

NEW MEXICO TEACHER ASSESSMENTS™

FIELD 30: LIBRARY/MEDIA

TEST FRAMEWORK

Subarea		Range of Competencies	Test Proportion
I.	The Library Media Program	0001–0003	19%
II.	Information Literacy Skills	0004–0007	25%
III.	Curriculum and Resources	0008–0012	31%
IV.	Program Administration	0013–0016	25%

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Field 30: Library/Media

Test Framework

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

SUBAREA I—THE LIBRARY MEDIA PROGRAM

0001 Understand the role of the school library media program.

For example:

- identify characteristics and functions of an effective school library media program
- identify procedures for formulating a mission statement and goals for the library media program that reflect the mission and goals of the school and the district
- recognize the role of the library media program in ensuring that patrons have full access to information, resources, and services
- demonstrate knowledge of strategies for creating a responsive environment that promotes lifelong learning (e.g., demonstrating a nonjudgmental attitude toward patrons' requests, respecting diversity, understanding diverse learning styles)
- recognize the integral and collaborative role of the library media program in promoting student achievement of the New Mexico Content Standards and Benchmarks and national information literacy standards
- demonstrate knowledge of strategies for effectively communicating the roles and contributions of the school library media program to the local and educational community
- recognize the role of the library media program in connecting the school to local, district, state, national, and global resources

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

For example:

- demonstrate knowledge of strategies for creating a positive and effective teaching and learning climate in the library media center
- identify the management functions of the library media specialist with regard to services, facilities, and personnel
- demonstrate knowledge of strategies for working in partnership with teachers and other educators to create, implement, and evaluate student learning experiences and to promote interdisciplinary learning
- recognize strategies for encouraging students to take responsibility for their own learning
- demonstrate knowledge of strategies for providing leadership, expertise, and advocacy in the use of information technology and resources and for serving as a resource person for members of the learning community
- demonstrate knowledge of strategies for communicating and working effectively with the school library media advisory committee, administrators, teachers, students, parents/guardians, and members of the learning community
- recognize the importance of participating in school and district committees and in school staff development activities

0003 Understand professional standards, legal requirements, and ethical issues in the library media program.

For example:

- demonstrate knowledge of ethical issues relevant to the activities of the library media specialist (e.g., preserving confidentiality in working with patrons, responding to requests in a manner that encourages further inquiry, recognizing and addressing issues of bias and diversity)
- identify strategies for applying professional standards and legal guidelines (e.g., ensuring equitable access to information, modeling appropriate behavior regarding copyright laws) in various library media program contexts
- demonstrate knowledge of issues related to intellectual freedom and intellectual property and identify legislation that affects library media programs
- demonstrate knowledge of professional development resources and activities, including promoting the knowledge and skills of library media professionals and self-assessment techniques that contribute to personal and professional growth
- recognize the functions and goals of professional associations, the benefits of membership in these associations, and ways of utilizing information from these resources to improve library practice

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SUBAREA II—INFORMATION LITERACY SKILLS

0004 Understand methods and materials for teaching information literacy skills.

For example:

- apply knowledge of child development and pedagogical principles in the selection of instructional strategies and information resources for students with given characteristics and needs
- demonstrate knowledge of strategies and activities for developing students' abilities in locating, gathering, selecting, synthesizing, and evaluating information and for promoting students' critical and creative thinking skills
- apply procedures for selecting and adapting strategies and resources to support the learning abilities, styles, and needs of a diverse student population
- apply knowledge of strategies and activities that provide opportunities for independent learning and that aid students in locating information for personal interest and self-improvement
- demonstrate knowledge of national and state information literacy standards and guidelines
- identify types and features of various instructional materials (e.g., overhead transparencies, multimedia presentations) and analyze issues related to their production and use

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0005 Understand strategies for determining information needs and initiating searches, for locating and accessing information resources for a particular purpose, and for teaching these skills to students.

For example:

- apply strategies for determining information needs (e.g., conducting effective interviews to identify the type of information needed, placing information needs in a context, relating information to prior knowledge)
- apply knowledge of procedures for conducting information searches to locate relevant and accurate information from a variety of sources for a particular need
- demonstrate knowledge of how to identify key words, subject headings, and cross-references for searches, including electronic searches (e.g., using Boolean operators)
- demonstrate knowledge of various information retrieval systems (e.g., catalogs, indices, databases) and apply procedures for accessing information from diverse sources within and outside the library media center
- apply strategies for helping students formulate research questions or problems
- identify strategies for helping students learn how to access information efficiently and independently

0006 Understand strategies for assessing progress during a search, for analyzing and evaluating information, and for teaching these skills to students.

For example:

- identify procedures for evaluating the progress of a search (e.g., reexamining gathered information, comparing information to the original question or problem)
- demonstrate knowledge of methods for determining whether a search produced anticipated outcomes and for making adjustments to search strategies in response to search results
- identify strategies for locating potentially useful information (e.g., skimming, scanning) and apply criteria for evaluating information (e.g., currency, format, authority, accuracy, bias, coverage)
- demonstrate knowledge of strategies for summarizing, organizing, and synthesizing information and for drawing appropriate conclusions
- identify and apply strategies for helping students learn how to assess progress during a search and analyze and evaluate information

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0007 Understand strategies for communicating information obtained from a search and for teaching these skills to library users.

For example:

- apply legal and ethical guidelines in the use of information resources (e.g., plagiarism, acceptable use, copyright)
- demonstrate knowledge of strategies for organizing and presenting information in a manner that clearly communicates what has been learned
- apply guidelines for preparing a bibliography or other documentation
- demonstrate knowledge of considerations in selecting an appropriate format (e.g., print, audio, video, multimedia) to communicate information
- apply knowledge of methods for helping students and staff utilize criteria (e.g., design elements, audience, content delivery) in the development of technology-based products
- identify strategies for helping students adopt effective and creative approaches for communicating information and consider the advantages and limitations of various formats

SUBAREA III—CURRICULUM AND RESOURCES

0008 Understand the partnership role of the library media program and its staff in all curricular areas.

For example:

- apply strategies for establishing partnerships (e.g., with administrators, school boards, instructional staff, parents, community) for the purpose of aligning the resources, services, and information literacy standards of the library media program with the school's goals and objectives
- recognize methods for collaborating with classroom teachers to promote interdisciplinary learning
- apply strategies for participating in district, building, departmental, and grade-level curriculum development activities to ensure that library media skills and resources are infused throughout the curriculum
- apply knowledge of procedures for collaborating with staff in selecting and acquiring resources to support curricular needs
- recognize the role of the library media program in school improvement initiatives

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0009 Understand information resources and services.

For example:

- demonstrate knowledge of the types and characteristics of various print, nonprint, and electronic resources and services
- demonstrate knowledge of the uses of various print, nonprint, and electronic resources and services
- identify characteristics and uses of information resources and services outside of the school (e.g., online services, public libraries, Regional Educational Cooperatives) and recognize the benefits for developing and maintaining connections with these resources and services
- identify strategies for expanding information access to collections and databases outside of the school (e.g., resource sharing, online networks and links, consortia, interlibrary loans)
- recognize and compare advantages and limitations of various information resources, formats, and services

0010 Understand types and characteristics of literature for children and young adults.

For example:

- demonstrate basic knowledge of the forms and genres of literature (e.g., fiction, nonfiction, picture books, biography, poetry, short story, science fiction, mystery)
- recognize the unique characteristics of literature for children and young adults
- demonstrate awareness of major trends in literature for children and young adults
- identify strategies for motivating and guiding students in the appreciation of literature and for promoting leisure reading and the habit of lifelong reading
- recognize developmental issues to consider when selecting literature to meet the needs and interests of diverse learners
- demonstrate knowledge of issues related to the selection of literature for a school library media program (e.g., representation of diversity, avoidance of stereotypes, age-appropriateness)

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0011 Understand issues and procedures related to the acquisition of resources and equipment.

For example:

- demonstrate knowledge of procedures for evaluating, selecting, and deselecting resources and equipment for the school library media program that reflect the district's collection development policies
- apply knowledge of strategies for developing collections that support the curricular, personal, developmental, vocational, recreational, and cultural needs of patrons
- demonstrate knowledge of issues to consider in the analysis of a library media collection (e.g., balance, alignment with curriculum and standards, age of collection, diversity)
- demonstrate knowledge of issues related to the selection of library media resources and equipment (e.g., intellectual freedom, specialized collection development)
- identify strategies for involving the learning community in the evaluation, selection, and deselection of library media resources and equipment

0012 Understand technological resources and applications in the library media program.

For example:

- identify types and characteristics of various technological resources (e.g., computers, software applications, videocassette recorders, digital cameras) and compare the uses, advantages, and limitations of different types of technological resources
- apply criteria for selecting existing and emerging technological applications, materials, services, and formats to support and enhance the curriculum
- apply knowledge of strategies for using productivity tools to communicate information in various formats (e.g., newsletter, multimedia, Web pages, teleconferencing)
- identify strategies for evaluating, acquiring, analyzing, and managing digital resources (e.g., databases, digital networks)
- apply knowledge of strategies for providing technical support and training to the learning community in the use of technology to access, analyze, and present information
- identify procedures for coordinating the use of technology with administrators, faculty, and staff

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SUBAREA IV—PROGRAM ADMINISTRATION

0013 Understand principles and practices related to the development, implementation, and ongoing evaluation of a school library media program.

For example:

- identify strategies for collaborating with other members of the learning community to formulate and communicate a mission statement for the library media program
- identify appropriate resources, personnel, and activities for meeting stated library media program goals and objectives
- demonstrate knowledge of methods for developing and evaluating policies and procedures that address specific needs of the library media program (e.g., challenged materials, acceptable use policies)
- apply procedures for analyzing relevant data and user needs as a basis for decision making in the library media program
- apply criteria for evaluating the effectiveness of a library media program (e.g., with regard to resources, facility, personnel, services)
- demonstrate knowledge of methods for selecting and implementing effective strategies to modify a library media program based on evaluation results

0014 Understand principles and practices related to facilities use in the library media center.

For example:

- demonstrate knowledge of scheduling considerations with regard to library media center resources, equipment, and space
- identify practices that support flexible and open access to the library media center and its resources for classes, small groups, and individuals
- recognize policies that promote equitable access to and use of the library media facilities
- recognize factors involved in the physical design and furnishing of a flexible, functional, and barrier-free library media center (e.g., accommodations for technology and for learners with special needs, age-appropriateness, safety)
- demonstrate knowledge of procedures for designing and implementing policies and procedures for the storage, security, and ongoing maintenance of library media resources and equipment

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0015 Understand principles and practices related to the organization and circulation of information resources.

For example:

- apply knowledge of collection management principles and procedures
- identify and apply standard procedures for classifying and cataloging library media resources (Dewey Decimal System, Library of Congress Subject Headings, US MARC, AACR, ALA filing rules)
- demonstrate knowledge of various methods for determining resource circulation and use patterns, including the use of technology
- demonstrate knowledge of procedures for establishing and implementing circulation policies and procedures, based on users' needs, that promote access and ensure confidentiality
- demonstrate knowledge of the role of technology in the organization, management, and circulation of resources
- demonstrate knowledge of techniques for selecting, managing, and evaluating an integrated, automated library system to maximize access and facilitate use of resources in all formats and for all users

0016 Understand principles and practices related to the management of human and financial resources in the library media program.

For example:

- identify strategies for communicating the status and needs of the library media program to constituencies within and outside of the learning community
- recognize the characteristics, roles, and training needs associated with library media personnel and identify methods for planning and conducting staff development activities for library media staff
- demonstrate knowledge of accepted management principles for the selection, supervision, and evaluation of library media staff, volunteers, and student assistants and for handling personnel and staffing issues
- identify types, characteristics, and uses of financial budgets and reports and procedures for maintaining financial records and preparing grant applications
- demonstrate basic knowledge of funding sources for library media programs, including local, state, federal, and private sources
- demonstrate knowledge of procedures for operating a library media program within its budget