

PLACE[®]

STUDY GUIDE

42 School Librarian



Program for Licensing Assessments
for Colorado Educators[®]

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TABLE OF CONTENTS

TEST FIELD 42: SCHOOL LIBRARIAN

PART 1: GENERAL INFORMATION ABOUT THE PLACE AND TEST PREPARATION

AN OVERVIEW OF THE PLACE.....	1-1
Test Development Process	
Characteristics of the PLACE	
Test Administration	
Score Reports	
HOW TO PREPARE FOR THE TESTS.....	1-4
Study the Test Objectives	
Identify Resources	
Develop Study Techniques	
Answer the Practice Questions	
Test Directions	
THE DAY OF THE TEST: HELPFUL HINTS	1-6
Preparing for the Test Administration	
Test-Taking Tips	

PART 2: FIELD-SPECIFIC INFORMATION

INTRODUCTION.....	2-1
OBJECTIVES	2-2
PRACTICE QUESTIONS.....	2-9
ANSWER KEY	2-15

PART 1: GENERAL INFORMATION ABOUT THE PLACE® AND TEST PREPARATION

Part 1 of this study guide is contained in a separate PDF file. Click the link below to view or print this section:

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

PART 2: FIELD-SPECIFIC INFORMATION

TEST FIELD 42: SCHOOL LIBRARIAN

INTRODUCTION

This section includes a list of the test objectives, immediately followed by a set of practice multiple-choice questions. For test areas that include a performance assessment (Basic Skills, all languages other than English, Special Education Specialist: Visually Impaired), one or more practice performance assignments (as applicable) will also be included.

TEST OBJECTIVES. As noted earlier, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level educator needs to teach effectively in a Colorado classroom. The list of test objectives represents the **only** source of information about what a specific test will cover.

PRACTICE MULTIPLE-CHOICE QUESTIONS. The practice multiple-choice questions included in this section are designed to give you an introduction to the nature of the questions included on the PLACE test. The practice questions represent the various types of multiple-choice 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 to predict your performance on the test as a whole.

When you answer the practice multiple-choice questions, you may wish to use the answer key to check your answers. To help you identify how the test objectives are measured, the objective statement to which each multiple-choice question corresponds is listed in the answer key. When you are finished with the practice questions, you may wish to go back and review the entire list of test objectives and descriptive statements for your test area.

OBJECTIVES

TEST FIELD 42: SCHOOL LIBRARIAN

Subarea	Approximate Percentage of Questions on Test
The School Library Program	20%
Information Literacy Skills	30%
Curriculum and Resources	30%
Program Administration	20%

THE SCHOOL LIBRARY PROGRAM

Understand the role of the school library program.

Includes:

- the elements and functions of an effective school library program
- knowledge of procedures for formulating a mission statement and goals for the school library program that reflect the mission and goals of the school and district
- recognition of the integral role of the school library program in promoting student achievement of the Colorado Model Content Standards, Colorado Information Literacy Standards, and national information standards
- strategies for communicating with the school administration and staff about the school library program, activities, curriculum, and use of technology
- recognition of the role of the school library program in connecting the school to local, district, state, national, and global resources that support the educational needs of students, staff, and members of the learning community

Understand responsibilities of the school library educator.

Includes:

- strategies for creating a positive and effective teaching and learning environment in the school library program
- knowledge of the management functions of the school library educator with regard to services, facilities, and personnel
- strategies for working effectively with classroom teachers and technology educators to promote collaborative planning and to create, implement, and evaluate student learning experiences
- recognition of the importance of diplomacy in working effectively as part of a team
- strategies for serving as a resource person in the use of information technology and resources for students, staff, and members of the learning community

Understand legal requirements and ethical issues in the school library program.

Includes:

- application of legal guidelines (e.g., copyright law, fair use) in various library contexts
- knowledge of issues related to intellectual freedom and intellectual property, and legislation that affects library programs
- knowledge of ethical issues relevant to the activities of the school library educator (e.g., understanding privacy policy statements, recognizing issues of bias and diversity)
- recognition of the importance of modeling the principles of ethical behavior
- knowledge of techniques for implementing acceptable use policies (e.g., Internet safety, software and licensed services, privacy protection, plagiarism)

Understand the school library educator's role as leader and professional.

Includes:

- recognition of the importance of participating in school and district committees and in state, regional, and national education organizations
- knowledge of the functions and goals of professional associations and the benefits of membership in these associations
- strategies for applying current trends and issues in the field of school library and educational technology to meet local needs
- strategies for promoting school library programs and services
- knowledge of techniques for mentoring students, staff, and members of the learning community in effective library use

INFORMATION LITERACY SKILLS**Understand methods for promoting information literacy skills.**

Includes:

- understanding literature and methodologies used to provide reading, listening, and viewing guidance to students
- knowledge of methods for providing professional development opportunities in information literacy for members of the learning community
- knowledge of strategies for assisting a diverse population of students with varying learning abilities, styles, and needs
- knowledge of ways to promote independent learning opportunities that address various learning styles and to assist members of the learning community seeking information for personal interest and self-improvement
- knowledge of alternative strategies and activities for encouraging critical thinking and developing information literacy skills
- knowledge of methods for promoting the effective use of literature and information resources available within the school library

Understand strategies for initiating searches and for locating and accessing information resources for a particular need.

Includes:

- strategies for formulating research questions
- procedures for constructing information searches to locate relevant and accurate information for a particular need from a variety of sources
- knowledge of how to use electronic resources (e.g., Internet, online catalogs, databases) to access information
- knowledge of keywords, subject headings, and cross-references for searches, including electronic searches with Boolean operators
- knowledge of how to use various information retrieval systems (e.g., catalogs, indices, databases)

Understand strategies for assessing the progress of a search and for analyzing and evaluating information.

Includes:

- knowledge of procedures for evaluating the progress of a search
- knowledge of methods for determining whether a search produced anticipated outcomes and for making adjustments to search strategies in response to search results
- strategies (e.g., skimming, scanning) for locating potentially useful information
- application of criteria (e.g., currency, format, authority, accuracy, bias, coverage) for evaluating information
- strategies for summarizing, organizing, and synthesizing information

Understand strategies for communicating information obtained from a search.

Includes:

- knowledge of strategies for organizing and presenting information in a manner that clearly communicates what has been learned
- knowledge of guidelines for preparing a bibliography, works cited page, or other documentation
- awareness of considerations in selecting appropriate print and nonprint formats for communicating information
- application of criteria (e.g., design elements, audience, content delivery) to the development of technology-based products
- comparisons of the advantages and limitations of various formats

CURRICULUM AND RESOURCES

Understand the collaborative role of school library educators and staff in all curricular areas.

Includes:

- strategies for collaborating with instructional staff for the purpose of integrating information literacy and technology standards with classroom and library instruction
- methods for working in partnership with classroom teachers to promote interdisciplinary learning
- strategies for participating in departmental and grade-level curriculum development activities to ensure that information literacy standards and resources are infused throughout the curriculum
- knowledge of procedures for developing bibliographies, resource lists for instructional units, and other documents as appropriate for meeting the educational needs of students and teachers
- knowledge of procedures for working with staff and students to select and acquire resources that support curricular needs

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

Includes:

- awareness of the history of, development of, and current trends in literature for children and young adults
- basic knowledge of the genres, criteria, and elements of literary analysis for literary award winners
- strategies for illustrating instructional concepts and the collaborative process through children's and young adults' literature
- methods for exhibiting proficiency in literature for children and young adults (e.g., book talks, dramatic readings, storytelling, creative dramatics)
- strategies for encouraging the love of reading through literature appreciation and reader's advisory
- knowledge of issues related to the selection of literature for children and young adults (e.g., representation of diversity, avoidance of stereotypes, age-appropriateness)

Understand reference services and information resources, including technological resources and applications.

Includes:

- knowledge of the types, characteristics, and uses of various print, nonprint, and technological resources and services
- comparison of the uses, advantages, and limitations of different types of resources
- knowledge of networks and instructional delivery systems
- knowledge of troubleshooting and problem solving with regard to technological resources
- characteristics and uses of information resources and services beyond the school (e.g., public libraries, online services) and strategies for expanding access to those resources (e.g., consortia, interlibrary loans)
- application of strategies and communication skills for determining information needs (e.g., conducting an effective reference interview, placing information in context, relating information to prior knowledge)
- knowledge of response techniques that encourage further inquiry

Understand issues related to the selection and acquisition of information resources, technologies, and equipment for a school library program.

Includes:

- knowledge of procedures for collaborating with district and appropriate school personnel to develop and implement collection development policies (e.g., criteria for selection and deselection, reconsideration of challenged materials) that are consistent with the mission, goals, and objectives of the school and the district
- strategies for developing collections that support the curricular, personal, developmental, vocational, recreational, and cultural needs of students and staff
- knowledge of how to use appropriate selection tools to ensure the school library collection supports standards-based curriculum at all grade levels, in a variety of formats, and for diverse learning styles
- issues to consider in the analysis of a school library collection (e.g., balance, alignment with curriculum and standards, age of collection, diversity)
- knowledge of procedures for student and staff input into collection development

PROGRAM ADMINISTRATION

Understand the development, implementation, and ongoing evaluation of a school library program.

Includes:

- strategies for collaborating with teachers and administrators to develop and implement a long-range strategic school library plan that aligns the school library's mission with the mission and goals of the school and the district
- techniques involved in the planning process for library development (e.g., aligning policies and procedures to those of the school and district, using flowcharts and timelines)
- identification of appropriate resources, personnel, and activities for meeting stated school library program goals and objectives
- application of strategies for developing and using evaluation tools that measure the effectiveness of the school library program, including student learning, teaching, and program administration
- knowledge of procedures for conducting traditional and action research and for collecting, interpreting, and evaluating research data and results
- application of data-driven evidence (e.g., formative and summative assessments) in decision making for the library program
- knowledge of methods for selecting and implementing effective strategies to modify a school library program based on evaluation results

Understand the management and use of school library facilities.

Includes:

- knowledge of scheduling considerations with regard to school library resources, equipment, and space
- recognition of factors involved in the design and furnishing of a school library (e.g., lexibility, functionality, accessibility, accommodations for technology and for learners with special needs, safety)
- knowledge of policies and procedures for the storage, security, and ongoing maintenance of school library resources and equipment
- recognition of policies and practices that support flexible and open access to the school library and resources for classes, small groups, and individuals
- strategies for the ongoing assessment of the functionality of the school library facilities in supporting the needs of the overall educational program

Understand the organization and circulation of school library resources.

Includes:

- knowledge of collection management principles and procedures
- identification and application of standard procedures for classifying and cataloging school library resources (e.g., Dewey Decimal Classification System, AACR, MARC records, subject headings)
- knowledge of procedures for maintaining bibliographic records
- knowledge of various methods for determining circulation and use patterns
- strategies for establishing and implementing circulation policies and procedures that are based on user needs and that promote access and ensure confidentiality
- knowledge of techniques for managing and evaluating a fully integrated library automation system for cataloging, accessing, and circulating resources in the school library collection
- strategies for delivering and accessing management software and licensed services

Understand the management of human and financial resources in the school library program.

Includes:

- knowledge of the characteristics, roles, and training needs associated with school library personnel and volunteer staff
- methods for using standard job descriptions, evaluation practices, and hiring procedures for managing school library personnel and volunteer staff
- knowledge of the types, characteristics, and uses of financial budgets and reports
- basic knowledge of funding sources for school library programs, including local, state, federal, and private sources
- strategies for preparing, justifying, and maintaining the school library program budget to ensure continuous acquisition of curriculum resources and services

PRACTICE QUESTIONS: SCHOOL LIBRARIAN



1. A high school library educator is working with members of the community to formulate a mission statement and goals for the school library. In developing this document, the committee should *begin* by:
 - A. asking appropriate district personnel to review with the committee the process for creating a mission statement and goals.
 - B. reviewing and discussing the mission statements and goals of the school and the district.
 - C. surveying students and teachers to determine what they consider most important to include in the mission statement and goals.
 - D. examining and adapting mission statements and goals written by other schools.
2. A school library educator can best model the ethical and responsible use of information by:
 - A. posting a page of sample citations for various types of information sources throughout the school library.
 - B. keeping all members of the learning community informed of legal guidelines for using information.
 - C. using appropriate citations in instructional materials and presentations to students and teachers.
 - D. working directly with students to identify appropriate citation formats for information sources.

3. Which of the following would be the most appropriate first step for a school library educator to take in determining how to best support the instruction of students who are English language learners?
 - A. reading scholarly articles in professional journals for teachers of English language learners
 - B. having informal conversations with English language learners to learn about their individual needs
 - C. purchasing instructional materials in the primary languages of English language learners in the school
 - D. meeting with teachers of English language learners to learn about their students' needs
4. When using an online catalog to access information, the search is most likely to be effective if the user begins by:
 - A. determining which of the catalog fields are searchable.
 - B. identifying the specific information resources contained in the catalog.
 - C. determining which browser program best supports use of the catalog.
 - D. selecting a subject heading that best defines the desired information.
5. Skimming a text prior to reading it is most likely to provide the reader with which of the following types of information about the text?
 - A. vocabulary level
 - B. key concepts and main ideas
 - C. author's bias
 - D. intended audience and purpose
6. A language arts teacher is teaching a unit on the short story and is focusing on the work of three authors who were contemporaries. The teacher wishes to help students place the authors' work in the context of the political and social climate of the era and asks the school library educator for assistance in choosing appropriate visual aids. Considering the teacher's purpose, the school library educator should recommend which of the following formats for presenting this information?
 - A. photo collage
 - B. flowchart
 - C. concept web
 - D. timeline

7. Two middle school teachers are designing an interdisciplinary language arts and social studies unit on the Revolutionary War. They have asked the school library educator to collaborate on developing a school library-based activity to support this unit. Which of the following activities would most effectively provide for interdisciplinary learning while promoting information literacy skills?
- A. In a school library scavenger hunt, students search for sources related to the Revolutionary War.
 - B. Using primary sources, students write a "colonial newsletter" about events that occurred during the Revolutionary War period.
 - C. Working independently, students read historical novels about the Revolutionary War and write book reports about the novels.
 - D. Using electronic and print encyclopedias, students develop multimedia presentations about Revolutionary War generals.
8. A middle school library educator conducts monthly booktalks for language arts classes and discusses new additions to the school library collection. The school library educator also regularly introduces students to several works by the same author and to works with similar themes by different authors. Which of the following would be the most important outcome of these practices for students?
- A. demonstrating the school library educator's expertise in literature for children and youth
 - B. encouraging students to broaden their selection of independent reading material
 - C. promoting circulation of the full range of literature selections in the school library
 - D. fostering positive interactions between the school library educator and students

9. Read the dialogue below between a school library educator and Carlos, an eighth-grade student; then answer the question that follows.

School Library Educator: What are you looking for?

Carlos: I need books on mythology.

School Library Educator: What aspect of mythology?

Carlos: Gods and goddesses.

School Library Educator: Is there any god or goddess that you are particularly interested in?

Carlos: I don't know.

School Library Educator: What gods or goddesses do you already know about?

The school library educator's questions in this dialogue are an example of the use of questioning to:

- A. determine whether the school library has the resources Carlos needs.
- B. help Carlos develop a primary focus for his research topic.
- C. determine the types of resources Carlos will need.
- D. support Carlos's interests by engaging him in conversation.

10. A high school library educator is working with school administrators and the school library advisory committee to develop a survey to use as part of the evaluation process for the school library program. Which of the following is the most important consideration in developing this survey?
- A. A detailed description of services currently offered by the school library program should preface the survey.
 - B. The survey should include a section for respondents to state their concerns about the school library program.
 - C. The survey questions should yield both quantitative and qualitative data about the school library program.
 - D. The survey questions should be directly related to the stated objectives of the school library program.
11. Maintaining open hours for the school library before and after the regularly scheduled school day is most likely to have which of the following benefits?
- A. allowing the school library educator free time to accomplish administrative tasks
 - B. increasing opportunities for individual students to use the school library
 - C. enabling the school library educator to provide more individualized instruction
 - D. increasing the use of reference materials that do not circulate

12. A school library educator is ordering a large quantity of books for the school library's fiction collection. In placing this order, the school library educator chooses a jobber that offers electronic records that can be downloaded to the school library's online catalog. Which of the following is likely to be the primary advantage of this decision?
- A. aligning bibliographic records with those of school libraries throughout the district
 - B. increasing the accuracy of the school library's circulation and inventory reports
 - C. maintaining complete and standardized bibliographic records to share with other libraries
 - D. reducing the amount of time required for processing acquisitions to the school library collection

ANSWER KEY: SCHOOL LIBRARIAN



Question Number	Correct Response	Objective
1.	B	Understand the role of the school library program.
2.	C	Understand legal requirements and ethical issues in the school library program.
3.	D	Understand methods for promoting information literacy skills.
4.	D	Understand strategies for initiating searches and for locating and accessing information resources for a particular need.
5.	B	Understand strategies for assessing the progress of a search and for analyzing and evaluating information.
6.	D	Understand strategies for communicating information obtained from a search.
7.	B	Understand the collaborative role of school library educators and staff in all curricular areas.
8.	B	Understand the types and characteristics of literature for children and young adults.
9.	B	Understand reference services and information resources, including technological resources and applications.
10.	D	Understand the development, implementation, and ongoing evaluation of a school library program.
11.	B	Understand the management and use of school library facilities.
12.	D	Understand the organization and circulation of school library resources.