| **Required Course Numbers** | | | | | | | | | | | | | | | |
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| **Test Content Categories** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I. **Program Administration (18%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A. Organization, administration, and evaluation of the library media center |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| B. Shared decision making, mission and philosophy statements, goals and objectives for services and programs, short- and long-range planning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C. Methods for assessing needs, evidence-based assessment modes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| D. Promoting library services, resources, and programs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| E. Managing the library media center: budgeting, alternate means of funding, managing the library media center staff and volunteers |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| F. Rationale for library media center policies: developing and revising policies, legal and ethical issues relating to policies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **II. Collection Development (21%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A. Function, structure, and components of the selection policy |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| B. Selecting and maintaining resources: relationship between school curriculum and collection development; guidelines for deselection; using standard collection development, review, and bibliographic tools |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C. Developing and maintaining a professional collection |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| D. Selection criteria for all resources, including equipment and services, materials acquisition sources, ordering and budgeting procedures |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| E. Descriptive and subject cataloging, related tools, and electronic cataloging data |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| F. Purpose and format of MARC records |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| G. Physical arrangement of resources |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| H. Loan, renewal, and reserve procedures |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I. Promoting resources |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **III. Information Access and Delivery (21%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A. Knowledge of print, nonprint, and electronic resources and their uses |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| B. Knowledge of current and emerging technologies: jargon, equipment, the electronic community |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C. Knowledge of information retrieval processes, search strategies, and evaluative criteria |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| D. Information resource sharing: interlibrary loan, networks, school/public library cooperation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| E. Equal access to resources, programs, and services for all learners |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| F. Scheduling |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| G. Library media center environment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| H. Legal and ethical issues related to information use: copyright, plagiarism, intellectual property, confidentiality, acceptable use |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I. Bibliographic citation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **IV. Learning and Teaching (28%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A. Knowledge of children’s and young adult literature: print and media awards, works of prominent authors and illustrators, literary genres |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| B. Knowledge of trends, issues, and research related to reading and information literacy |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C. Knowledge of information literacy models and principles |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| D. Alignment of library media center program with information literacy standards; alignment of programs with school curriculum |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| E. Collaborative teaching and planning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| F. Instructional design: characteristics of learners, predominant learning theories, elements of lesson planning, meeting the needs of diverse learners, assessment methods and tools |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| G. Theory and practice of classroom management |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **V. Professional Development, Leadership, and Advocacy (12%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A. Role and function of professional organizations related to school library media |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| B. Purposes and examples of professional development activities, role of reflective practice |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C. Initiating and facilitating collaborative opportunities: action plans, building consensus, characteristics of the adult learner |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| D. Implications and provisions of major legislation and court cases affecting libraries and education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| E. Codes of ethics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| F. Advocacy |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |