

**Florida Teacher Certification Examinations  
Test Information Guide  
for  
Educational Media Specialist PK–12**



FLORIDA DEPARTMENT OF EDUCATION

[www.fdoe.org](http://www.fdoe.org)

**Fourth Edition**

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## **Test and Test Information Guide Development**

### **Teacher Certification Testing**

Since 1980, Florida teacher certification candidates have been required to pass the Florida Teacher Certification Examinations (FTCE), which has consisted of tests in reading, writing, mathematics, and professional knowledge. The 1986 Florida Legislature modified the testing program by also requiring teacher candidates to pass a test in the subject area in which they wish to be certified. In addition, the Legislature substituted the Florida College-Level Academic Skills Test (CLAST) for the reading, writing, and mathematics portions of the FTCE. The 2000 Florida Legislature replaced the CLAST with the General Knowledge Test, effective July 1, 2002.

The subject area knowledge tested on the Educational Media Specialist PK–12 examination was identified and validated by committees of content specialists from within the state of Florida. Committee members included public school teachers, district supervisors, and college faculty with expertise in this field. Committee members were selected on the basis of recommendations by district superintendents, public school principals, deans of education, experts in the field, and other organizations. In developing the test, the committees used an extensive literature review, interviews with selected public school teachers, a large-scale survey of teachers, pilot tests, and their own professional judgment.

### **Role of the Test Information Guide**

The purpose of this test information guide is to help candidates taking the subject area test in Educational Media Specialist PK–12 prepare effectively for the examination. The guide was designed to familiarize prospective test takers with various aspects of the examination, including the content that is covered and the way it is represented. The guide should enable candidates to direct their study and to focus on relevant material for review.

This test information guide is intended primarily for use by certification candidates, who may be students in a college or university teacher-preparation program, teachers with provisional certification, teachers seeking certification in an additional subject area, or persons making a career change to public school teaching. Candidates may have studied and worked in Florida or may be from out of state.

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College or university faculty may also use the guide to prepare students for certification, and inservice trainers may find the guide useful for helping previously certified teachers prepare for recertification or multiple certification.

This test information guide is not intended as an all-inclusive source of subject area knowledge, nor is it a substitute for college course work in the subject area. The sample questions are representative of the content of the actual test; however, they are not actual test questions from an actual test form. Instead, the guide is intended to help candidates prepare for the subject area test by presenting an overview of the content and format of the examination.

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## 2

### Preparation for the Test

The following outline may help you to prepare for the examination. Adapt these suggestions to suit your own study habits and the time you have available for review.

#### Overview

- **Look over the organization of the test information guide.**

Section 1 discusses the development of the test and test information guide.

Section 2 (this section) outlines test preparation steps.

Section 3 offers strategies for taking the test.

Section 4 presents information about the content and structure of the test.

Section 5 lists question formats and includes sample test questions.

Section 6 provides an annotated bibliography of general references you may find useful in your review.

Section 7 identifies a source of further information.

#### Self-Assessment

- **Decide which content areas you should review.**

Section 4 includes the competencies and skills used to develop this subject area test and the approximate proportion of test questions from each competency area.

#### Review

- **Study according to your needs.**

Review all of the competencies and concentrate on areas with which you are least familiar.

#### Practice

- **Acquaint yourself with the format of the examination.**

Section 5 describes types of questions you may find on the examination.

- **Answer sample test questions.**

Section 5 gives you an opportunity to test yourself with sample test questions and provides an answer key and information regarding the competency to which each question is linked.

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### **Final preparation**

- **Review test-taking advice.**

Section 3 includes suggestions for improving your performance on the examination.

- **Refer to field-specific references.**

Section 6 includes an annotated bibliography listing general references keyed to the competencies and skills used to develop this subject area test.



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### Test-Taking Advice

- Go into the examination prepared, alert, and well rested.
- Complete your travel arrangements prior to the examination date. Plan to arrive early so that you can locate the parking facilities and examination room without rushing.
- Dress comfortably and bring a sweater or jacket in case the room is too cool.
- Take the following with you to the test site:
  - Admission ticket
  - Proper identification as described in "Identification Policy"
- There are many strategies for taking a test and different techniques for dealing with different types of questions. Nevertheless, you may find the following general suggestions useful.
  - Read each question and all the response options carefully before selecting your answer. Pay attention to all of the details.
  - Go through the entire test once and answer all the questions you are reasonably certain about. Then go back and tackle the questions that require more thought.
  - When you are not certain of the right answer, eliminate as many options as you can and choose the response that seems best. It is to your advantage to answer all the questions on the test, even if you are uncertain about some of your choices.
  - After completing the examination, go back and check every question. Verify that you have answered all of the questions and that your responses are correctly entered.



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## Competencies and Skills and Test Blueprint

The table on the following pages lists the competencies and skills used as the basis for the Educational Media Specialist PK–12 examination. These competencies and skills represent the knowledge that teams of teachers, subject area specialists, and district-level educators have determined to be important for beginning teachers. This table could serve as a checklist for assessing your familiarity with each of the areas covered by the test. The competencies and skills should help you organize your review. The test blueprint indicates the approximate percentage of test questions that will cover the specific competency on the exam.

**Competencies** are broad areas of content knowledge.

**Skills** identify specific behaviors that demonstrate the competencies.

**Percentages** indicate the approximate proportion of test questions that represent the competencies on the test.

The following excerpt illustrates the components of the table.

| Competency/Skill   |   | Approx. % |
|--|---|-----------|
| <b>Knowledge of professional organizations, resources, and national and state guidelines and standards for the school library media specialist</b> |   | 3%        |
| 1  | Identify state and national school library media professional associations and professional resources.                        |           |
| 2  | Identify the major concepts of the national guidelines and their effects on the roles of the school library media specialist. |           |
| 3  | Identify state and national guidelines for information and media literacy skills.   |           |

*Competency* (arrow pointing to the top row)

*Approximate percentage of total test questions (test blueprint)* (arrow pointing to the 3% cell)

*Skills (1-3)* (arrow pointing to the skill rows)

**Table of Competencies, Skills, and Approximate Percentages of Questions**

| <b>Competency/Skill</b> |  | <b>Approx. %</b> |
|-------------------------|--|------------------|
| <b>1</b>                | <b>Knowledge of professional organizations, resources, and national and state guidelines and standards for the school library media specialist</b> | <b>3%</b>        |
| 1                       | Identify state and national school library media professional associations and professional resources.   |                  |
| 2                       | Identify the major concepts of the national guidelines and their effects on the roles of the school library media specialist.                      |                  |
| 3                       | Identify state and national guidelines for information and media literacy skills.  |                  |
| <b>2</b>                | <b>Knowledge of teaching and learning principles of the school library media specialist</b>  | <b>3%</b>        |
| 1                       | Identify best practices for working with diverse learning styles to meet specific learning and information needs.                                  |                  |
| 2                       | Select the most appropriate media formats to meet a specific learning need.  |                  |
| 3                       | Differentiate among resources that reflect multiple literacies.  |                  |
| <b>3</b>                | <b>Knowledge of the instructional partner responsibilities of the school library media specialist</b>  | <b>2%</b>        |
| 1                       | Identify collaborative opportunities for curricular and instructional planning.  |                  |
| 2                       | Identify methods for keeping abreast of changes in curriculum.   |                  |
| 3                       | Identify the components of an instructional planning process.  |                  |
| 4                       | Identify the school library media specialist's role on the instructional planning team.  |                  |

| Competency/Skill   | Approx. % |
|--|-----------|
| <b>4 Knowledge of teaching methods for implementing multiple literacies</b>  | <b>8%</b> |
| <ol style="list-style-type: none"> <li>1 Identify strategies for developing students' multiple literacies.</li> <li>2 Identify activities for developing students' ability to inquire, think critically, and gain knowledge.</li> <li>3 Identify activities whereby students can draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.</li> <li>4 Assess the effectiveness of teaching methods used to implement national and state standards for multiple literacies.</li> <li>5 Identify activities that assist students in analyzing, evaluating, and ethically using information.</li> <li>6 Identify ways for encouraging students to develop the habit of using resources and information agencies for personal and aesthetic growth.</li> <li>7 Identify strategies that promote safe and ethical behaviors in personal electronic communication and interaction.</li> <li>8 Identify components of research process models.</li> </ol> |           |
| <b>5 Knowledge of methods for teaching and assisting the school learning community in design and production of various types of media</b>  | <b>3%</b> |
| <ol style="list-style-type: none"> <li>1 Identify when it is appropriate to design and produce various types of media.</li> <li>2 Determine what media should be produced to meet a specific instructional need.</li> <li>3 Identify techniques for planning, designing, and evaluating media products.</li> <li>4 Identify basic methods for producing resources and presentations, using all available technologies.</li> </ol>  |           |

| Competency/Skill  | Approx. % |
|---|-----------|
| <b>6 Knowledge of design and delivery of staff development</b>  | <b>3%</b> |
| <ol style="list-style-type: none"> <li>1 Identify the elements of effective staff development.</li> <li>2 Identify methods for teaching staff how to use equipment and technologies.</li> <li>3 Identify methods for teaching staff how to select, use, evaluate, and produce media.</li> <li>4 Identify methods for assisting staff in the application of new and emerging technologies to meet varied learning needs.</li> <li>5 Determine the relevance of topics for staff development.</li> </ol>  |           |
| <b>7 Knowledge of the information specialist responsibilities of the school library media specialist</b>  | <b>7%</b> |
| <ol style="list-style-type: none"> <li>1 Identify effective methods for selecting resources that meet the information needs of the learning community.</li> <li>2 Identify the characteristics of an effective system for organizing information resources to meet the needs of students and staff.</li> <li>3 Identify factors that influence access to information.</li> <li>4 Identify relevant information agencies and resources outside the school.</li> <li>5 Identify considerations for participation in resource sharing.</li> <li>6 Identify strategies for providing specific information in response to reference requests.</li> <li>7 Identify the most appropriate resources for responding to a specific information need.</li> </ol> |           |
| <b>8 Knowledge of resources in all formats for the learning community</b>   | <b>4%</b> |
| <ol style="list-style-type: none"> <li>1 Identify resources that are recognized as outstanding in their medium.</li> <li>2 Identify authors who are recognized as outstanding in their genre.</li> <li>3 Identify illustrators who are recognized as outstanding in their medium.</li> </ol>  |           |

| Competency/Skill   | Approx. % |
|--|-----------|
| <b>9 Knowledge of the foundations, designing, planning, and development of a school library media program</b>  | <b>5%</b> |
| <ol style="list-style-type: none"> <li>1 Identify the effects of societal changes on the evolution of school library media program standards and guidelines.</li> <li>2 Identify the contributions of notable school library leaders.</li> <li>3 Identify school and student characteristics that influence the mission of the school library media program.</li> <li>4 Identify components of strategic planning for a school library media program.</li> <li>5 Identify ways the school library media program can support school improvement.</li> </ol> |           |
| <b>10 Knowledge of procedures to assess and evaluate the effectiveness of a school library media program</b>   | <b>4%</b> |
| <ol style="list-style-type: none"> <li>1 Identify components, participants, and strategies for a comprehensive evaluation of the school library media program.</li> <li>2 Identify strategies for collecting information to determine the impact of the school library media program.</li> <li>3 Identify methods and strategies for analyzing and evaluating data to plan and implement modifications to the school library media program.</li> </ol>   |           |
| <b>11 Comprehension of skills required to plan, prepare, advocate, and administer a budget</b>   | <b>3%</b> |
| <ol style="list-style-type: none"> <li>1 Identify methods for effectively planning, preparing, and administering a school library media budget based on both the needs of the learning community and the program's short- and long-term goals.</li> <li>2 Identify funding sources that support school library media programs.</li> <li>3 Identify strategies for effectively communicating budget needs.</li> </ol>   |           |
| <b>12 Knowledge of supervision of staff and volunteers for the school library media program</b>  | <b>2%</b> |
| <ol style="list-style-type: none"> <li>1 Distinguish between professional responsibilities and paraprofessional activities.</li> <li>2 Identify appropriate methods for instructing, supervising, and evaluating school library media staff, student assistants, and volunteers.</li> </ol>  |           |

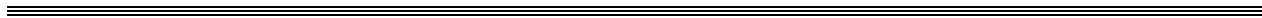
| Competency/Skill   | Approx. % |
|--|-----------|
| <b>13 Knowledge of policies and procedures used in the school library media program</b>  | <b>3%</b> |
| <ol style="list-style-type: none"> <li>1 Distinguish between a policy and a procedure.</li> <li>2 Identify the rationale for and components of a school library media policies and procedures document.</li> </ol>   |           |
| <b>14 Knowledge of methods for creating an active learning environment</b>   | <b>3%</b> |
| <ol style="list-style-type: none"> <li>1 Identify the elements of an effective school library media facility that is compliant with the Americans with Disabilities Act.</li> <li>2 Identify factors that affect the school library media center climate.</li> <li>3 Identify strategies for extending the school library media program beyond the walls of the school library media center.</li> </ol>  |           |
| <b>15 Knowledge of methods for advocating an effective school library media program</b>  | <b>4%</b> |
| <ol style="list-style-type: none"> <li>1 Select methods for identifying users and nonusers of the school library media program.</li> <li>2 Identify techniques to attract and retain school library media users.</li> <li>3 Identify strategies for promoting and eliciting support for the school library media program.</li> <li>4 Identify strategies for the dissemination of research findings about the relationship between effective school library media programs and student achievement.</li> </ol>   |           |
| <b>16 Knowledge of policies and procedures for collection development</b>  | <b>7%</b> |
| <ol style="list-style-type: none"> <li>1 Identify the elements of a collection development policy.</li> <li>2 Identify criteria for evaluating, selecting, and weeding all forms of media and technology.</li> <li>3 Identify selection tools and reviewing sources for a specific need.</li> <li>4 Apply selection criteria to determine whether a given resource should be included in a collection.</li> <li>5 Identify methods for communicating policies and procedures for collection development and for ensuring that the collection meets the current needs of the instructional program and learning community.</li> <li>6 Identify components and terminology of the acquisitions process.</li> <li>7 Identify the characteristics of a collection development plan.</li> </ol> |           |



| Competency/Skill   | Approx. % |
|--|-----------|
| <b>17 Knowledge of policies and processes for managing, cataloging, organizing, circulating, and maintaining resources</b>   | <b>7%</b> |
| <ol style="list-style-type: none"> <li>1 Identify the components of a circulation policy that ensures accessibility to resources.</li> <li>2 Identify the elements of an automated library management system.</li> <li>3 Identify methods for analyzing and using data provided by the library management system.</li> <li>4 Apply standardized techniques to maintain bibliographic integrity.</li> <li>5 Identify the basic resources used in original cataloging.</li> <li>6 Identify the fields of a bibliographic record.</li> <li>7 Identify purposes of and procedures for conducting a school library media collection inventory.</li> </ol> |           |
| <b>18 Comprehension of leadership and interpersonal skills for the school library media specialist</b>   | <b>3%</b> |
| <ol style="list-style-type: none"> <li>1 Identify ways to promote collaborative relationships between school library media staff and the learning community.</li> <li>2 Identify leadership opportunities and strategies for a school library media specialist's involvement in the school program and the community.</li> <li>3 Identify leadership opportunities and strategies for a school library media specialist's involvement in the profession.</li> </ol>  |           |
| <b>19 Knowledge of state and national legislation and their effects on the school library media program</b>  | <b>2%</b> |
| <ol style="list-style-type: none"> <li>1 Identify the effects of state legislation on school library media programs.</li> <li>2 Identify the effects of national legislation on school library media programs.</li> </ol>  |           |

| Competency/Skill  | Approx. % |
|---|-----------|
| <b>20 Knowledge of current professional trends and issues of the school library media program</b>   | <b>3%</b> |
| <ol style="list-style-type: none"> <li>1 Identify the implications of various scheduling models.</li> <li>2 Identify the implications of shared resources on the school library media program.</li> <li>3 Identify resources that indicate trends in teaching and learning.</li> <li>4 Identify the impact of standards-based testing on the school library media program.</li> <li>5 Identify research findings on motivating school learners to use the school library media center.</li> </ol> |           |
| <b>21 Knowledge of research related to the school library media program</b>   | <b>4%</b> |
| <ol style="list-style-type: none"> <li>1 Identify cornerstone research pertaining to the school library media program and its relationship to student achievement.</li> <li>2 Interpret research data.</li> <li>3 Identify ways research can be applied to the school library media program.</li> <li>4 Analyze problems using action research.</li> </ol>  |           |
| <b>22 Knowledge of professional ethics for the school library media specialist</b>  | <b>5%</b> |
| <ol style="list-style-type: none"> <li>1 Identify an ethical course of action for a copyright or plagiarism issue.</li> <li>2 Identify an ethical course of action related to the principles of intellectual freedom.</li> <li>3 Identify an ethical course of action for a privacy or confidentiality issue.</li> <li>4 Identify the impact of court cases pertaining to copyright.</li> </ol>   |           |
| <b>23 Knowledge of methods for providing equity, diversity, and global perspectives in the school library media program</b>   | <b>3%</b> |
| <ol style="list-style-type: none"> <li>1 Identify appropriate resources for multicultural and multilingual populations.</li> <li>2 Identify resources that meet the needs of students with various learning styles, abilities, and disabilities.</li> <li>3 Identify strategies for providing equitable access to school library media resources and services.</li> <li>4 Identify strategies for helping students develop diverse and global perspectives.</li> </ol>                            |           |

| Competency/Skill  | Approx. % |
|---|-----------|
| <b>24 Knowledge of methods for integrating technology into the instructional program</b>  | <b>5%</b> |
| <ol style="list-style-type: none"> <li>1 Identify strategies for assessing technology competency.</li> <li>2 Identify appropriate digital resources for completing a variety of information and media literacy tasks.</li> <li>3 Identify appropriate digital resources and technologies for presenting and sharing information.</li> <li>4 Identify adaptive or assistive technology for providing learning opportunities for students with various abilities.</li> <li>5 Identify ways to use technology to communicate with the school learning community.</li> <li>6 Apply strategies that integrate appropriate technology into the instructional program.</li> </ol>  |           |
| <b>25 Knowledge of reading research and strategies</b>  | <b>4%</b> |
| <ol style="list-style-type: none"> <li>1 Identify reading promotion activities that support the instructional program, encourage reading for pleasure, and meet individual student interests and needs.</li> <li>2 Identify various methods for assessing student reading levels.</li> <li>3 Identify methods for differentiating instruction based on student reading data.</li> <li>4 Identify ways to incorporate the five scientifically based reading research principles into the school library media program.</li> <li>5 Identify strategies for integrating literature into the instructional program.</li> <li>6 Identify effective instructional methods for developing students' reading skills.</li> <li>7 Identify instructional methods and strategies for facilitating students' development and use of content area vocabulary.</li> <li>8 Identify instructional methods for facilitating students' reading comprehension.</li> </ol> |           |



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## Test Format and Sample Questions

The Educational Media Specialist PK–12 subject area test consists of approximately 120 multiple-choice questions. You will have two and one-half hours to complete the test.

Each question will contain four response options, and you will indicate your answer by selecting **A**, **B**, **C**, or **D**.

The table below presents types of questions on the examination and refers you to a sample question of each type.

| Type of Question   | Sample Question                 |
|--|---------------------------------|
| <p><b>Scenario</b><br/>Examine a situation, problem, or case study. Then answer a question, make a diagnosis, or recommend a course of action by selecting the best response option.</p> | <p>Question 1,<br/>page 19</p>  |
| <p><b>Command</b><br/>Select the best response option.</p>   | <p>Question 6,<br/>page 20</p>  |
| <p><b>Sentence completion</b><br/>Select the response option that best completes the sentence.</p>   | <p>Question 8,<br/>page 20</p>  |
| <p><b>Direct question</b><br/>Choose the response option that best answers the question.</p>   | <p>Question 10,<br/>page 21</p> |
| <p><b>Data Analysis</b><br/>Examine and analyze data from an experiment or study. Then answer a question by selecting the best response option.</p>                                      | <p>Question 20,<br/>page 23</p> |

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## **Sample Questions**

The following questions represent both the form and content of questions on the examination. These questions will acquaint you with the general format of the examination; however, these sample questions do not cover all of the competencies and skills that are tested and will only approximate the degree of examination difficulty.

An answer key follows at the end of the sample questions. The answer key includes information regarding the competency to which each question is linked.

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**DIRECTIONS: Read each question and select the best response.**

1. Students in a television production class have learned about video editing and now need hands-on experience. Which of the following resources should the library media specialist recommend the students use in addition to editing software?
  - A. books on video editing
  - B. streaming video clips
  - C. examples of last year's video projects
  - D. videos from the library media center collection
  
2. A school is initiating a curriculum mapping process in the area of science. As an instructional partner, the library media specialist can best contribute by
  - A. serving as a secretary during meetings.
  - B. showing support for the activities.
  - C. locating related information outside the district.
  - D. providing access to the library media center for meetings.
  
3. A library media specialist decides to participate in a social studies textbook selection committee. The main benefit of this partnership is to help
  - A. book publishers sell their products.
  - B. classroom teachers select textbooks that match library resources.
  - C. the library media specialist keep abreast of curriculum changes.
  - D. administrators free up time for other duties.
  
4. A library media specialist is helping students prepare a project about the U.S. electoral process. Which of the following assignments would be most likely to prompt students to draw conclusions based on their reading?
  - A. describing the two major political parties
  - B. preparing biographical presentations about two candidates
  - C. performing election related songs
  - D. evaluating the results of the previous national election

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5. A library media specialist wants to promote students' exploration of different types of information-gathering strategies. Which of the following would be the best approach to use?
- A. displaying books on current events topics
  - B. publishing lists of good Web sites
  - C. creating an interactive daily question center
  - D. arranging a field trip to the local public library
6. A library media specialist is assisting a 5<sup>th</sup>-grade class on writing an article for the school newspaper. Select the activity that would best prepare students to create an informative piece.
- A. webbing the facts found on the topic
  - B. gathering opinions from other students
  - C. interviewing staff members for quotes
  - D. compiling a bibliography of resources
7. In order to help teachers learn how to insert video clips into computer presentations, the library media specialist asks them to bring a current lesson they are developing to learn this skill. This is an effective approach because it
- A. asks the teachers for sample video clips to use for their presentations.
  - B. organizes sample video clips for the teachers to use for their presentations.
  - C. provides teachers with a relevant application of a new strategy.
  - D. motivates teachers to examine current relevant strategies for this application.
8. One advantage of the Dewey Decimal Classification system over the Library of Congress classification system is that the
- A. Dewey Decimal system uses both letters and numbers.
  - B. Library of Congress system is used exclusively for books.
  - C. Dewey Decimal system is simpler to use.
  - D. Library of Congress system can be used in elementary schools.



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9. Students at a new high school will take the SAT during the spring. The library media specialist can best help prepare them by
- A. adjusting periodical subscriptions located in the student leisure area.
  - B. identifying online science databases available to students.
  - C. increasing the appeal of the center's physical space to attract students.
  - D. acquiring additional materials appropriate to the needs of students.
10. Who has illustrated over 70 picture books for young children using the collage technique?
- A. Jan Brett
  - B. Ezra Jack Keats
  - C. Eric Carle
  - D. Anita Lobel
11. How can a library media specialist best convey the concept that the library media program is a valuable and essential part of the school and that it can support school improvement?
- A. holding frequent social events with the PTA
  - B. publishing an occasional newsletter
  - C. distributing free books regularly
  - D. participating in the school advisory council
12. Which of the following strategies would be most effective in administering a library media program within budget?
- A. engaging in regular record keeping of budget allotments and expenditures
  - B. conducting an analysis of the number of resources lost or stolen
  - C. engaging in regular accurate accounting of the resources checked out during the year
  - D. conducting an evaluation of the number of users for the year

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13. Which of the following would be the most effective way for the library media specialist to supplement district, state, and federal funds?
- A. establishing membership in the school's PTA
  - B. writing a grant proposal
  - C. inviting community members to the library media center
  - D. initiating a faculty book club
14. An important responsibility for the library media specialist in supervising library media staff or student assistants is
- A. providing training on the circulation module of the automated library management system.
  - B. describing the Dewey Decimal Classification system.
  - C. explaining how to assist patrons in the proper use of technology.
  - D. setting clear expectations for optimal job performance.
15. Which of the following would be the best initial strategy for a middle school library media specialist to teach new student assistants how to use the circulation desk?
- A. sending them to feeder schools to observe circulation desk operations
  - B. having them read the manual for the school's circulation software program
  - C. modeling circulation desk procedures for them while offering explanations
  - D. observing them using the circulation desk and pointing out their errors
16. Data from the inventory module of an automated library management system should be analyzed to identify
- A. incomplete Cutter numbers.
  - B. missing materials.
  - C. inappropriate call numbers.
  - D. circulation patterns.
17. The most effective and efficient design of an elementary school library media center should allow for
- A. availability of the online public access catalog near the main door.
  - B. flexibility to accommodate multiple student learning activities.
  - C. accessibility to restrooms for both students and staff.
  - D. capability for self-checkout of library materials.

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18. The primary benefit of various library media specialist activities, such as morning news announcements, booktalks, and event promotions, is that they help the library media specialist
- attract and retain students as library media center users.
  - demonstrate competencies for the National Board for Professional Teaching Standards process.
  - develop technology and other skills of the library media specialist.
  - identify and replicate successful promotional activities for the library media specialist.
19. The principal would like to cut the position of the media clerk at a school to save money in the school budget. Which of the following strategies would be most effective in communicating to the principal the correlation between staff hours per week and higher academic achievement scores?
- writing an editorial article about staffing for the local paper
  - creating a report for the principal showing research findings
  - providing a list of Web sites to the principal showing results
  - sending the research findings to all staff at the school by e-mail
20. Use the following table to answer the question.

**Teachers' Use of Reference Materials**

| Type of resource          | Percentage reporting use |
|---------------------------|--------------------------|
| Print encyclopedias       | 37                       |
| Video or DVD resources    | 32                       |
| Internet keyword searches | 16                       |
| Online databases          | 15                       |

The data in the table show that

- teachers find computers more helpful than printed items.
- online databases are more useful sources than videos.
- teachers prefer using traditional physical resources.
- print encyclopedias are less popular than other materials.

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21. In addition to having remote access, a library media center's OPAC must be user-friendly for the library media specialist by including
- A. a copy cataloging feature.
  - B. voice recognition capability.
  - C. a picture animation option.
  - D. book cover images.
22. An elementary school library media specialist wants to begin collaborating with 5<sup>th</sup>-grade teachers. The most essential prerequisite to successful collaborating would be to
- A. attend regularly held 5<sup>th</sup>-grade team meetings.
  - B. review the 5<sup>th</sup> graders' standardized test scores.
  - C. become familiar with the 5<sup>th</sup>-grade curriculum.
  - D. visit the 5<sup>th</sup>-grade classrooms.
23. At lunch, a new library media specialist listens to a group of 2<sup>nd</sup>-grade teachers plan an instructional unit on the rain forest. Which of the following strategies would be most appropriate for the library media specialist to use to strengthen instructional partnerships with the teachers?
- A. training volunteers to help with student projects on the subject
  - B. talking to the principal about scheduling issues with the library media center
  - C. preparing a list of local resources on the subject for the teachers
  - D. waiting for the teachers to ask for assistance in teaching the subject
24. The passage of the Americans with Disabilities Act in 1990 prompted library media programs to closely examine which of the following?
- A. processes for acquiring new materials
  - B. facilities maintenance policies
  - C. accessibility of information and resources
  - D. collaboration with other education agencies

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25. When adding a new title to the collection that does not have a MARC record, an elementary school library media specialist can best find an exact match for the title by searching the
- A. book vendor files.
  - B. ISBN.
  - C. bar code symbology.
  - D. LCCN.
26. What is the most common copyright exemption granted to library media specialists?
- A. equal access
  - B. scholarly privilege
  - C. fair use
  - D. educator judgment
27. Which of the following is most effective in providing equitable access to library media center resources?
- A. flexible scheduling
  - B. regular weeding
  - C. mixed format organization
  - D. extensive collection
28. Which of the following groups in a school would benefit most from the library media center's purchase of a universal access workstation?
- A. video production team
  - B. students with disabilities
  - C. English language learners
  - D. students who are gifted and talented
29. Which of the following resources would be most effective for presenting a library media center orientation to a large class of students?
- A. overhead projector
  - B. online tutorial
  - C. digital projector
  - D. network server

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### Answer Key

| Question Number | Correct Response | Competency |
|-----------------|------------------|------------|
| 1.              | B                | 2          |
| 2.              | C                | 3          |
| 3.              | C                | 3          |
| 4.              | D                | 4          |
| 5.              | C                | 4          |
| 6.              | A                | 4          |
| 7.              | C                | 6          |
| 8.              | C                | 7          |
| 9.              | D                | 9          |
| 10.             | C                | 8          |
| 11.             | D                | 9          |
| 12.             | A                | 11         |
| 13.             | B                | 11         |
| 14.             | D                | 12         |
| 15.             | C                | 12         |
| 16.             | B                | 17         |
| 17.             | B                | 14         |
| 18.             | A                | 15         |
| 19.             | B                | 15         |
| 20.             | C                | 21         |
| 21.             | A                | 17         |
| 22.             | C                | 18         |
| 23.             | C                | 18         |
| 24.             | C                | 19         |
| 25.             | B                | 16         |
| 26.             | C                | 22         |
| 27.             | A                | 23         |
| 28.             | B                | 24         |
| 29.             | C                | 24         |

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## Annotated Bibliography

The annotated bibliography that follows includes basic references that you may find useful in preparing for the exam. Each resource is keyed to the competencies and skills found in Section 4 of this guide.

This bibliography is representative of the most important and most comprehensive texts as reflected in the competencies and skills. The Florida Department of Education does not endorse these references as the only appropriate sources for review; many comparable texts currently used in teacher preparation programs also cover the competencies and skills that are tested on the exam.

1. American Association of School Librarians. (1998). *Information power: Building partnerships for learning*. Chicago: American Library Association.

Includes guidelines and principles to help create a dynamic, student-centered, school library media program. Useful for review of competencies 1, 3, 5, and 7.

2. American Association of School Librarians. (2007). *Standards for 21<sup>st</sup> century learning*. Salt Lake City, UT: Author.

Offers a vision for teaching and learning to challenge and guide school library media specialists as educational leaders. These standards serve as a tool for library media specialists in helping shape the learning of students. Useful for review of competencies 1, 2, 4, 20, 21, 22, 23, and 24.

3. *American Association of School Librarians*. [Online].

Contains information regarding issues and advocacy, awards, information literacy, standards for 21<sup>st</sup>-century learners, and more. Useful for review of competencies 1, 3, 4, 15, 18, 19, 20, 21, and 22.

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4. Baumbach, D. (2004). *Making the grade: The status of school library media centers in the Sunshine State and how they contribute to student achievement*. Salt Lake City, UT: Hi Willow Research and Publishing.

Presents the results of a 2002 survey of Florida K–12 public school library media specialists, along with recommendations to promote highest student achievement through library media programs and services. Useful for review of competencies 1, 10, 15, 20, and 21.

5. Bishop, K., & Van Orden, P. (2007). *The collection program in schools: Concepts, practices, and information sources* (4<sup>th</sup> ed.). Westport, CT: Libraries Unlimited.

Provides an overview of the processes and procedures associated with developing, maintaining, and evaluating a collection at the building level. Covers topics including licensing online resources such as subscription databases, creating a collection development policy that meets curriculum standards, circulating and promoting the collection, using online selection and evaluation tools, providing remote access to school library collections, using virtual libraries to increase the collection, and writing policy and procedures manuals. Useful for review of competencies 8, 16, and 24.

6. Callison, D., & Preddy, L. (2006). *The blue book on information age inquiry, instruction, and literacy*. Westport, CT: Libraries Unlimited.

Presents key terms in a working theoretical model that may be used in developing and understanding the power of information inquiry in instruction. Describes the important role of the school library media specialist as both a teacher and a librarian who needs to understand, interpret, and instruct students in the skill of inquiry. Useful for review of competencies 2, 4, 7, 24, and 25.



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7. Dickinson, G. (2005). *Achieving national board certification for library media specialists*. Chicago: American Library Association.

Shows how to get started, get organized, and stay on track with checklists, tips, and exercises to achieve National Board certification. Outlines proven approaches to collaborative instruction, literature appreciation, and integration of technology, and highlights practical ways to document accomplishments. Useful for review of competencies 1, 2, 8, 18, 20, 22, 23, and 24.

8. Donham, J. (2008). *Enhancing teaching and learning: A leadership guide for school library media specialists* (2<sup>nd</sup> ed. rev.). New York: Neal-Schuman Publishers.

Shows how to develop and implement an effective school library media program by integrating it into the total education environment. Part One covers all aspects of the school environment: students, curriculum and instruction, principals, school district administration, and the community. Part Two shows how to integrate the school library media program throughout these environments using interaction and collaboration. Useful for review of competencies 2, 3, 6, and 10.

9. Eisenberg, M., & Berkowitz, R. E. (2000). *Information and technology skills for student achievement*. [Online].

Explores tools for finding, using, presenting, and evaluating information for a purpose in the information age. Contributors are experienced teachers and specialists adept in the Big6. Useful for review of competencies 4 and 2.

10. Evans, G. E., & Saponaro, M. Z. (2005). *Developing library and information center collections*. Westport, CT: Libraries Unlimited.

Covers all phases of collection development, from needs assessment, policies, and the selection process (theory and practice) to publishers, serials, protection, legal issues, censorship, and intellectual freedom. Useful for review of competencies 8, 16, and 22.

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11. Everhart, N. (2003). *Controversial issues in school librarianship: Divergent perspectives*. Worthington, OH: Linworth Publishing.

Provides discussion of many problems of school librarianship, including inconsistencies in state requirements. Relates unbiased facts and encourages readers to express and support their own opinions. Useful for review of competencies 1, 19, 21, 22, 23, and 25.
  12. Florida Department of Education. *Library media services*. [Online].

Includes Web links to Florida's Research Process Model, Program Evaluation Rubric, Sunshine State Young Readers Award Program, and Sunshine State Standards. Useful for competencies 1, 7, 8, 10, and 25.
  13. Harada, V. H., & Yoshina, J. M. (2005). *Assessing learning: Librarians as teachers and partners*. Westport, CT: Libraries Unlimited.

Addresses the practical application of assessing student learning in the school library media center. An important book for school library media specialists to consider as they address their role as teachers, and the accountability issues associated with that role. Useful for review of competencies 3 and 4.
  14. Harvey, C. A. (2008). *No school library left behind: Leadership, school improvement, and the media specialist*. Columbus, OH: Linworth Publishing.

Emphasizes the school library media specialist's role as a leader and as a participant in the School Improvement Plan. Describes how to create dynamic programs that students need, administrators support, and teachers rely on. Describes how to align the library media program with the school improvement process in order to maintain the valuable library program and the essential school library media specialist. Useful for review of competencies 9, 14, 15, 18, 21, 24, and 25.
  15. Hughes-Hassell, S., & Wheelock, A. (2001). *The information-powered school*. Chicago: American Library Association.

Outlines a specific plan to allow school library media specialists and teachers to share the responsibilities of planning, teaching, and assessing student learning and offering a truly coherent curriculum. Useful for review of competency 3.

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16. Irvin, J. L., Buehl, D., & Radcliffe, B. J. (2007). *Strategies to enhance literacy and learning in middle school content area classrooms* (3<sup>rd</sup> ed.). Boston: Pearson Allyn & Bacon.

Includes the most current research in the field of middle school literacy. Addresses issues that affect middle school students and teachers and their experiences with literacy instruction. Useful for review of competency 25.

17. Lanning, S., & Bryner, J. (2004). *Essential reference services for today's school media specialists*. Westport, CT: Libraries Unlimited.

Focuses on core reference skills, current electronic and print resources, and leadership in teaching reference skills in K–12 school libraries. Reviews the AASL guidelines in *Information Power: Building Partnerships for Learning* and focuses on how school library media specialists can help students achieve information literacy by teaching core reference and information-processing skills and by building excellent reference collections in their school library media centers. Useful for review of competencies 7 and 16.

18. Marks, D. F. (2006). *Children's book award handbook*. Westport, CT: Libraries Unlimited.

Includes the history and award criteria for each major children's book award, as well as a biography of the person behind each award. Also includes lists of the winners in each category, teaching and exploration activities, reproducible teaching aids, and a timeline of events leading up to the establishment of each award. Includes easy-to-read tables and charts suitable for classroom duplication. Useful for review of competency 8.

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19. Morris, B. J. (2004). *Administering the school library media center* (4<sup>th</sup> ed.). Westport, CT: Libraries Unlimited.
- Covers the basics of responsibilities such as administration, facilities management, selection of materials, staffing, budgeting, and organization. Aligned with the current American Association of School Librarians national guidelines for school library media. Useful for review of all competencies.
20. Moursund, D. G. (2003). *Project-based learning using information technology* (2<sup>nd</sup> ed.). Eugene, OR: International Society for Technology in Education.
- Discusses how to integrate the vision of high-quality education into classroom activities that help students develop higher-order thinking skills and a thirst for lifelong learning. Useful for review of competencies 2, 4, and 24.
21. Nilsen, A., & Donelson, K. L. (2008). *Literature for today's young adults*. Boston: Pearson Allyn & Bacon.
- Suggests criteria for evaluating books of all genres, from poetry and nonfiction to mysteries, science-fiction, and graphic novels. Covers issues such as pop culture and mass media in order to help teachers connect with students' interests outside the classroom. Useful for review of competency 8.
22. Notess, G. R. (2006). *Teaching Web search skills: Techniques and strategies of top trainers*. Medford, NJ: Information Today.
- Presents a variety of approaches to instructional design and methodology; lists a range of essential training resources; and features dozens of helpful figures, search screens, worksheets, handouts, and sample training materials. Useful for review of competencies 5, 6, and 24.
23. Riedling, A. M. (2005). *Reference skills for the school library media specialist*. Columbus, OH: Linworth Publishing.
- Focuses on reference processes, sources, services, and skills, and offers real-life examples to which school library media specialists can refer when particular reference situations arise. Contains information on updated terminology and techniques; research processes and models; and selection, evaluation, and maintenance of reference sources. Addresses the vast changes in technology with a wealth of Web-based tools, Webliographies and new print resources. Useful for review of competencies 4, 7, and 24.

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24. Russell, C. (2004). *Complete copyright: An everyday guide for librarians*. Chicago: American Library Association.

Provides guidance for common copyright issues and the latest trends, including the intricacies of copyright in the digital world. Real-life examples illustrate how librarians can be advocates for fair and balanced copyright laws. Useful for review of competency 22.

25. Smaldino, S. E., Russell, J. D., Heinich, R., & Molenda, M. (2008). *Instructional technology and media for learning* (9<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Provides a framework to teach readers to apply in-depth coverage of current and future computer, multimedia, Internet/Intranet, distance learning, and audiovisual technologies to classroom instruction. Useful for review of competencies 5 and 24.

26. Stephens, C. G., & Franklin, P. (2007). *Library 101: A handbook for the school library media specialist*. Westport, CT: Libraries Unlimited.

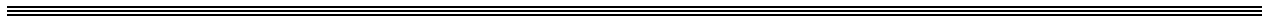
Aimed at helping school library media specialists open new schools or begin their first jobs. Also a source of information for library professionals in guiding clerical staff and student and parent volunteers. Covers everything from library management systems to budgeting, television production, and collaboration with teachers. Useful for review of all competencies.

27. Toor, R., & Weisburg, H. K. (2007). *New on the job: A school library media specialist's guide to success*. Chicago: American Library Association.

Presents a comprehensive, hands-on guide to successfully managing a library media center. Useful for review of competencies 9, 11, 15, 22, and 24.

28. Woolls, B. (2008). *The school library media manager* (4<sup>th</sup> ed.). Westport, CT: Libraries Unlimited.

Discusses administration with regard to collections, facilities, personnel, budget, advocacy, program evaluation and assessment, networking, intellectual freedom, grants, and technology. Useful for review of competencies 1, 2, 3, 4, 7, 9, 10, 11, 12, 13, 14, 15, 16, 18, 20, 21, 22, 23, 24, and 25.





## **Additional Information**

Please visit the following Web site to review FTCE registration details and to find additional FTCE information, including test locations and passing scores.

[www.fldoe.org/accountability/assessments/postsecondary-assessment/ftce/](http://www.fldoe.org/accountability/assessments/postsecondary-assessment/ftce/)

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