

## Arizona Educator Proficiency Assessments (AEPA™)

### FIELD 12: LIBRARY/EDUCATIONAL MEDIA TEST OBJECTIVES

<b>Subarea</b>	<b>Range of Objectives</b>	<b>Approximate Test Proportions</b>
I. The Library Media Program	1–6	27%
II. Information Literacy Skills and Strategies	7–11	23%
III. Curriculum and Resources	12–16	23%
IV. Program Administration and Leadership	17–22	27%

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# Arizona Educator Proficiency Assessments (AEPA™) Subject Knowledge Test

## Test Objectives Field 12: Library/Educational Media

### Subareas:

The Library Media Program  
Information Literacy Skills and Strategies  
Curriculum and Resources  
Program Administration and Leadership

### THE LIBRARY MEDIA PROGRAM

#### **0001 Understand the role of the school library media program.**

For example: identifying characteristics and functions of an effective school library media program; understanding the importance of 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; and understanding the importance of creating a responsive environment that supports the use of information literacy skills and strategies to promote lifelong learning.

#### **0002 Understand the relationship between the library media program and the total school program.**

For example: recognizing the integral and collaborative role of the library media program in all curricular areas; addressing the needs of the learning community with regard to resource-based learning, information literacy skills and strategies, and resources in the curriculum; aligning library media program goals and objectives with curricular needs; and identifying appropriate library media resources, personnel, and services to support the curriculum.

#### **0003 Understand the responsibilities of the library media specialist.**

For example: modeling and promoting creative, effective, and collaborative teaching; 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 collection development and the use of technology and resources; serving as a resource person for members of the learning community; maintaining a positive teaching and learning climate in the library media center; building and maintaining partnerships to support the library media program; and identifying strategies for encouraging students to take responsibility for their own learning.

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**TEST OBJECTIVES**  
**FIELD 12: LIBRARY/EDUCATIONAL MEDIA**

**0004 Understand the interrelationship between the library media program and information resources and services beyond the school.**

For example: identifying and using information resources and services beyond the school (e.g., online services, public libraries), and recognizing their characteristics; recognizing and promoting 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.

**0005 Understand professional responsibilities related to the legal and ethical issues involved in library media programs.**

For example: 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 and professionals; analyzing ethical responsibilities (e.g., maintaining confidentiality of borrowers) of library media personnel in given situations; and understanding issues related to copyright, intellectual freedom, intellectual property, and legislation that affects library media programs and schools.

**0006 Understand resources and strategies for ongoing professional development.**

For example: identifying types of activities and programs designed to promote the knowledge and skills of library media professionals, teachers, and other personnel; identifying effective methods for self-evaluation and reflection on practice; using strategies for identifying professional development resources and opportunities; collaborating with other library media professionals and teachers 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 AND STRATEGIES**

**0007 Understand methods for promoting learning and teaching information literacy skills and strategies.**

For example: 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 fostering individual and collaborative inquiry, encouraging critical and creative thinking, and promoting information literacy skills and strategies; selecting strategies and resources to support, both physically and intellectually, learners with diverse learning abilities, styles, and needs; and identifying ways in which the library media program can model and promote creative, effective, and collaborative teaching.

**TEST OBJECTIVES**  
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**0008 Determine information needs and search strategies.**

For example: 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.

**0009 Apply methods for locating and accessing resources.**

For example: identifying appropriate 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 online resources, restricting a search using Boolean operators); using methods for locating information in print and electronic resources; and identifying strategies for helping learners develop skills and independence in locating and accessing resources.

**0010 Apply methods for evaluating and interpreting information.**

For example: identifying strategies for locating and gathering potentially useful information (e.g., scanning, skimming, note-taking); 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.

**0011 Understand methods for communicating information.**

For example: teaching the importance of organizing information into a form that clearly communicates what has been learned; teaching strategies for 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, and applying guidelines for preparing a bibliography or other necessary documentation; and identifying strategies for helping learners communicate information.

**TEST OBJECTIVES**  
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**CURRICULUM AND RESOURCES**

**0012 Understand information resources in a variety of formats.**

For example: identifying types, characteristics, and uses of various print and nonprint information resources (e.g., encyclopedias, dictionaries, almanacs, on-line services, software); 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 and evaluating information resources for inclusion in a school library media program.

**0013 Understand applications of information resources in the library media program.**

For example: comparing the advantages and disadvantages of various resources; selecting an appropriate application or format for a given purpose; applying techniques and procedures for using various resources; understanding basic operation of media center equipment; and applying criteria for the selection, use, and evaluation of technology for a school library media program.

**0014 Understand types and characteristics of literature for children and young adults.**

For example: identifying literary genres and forms and their characteristics; 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 teach reading and promote the appreciation and enjoyment of literature.

**0015 Understand issues and procedures related to the acquisition of resources and equipment.**

For example: developing criteria, policies, and procedures for evaluating, selecting, and deselecting resources and equipment for a school library media program; ensuring that the school's philosophy and curricular and instructional objectives are reflected in the selection of resources and equipment; determining the needs of learners and using this information to make decisions on resource evaluation, selection, and deselection; collaborating with the learning community in the evaluation, selection, and deselection processes; 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, copyright, intellectual property).

**TEST OBJECTIVES**  
**FIELD 12: LIBRARY/EDUCATIONAL MEDIA**

**0016 Analyze methods for promoting, designing, and producing curriculum-integrated instructional materials.**

For example: 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; applying basic principles of instructional design in producing resources for specified learning objectives; understanding legal and ethical issues related to instructional materials (e.g., copyright, intellectual property); and applying criteria for the selection of locally and commercially produced instructional materials and resources for given purposes.

**PROGRAM ADMINISTRATION AND LEADERSHIP**

**0017 Understand the leadership role of the library media specialist within the entire educational community.**

For example: establishing partnerships (e.g., with administrators, school boards, instructional staff) to support learning objectives; collaborating with other members of the learning community; participating in district, building, departmental, and grade-level curriculum design and assessment projects to ensure that information literacy standards for student learning are integral to the content and objectives of the school's curriculum; and promoting the profession within the field and the greater learning community.

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

For example: involving the learning community in the formulation and communication of a mission statement for the library media program; facilitating efforts of a school library media advisory committee; setting program goals based on an analysis of needs (e.g., resource-based instruction, flexible scheduling); 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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**0019 Analyze factors and issues related to information access and delivery.**

For example: enhancing accessibility to all types of resources and equipment by identifying, evaluating, establishing, and using delivery systems to retrieve information in all formats and for all ability levels; analyzing factors involved in the physical design and furnishing of a library media center, including accommodations for technology and for learners with special developmental and educational needs; evaluating the physical facility to ensure that it reflects changing needs in the learning community; 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.

**0020 Understand the supervision and management of library media program staff.**

For example: analyzing the characteristics, qualifications, and training needs of staff for various positions; applying principles for selecting, supervising, and evaluating staff; understanding appropriate ways to handle various personnel and staffing problems; selecting, planning, and conducting professional development activities; and applying procedures for ensuring that adequate staff is available to meet the needs of students and teaching staff.

**0021 Understand procedures and issues related to the fiscal management of a library media program.**

For example: setting fiscal goals and establishing priorities for the library media program; identifying effective strategies for communicating these goals and other 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 and priorities for running a library media program.

**0022 Apply 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); 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.