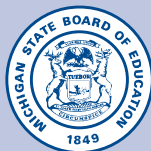




Michigan

TEST FOR TEACHER CERTIFICATION
STUDY GUIDE

048 Library Media



For tests taken May 1, 2017, or after

MI-SG-FLD048-03

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PART 1: General Information About the MTTC Program and Test Preparation

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

[General Information About the MTTC Program and Test Preparation](#)

PART 2: Test Objectives and Sample Test Questions

INTRODUCTION

This section includes a list of the test objectives, immediately followed by sample test questions and an answer key for the field covered by this study guide.

Test Objectives

As noted, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level teacher needs in order to teach effectively in a Michigan classroom. Each field's list of test objectives represents the **only** source of information about what a specific test will cover and, therefore, should be studied carefully.

The test objectives are organized into groups known as "subareas." These subareas define the major content areas of the test. You will find a list of subareas at the beginning of the test objective list. The percentages shown in the list of subareas indicate the approximate weighting of the subareas on the test.

Sample Multiple-Choice Test Questions

The sample multiple-choice test questions included in this section are designed to give the test-taker an introduction to the nature of the test questions included on the MTTC test for each field. The sample test questions represent the various types of test questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or predict your performance on the test as a whole. Use the answer key that follows the sample test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the sample test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

TEST OBJECTIVES

Subarea	Approximate Percentage of Questions on Test
Teaching for Learning	23%
Literacy and Reading	18%
Information and Knowledge	18%
Advocacy and Leadership	18%
Program Management and Administration	23%

TEACHING FOR LEARNING

001 Demonstrate knowledge of learning styles, stages of human growth and development, and cultural influences on learning.

Includes:

- demonstrating knowledge of how to assess learner needs and design instruction that reflects educational best practice
- applying the ability to support the learning of all students and other members of the learning community, including those with diverse learning styles, physical and intellectual abilities, and needs
- demonstrating knowledge of theories of learning styles and human development
- applying the ability to base twenty-first-century skills instruction on students' interests and learning needs and linking it to the assessment of student achievement

002 Apply knowledge of the principles of effective teaching and learning that contribute to an active, inquiry-based approach to learning.

Includes:

- recognizing strategies for engaging students in active, inquiry-based learning
- applying knowledge of a variety of instructional strategies to design and develop digital-age learning experiences in partnership with classroom teachers
- demonstrating knowledge of a range of assessment tools to advance students' knowledge and understanding in conjunction with access of information
- demonstrating knowledge of methods for documenting and communicating the impact of collaborative instruction on student achievement

003 Understand the teacher of library media's role as an instructional partner.

Includes:

- demonstrating knowledge of appropriate strategies for modeling, sharing, and promoting effective principles of teaching and learning as collaborative partners with other educators
- identifying strategies for participating in curriculum development and engaging in school improvement processes
- offering professional development to other educators as it relates to areas such as library and information use, data analysis, and technology integration
- identifying strategies for providing support for diverse student information needs

004 Demonstrate knowledge of methods for the integration of twenty-first-century skills and learning standards.

Includes:

- demonstrating knowledge of strategies for collaborating with other teachers to plan and implement instruction of the American Association of School Librarians (AASL) *Standards for the 21st-Century Learner*, the Michigan Merit Curriculum (MMC), and the International Society for Technology in Education (ISTE)
- applying knowledge of strategies for integrating multiple literacies with content curriculum
- demonstrating knowledge of strategies for integrating the use of emerging technologies as a means for effective and creative teaching and for supporting P-12 students' conceptual understanding, critical thinking, and creative processes

LITERACY AND READING**005 Demonstrate knowledge of literature for children and young adults and professional literature.**

Includes:

- demonstrating knowledge of a wide range of literature for children and young adults and professional literature to support reading for information, pleasure, and lifelong learning
- keeping abreast of major trends in literature for children and young adults and professional literature and identifying the place of these trends in both the library collection and student instruction
- demonstrating knowledge of the ability to work with literature appropriate to the learning community in multiple formats and languages

006 Respect the need for diversity in literature.

Includes:

- demonstrating the ability to develop a collection of reading and informational materials in multiple formats that support the diverse developmental, cultural, social, and linguistic needs of P–12 students and their communities
- applying knowledge of the diversity of the learning community itself and its interests to the library program as well as the library collection
- demonstrating the ability to support and promote multicultural literature as a tool to develop global awareness and diverse perspectives in students and teachers

007 Demonstrate knowledge of strategies for promoting reading.

Includes:

- demonstrating knowledge of approaches for collaborating with classroom teachers to reinforce a wide variety of reading instructional strategies
- applying knowledge of a range of methods for promoting reading for multiple purposes and modeling personal enjoyment of reading in order to promote habits of creative expression and lifelong reading to individuals as well as groups

INFORMATION AND KNOWLEDGE

008 Demonstrate knowledge of methods for ensuring equitable and ethical access to and use of resources.

Includes:

- demonstrating knowledge of methods for modeling, teaching, and promoting equitable and ethical access to and use of information and resources
- recognizing the need for students' equitable, physical, intellectual, and economic access to information and resources
- demonstrating knowledge of the legal and ethical codes of the profession and applying strategies for modeling and communicating these codes to the learning community
- demonstrating knowledge of ensuring flexible and equitable access to and use of resources that support students' academic and personal learning and meet their diverse learning needs

009 Demonstrate knowledge of efficient and ethical information-seeking behavior.

Includes:

- demonstrating knowledge of promoting, teaching, and modeling digital citizenship and responsibility and educating the school community on the ethical use of information and ideas
- demonstrating knowledge of how to model multiple strategies for students, other teachers, and administrators to locate, evaluate, and use information ethically for specific purposes
- applying knowledge of strategies for collaborating with students, other teachers, and administrators to access, interpret, and communicate information efficiently

010 Apply knowledge of information sources and use of research strategies.

Includes:

- applying knowledge of strategies for supporting flexible, open access for library services for all members of the learning community
- demonstrating the ability to design and adapt relevant learning experiences that engage students in authentic learning through the use of a broad range of appropriate tools and resources
- demonstrating knowledge of strategies for modeling, teaching, and facilitating the effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research, learning, creating, and communicating in a digital society

ADVOCACY AND LEADERSHIP**011 Understand the teacher of library media's role as a school program leader.**

Includes:

- demonstrating the ability to communicate ways in which the library program can enhance school improvement efforts
- demonstrating knowledge of professional growth and leadership opportunities available to teachers of library media through membership in library associations, attendance at professional conferences, subscriptions to professional publications, and access to online resources as well as ways to plan for ongoing professional growth

012 Understand the teacher of library media's role as an educational leader.

Includes:

- demonstrating the ability to articulate the role of the school library program and its impact on student academic achievement within the context of current educational initiatives and priorities
- applying knowledge of methods for utilizing evidence-based practice and information from education and library research

013 Understand the teacher of library media's advocacy role.

Includes:

- demonstrating knowledge of methods for identifying and working with stakeholders within and outside the school community
- applying knowledge of strategies for developing a plan to advocate for school library programs, resources, services, and intellectual freedom and privacy
- demonstrating knowledge of strategies for establishing connections with other libraries and strengthening cooperation among library colleagues for resource sharing, networking, collaborating, and facilitating access to information

PROGRAM MANAGEMENT AND ADMINISTRATION

014 Apply knowledge of methods for evaluating and selecting print, nonprint, and digital resources in the library collection.

Includes:

- applying knowledge of strategies and methods for using professional selection tools and evaluation criteria to develop and manage a high-quality collection designed to meet the diverse curricular, personal, and professional needs of the school community
- demonstrating knowledge of methods for organizing school library collections according to current library cataloging and classification principles and standards

015 Demonstrate knowledge of the ability to model professional ethics in all aspects of the library program.

Includes:

- recognizing the need for upholding intellectual freedom and the freedom of access to information as well as the need to resist efforts to censor library resources
- demonstrating knowledge of how to provide the highest level of service to all library users through appropriate and well-organized resources; equitable service policies; equitable access; and accurate, unbiased responses
- respecting intellectual property rights and advocating balance between the interests of information users and rights holders
- demonstrating the ability to distinguish between personal convictions and professional duties

016 Demonstrate knowledge of methods for the management of personnel, funding, and facilities of the library program.

Includes:

- applying knowledge of best practices related to planning, budgeting, and evaluating human, information, and physical resources
- demonstrating knowledge of methods for organizing library facilities to enhance the use of information resources and services and ensure equitable access to all resources for all users
- applying knowledge of ways to develop, implement, and evaluate policies and procedures that support teaching and learning in school libraries

017 Apply knowledge of best practices for strategic planning and assessment.

Includes:

- demonstrating knowledge of best practices for communicating and collaborating with students, teachers, administrators, and community members to develop a library program that aligns resources, services, and standards with the school's mission and current educational initiatives and priorities
- demonstrating knowledge of best practices for making effective use of data and information to assess how the library program impacts student achievement and addresses the needs of diverse communities

SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

1. Which of the following strategies is the most effective way for a teacher of library media to differentiate the process for students involved in information gathering?
 - A. posting lists of project-specific materials available for student use
 - B. providing specific instruction for each project assigned by teachers
 - C. ensuring that the library collection contains print, nonprint, and digital resources at a variety of levels
 - D. creating a checklist of the steps necessary to complete academic research to hand out to students as they come into the library
2. An elementary school teacher of library media is planning to conduct a series of book talks for students. Which of the following is likely to be the most important outcome of this series?
 - A. boosting students' use of the library print collection
 - B. promoting students' selection of age-appropriate reading materials
 - C. inspiring students to expand their selections for recreational reading
 - D. educating students about the types of resources in the library
3. Elementary school teachers plan a number of interdisciplinary units each year. This year, they ask the teacher of library media to help them incorporate literature into these units as well. Which of the following is likely to be the most effective *first* step for the teacher of library media to take in achieving this goal?
 - A. providing the teachers with annotated bibliographies of literature related to the theme of each unit so they can select one of the titles to read with students
 - B. purchasing several literature-based instructional units for the teachers to use in order to integrate literature into the units they are planning for this year
 - C. giving the teachers a variety of resources with tips about how to infuse literature into the curriculum
 - D. creating a display of a selection of thematic literature from the library collection so the teachers can browse the titles informally before or after school and make their choices

4. The teacher of library media and the other teachers in a school are joining together to help students master important information literacy skills. This instructional effort is likely to be most effective if the teacher of library media and the other teachers take which of the following steps *first*?
- A. creating joint assessments to verify that all students have mastered the skills
 - B. identifying an authentic context in which students can practice and learn the skills
 - C. estimating the number of joint lessons in the library needed to learn the skills
 - D. selecting materials that are likely to enhance students' interest in learning the skills
5. Which of the following twenty-first-century tools and resources is likely to have the greatest positive impact on students' level of engagement with content when used in a collaborative unit by the teacher of library media?
- A. online communication and social networking
 - B. slide sharing and presentation software
 - C. digital, Web-based school curriculum
 - D. e-books, audiobooks, and DVDs
6. A teacher of library media wants to stay abreast of major trends in children's literature. Which of the following methods of obtaining current information would be most likely to effectively achieve this goal?
- A. accessing resources from professional organizations
 - B. signing up for booksellers' catalog mailing lists
 - C. collaborating with other professionals to share ideas
 - D. performing Internet Web searches and bookmarking helpful pages
7. What would be the most effective way that the teacher of library media could work with members of the school community and their families to help familiarize them with the library's resources?
- A. sending home to families a map and a list of available library items by category
 - B. inviting family members to accompany their children to their scheduled library time
 - C. having students write a letter home explaining to their family what the library offers
 - D. organizing a library family night so interested people can take a tour and ask questions

8. A teacher of library media makes it a point to read a variety of children's books and book synopses. When students come to the library, the teacher of library media makes book recommendations to individuals and groups on the basis of these readings. These practices best reflect which of the following principles?
- A. gauging students' interest in the suggested books for reordering purposes
 - B. closely monitoring current circulation trends and figures
 - C. establishing close personal connections with students
 - D. sharing personal enjoyment of reading with students
9. In order to best promote diversity and ensure equitable access to all learners, teachers of library media should:
- A. encourage students to discuss their differences.
 - B. plan programs and activities to support all students.
 - C. educate themselves about all types of cultures.
 - D. attend professional workshops to gather ideas.
10. A biology teacher asks a teacher of library media for assistance in obtaining copies of a chapter from an out-of-print library book to distribute to students. Which of the following is the most appropriate *initial* response for the teacher of library media to make to this request?
- A. offering to help the teacher determine whether copyright permission is needed for copying the chapter
 - B. offering to copy the chapter for the teacher, providing the copies are destroyed after use
 - C. refusing to make any copies of the chapter because of the restrictions of copyright law
 - D. suggesting that the teacher use a commercial copy center to reproduce the chapter
11. Teaching students to look for words such as "apparently" and "likely" when reading for information is most likely to promote their ability to:
- A. recognize conclusions stated by the author.
 - B. distinguish unsupported information from confirmed facts.
 - C. make inferences about what the author wants them to understand.
 - D. identify an author's use of faulty reasoning.

12. A student is having trouble locating pertinent information for a social studies research project. For the past week or so, the student has spent one hour per day looking through several sources without finding much useful information. The student asks the teacher of library media for help in deciding how to proceed. Which of the following adjustments to the student's search strategy should the teacher of library media suggest *first*?
- A. devoting at least another hour each day to research
 - B. reassessing the original topic or thesis
 - C. revising the preliminary outline for the project
 - D. rereading carefully the sources already examined
13. Which of the following activities would be most effective in keeping a teacher of library media current about emerging technologies, learning theories, and teaching techniques?
- A. using new technologies as they emerge
 - B. providing professional development in the school
 - C. informing teachers about opportunities to use various technologies
 - D. keeping up with professional literature in teaching and library science
14. A teacher of library media wants to align the program goals for the library with the curricular needs of the school. To reach this goal, which of the following steps should the teacher of library media take *first*?
- A. discussing discrepancies between the curriculum goals and available resources with library staff
 - B. obtaining input from the principal about objectives and planning for the library
 - C. discussing instructional and research needs with teachers and administrators
 - D. evaluating the budget for the upcoming year to determine what will be available for new acquisitions
15. Which of the following strategies by a teacher of library media is likely to prove most effective when attempting to gain the principal's support for the library's budget proposal?
- A. relating requested expenditures for the library to curriculum objectives and the school improvement plan
 - B. describing the range of activities sponsored by the library
 - C. comparing requested expenditures for the library to the amounts being requested in other sections of the school budget
 - D. demonstrating how many students used the library during the previous year

16. A teacher of library media conducts a survey that asks teachers to evaluate the materials in the library. The results indicate that teachers think that more fiction should be available for students. Which of the following steps should the teacher of library media take *next*?
- A. adjusting the budget to use money that was designated for acquiring new reference materials to instead expand the fiction collection
 - B. meeting with administrators to discuss the merit of the teachers' recommendation
 - C. consulting with the teachers to learn what types of fiction would best address curricular and student needs
 - D. polling the library staff to determine whether they agree with the teachers' assessment of the collection
17. A teacher of library media can best develop ethical information behavior in students by taking which of the following actions?
- A. utilizing Internet resources to develop lessons on digital law
 - B. teaching students how to use information to create a bibliography
 - C. creating a presentation explaining copyright and fair use policies
 - D. modeling responsible behavior regarding use of information
18. Teachers of library media have an ethical responsibility to preserve the confidentiality of which of the following types of library records?
- A. records that contain cost data relating to the theft and loss of library resources
 - B. records that link specific individuals with specific library resources
 - C. records that reveal the frequency with which a specific library resource is used
 - D. records that connect specific school courses with specific library resources
19. A school library program's reconsideration process for challenged materials should include which of the following procedures?
- A. including a note on the bibliographic record of the material that is has been challenged
 - B. notifying both the learning community and community at large as soon as a resource is challenged
 - C. providing resource selection information and criteria used by the school to the challenging party
 - D. requiring permission from home for a student to access the resource until the challenge has been resolved

20. Which of the following best describes the main reason for a school library program to formulate a mission statement?
- A. to establish criteria for evaluating the costs and benefits of specific library services and activities
 - B. to promote understanding of program objectives among both library personnel and members of the learning community
 - C. to provide a basis for the efficient division of labor among library personnel
 - D. to distinguish the responsibilities of library personnel from the duties of other educational professionals in the learning community

ANSWER KEY FOR THE SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

Item Number	Correct Response	Objective
1.	C	Demonstrate knowledge of learning styles, stages of human growth and development, and cultural influences on learning.
2.	C	Apply knowledge of the principles of effective teaching and learning that contribute to an active, inquiry-based approach to learning.
3.	A	Understand the teacher of library media's role as an instructional partner.
4.	B	Understand the teacher of library media's role as an instructional partner.
5.	A	Demonstrate knowledge of methods for the integration of twenty-first-century skills and learning standards.
6.	A	Demonstrate knowledge of literature for children and young adults and professional literature.
7.	D	Respect the need for diversity in literature.
8.	D	Demonstrate knowledge of strategies for promoting reading.
9.	B	Demonstrate knowledge of methods for ensuring equitable and ethical access to and use of resources.
10.	A	Demonstrate knowledge of methods for ensuring equitable and ethical access to and use of resources.
11.	B	Demonstrate knowledge of efficient and ethical information-seeking behavior.
12.	B	Apply knowledge of information sources and use of research strategies.
13.	D	Understand the teacher of library media's role as a school program leader.
14.	C	Understand the teacher of library media's role as an educational leader.
15.	A	Understand the teacher of library media's advocacy role.
16.	C	Apply knowledge of methods for evaluating and selecting print, nonprint, and digital resources in the library collection.
17.	D	Demonstrate knowledge of the ability to model professional ethics in all aspects of the library program.
18.	B	Demonstrate knowledge of the ability to model professional ethics in all aspects of the library program.
19.	C	Demonstrate knowledge of methods for the management of personnel, funding, and facilities of the library program.
20.	B	Apply knowledge of best practices for strategic planning and assessment.