures that support the mission of the school and address the specific needs of the library media program (e.g., collection development and maintenance, challenged materials, acceptable use policies)
- identifying strategies for communicating the status and needs of the library media program to the larger learning community and for advocating for ongoing administrative support for the library media program
- demonstrating knowledge of accepted management principles and practices for the selection, supervision, training, and evaluation of library media staff and volunteers
- identifying types, characteristics, and uses of financial budgets and reports and demonstrating basic knowledge of funding sources for library media programs
- demonstrating knowledge of issues related to running a library media program within a budget

0016 Understand the comprehensive and collaborative nature of strategic planning and assessment for the library media program.

For example:

- demonstrating knowledge of strategies for collaborating with teachers, administrators, students, and others in the learning community to develop, implement, and assess long-term strategic plans for the library media program
- identifying strategies for aligning the resources and services of the library media program with information literacy standards and with the school's goals, objectives, and standards
- recognizing methods for evaluating the effectiveness of policies, procedures, and operations of a library media program and for modifying the library media program based on evaluation results
- applying knowledge of procedures for collecting and analyzing relevant quantitative and qualitative data regarding user needs to make decisions with regard to the library media program