

Library Media Master's Exam- Study Questions 2009

The master's exam is scheduled for July 24, 9:00- 12:00 in the MISL classroom. Exams will be given using laptop computers (Mac or PC, your choice). You may not bring your own computer or use the internet during the exam. You will be answering four exam questions to be chosen from the following examples (in red). We have given you the standards on which the exam will be evaluated (in black). Those standards will NOT appear on the actual exam. You may NOT use notes of any kind. Questions- please contact Ruth Murray at murrayr@pdx.edu

ALA AASL standards

STANDARD 1: Use of information and ideas

A. *Efficient & Ethical Information-Seeking Behavior*

- 1) Advocate for and demonstrate effective use of current and relevant information processes and resources including emerging technologies
- 2) Model a variety of effective strategies to locate, evaluate and use information in a variety of formats for diverse purposes
- 3) Plan reference services using traditional and electronic services that are comprehensive and address the needs of all users
- 4) Model and teach legal and ethical practices

-One of the challenges of reference work is the ability to determine what the patron's question is, even when it is not clear to the patron.

- **Describe the reference interview.**
- **A student comes to the library media center to do some research for his/her Social Studies class on the Japanese auto industry. He/she also wants to study how it affects the U.S. auto industry. Apply the reference interview to this situation as you try to determine how you will help this student with his/her reference question. Conclude with a well-defined question and a procedure for providing assistance.**
- **Name and describe three resources that would be important for the student in answering the question described above.**

B. *Literacy & Reading*

- 1) Are knowledgeable about historical and contemporary trends and multicultural issues in reading material for children and young adults.
- 2) Analyze and apply research in literacy and reading in order to select and recommend diverse materials in formats and at levels that facilitate the reading process and the development of fluency in readers.
- 3) Collaborate with teachers to integrate literature into curriculum.
- 4) Instill a sense of enjoyment in reading in others that leads to lifelong reading habits

-You have been given the responsibility of initiating and developing a major all-school reading promotional/motivation program. Explain in detail the goals, components, implementation and evaluation of the program. Include specific details and techniques. How will you involve teachers?

C. Access to Information

- 1) Analyze and implement library media program scheduling options for different needs by developing flexible and open access for the library media center and its services.
- 2) Plan strategically to ensure physical and intellectual access to information for the entire school community.
- 3) Identify means of providing remote access to information.
- 4) Model and promote the tenets of privacy, confidentiality, intellectual property, and intellectual freedom.

D. Stimulating Learning Environment

- 1) Demonstrate collaborative techniques as they create and maintain an attractive, positive educational climate in a technology-rich library media center.
- 2) Use research-based data including action research to analyze and improve services.

STANDARD 2: Teaching and learning

A. Knowledge of Learners & Learning

- 1) Ensure that the library media curriculum is documented as significant to the overall academic success of all students.
- 2) Design library media instruction that assesses learner needs, instructional methodologies, and information processes to assure that each is integral to information skills instruction.
- 3) Support the learning of all students and other members of the learning community including those with diverse learning styles, abilities and needs.
- 4) Base information skills instruction on student interests and learning needs, linked to student achievement.

You have a new position in a school where the former library media specialist did not work closely with teachers in using library media resources for instruction or in recommending resources in various formats for accomplishment of specific learning objectives.

- **Describe a plan for starting this practice with your teachers.**
- **Select a level: elementary, middle or high school; identify three subject areas you want to discuss. For each of the three subjects, identify and describe two**

units of study (for a total of six). For the units of study, name and describe three resources, print or electronic, that you would recommend to a teacher. Explain your suggestions. Include a variety of formats including books, video, interactive media and websites as appropriate.

- **Discuss teaching and learning styles and describe how your knowledge of teaching and learning styles will help you with this process.**

B. *Effective & Knowledgeable Teacher*

- 1) Document and communicate the impact of collaborative instruction on student achievement.
- 2) Develop a regular communication procedure between home and school.
- 3) Work with classroom teachers to co-plan, co-teach, and co-assess information skills instruction.
- 4) Make use of a variety of instructional strategies and assessment tools.
- 5) Analyze the role of student interest and motivation in instructional design.
- 6) Create, implement and evaluate student learning experiences in partnership with teachers and other educators.

-You are in the midst of planning cooperatively with teachers for the integration of library skills with the curriculum.

- **Develop and describe a sequential list of media, research, study (information literacy) skills for possible cross-grade and cross-subject implementation in an elementary or secondary school.**
- **Select one unit and prepare a detailed plan for a series of lessons you could cooperatively teach, from pre-planning activities and setting of objectives to evaluation. Include large and small group activities. Describe how you would prepare the students for successful small group experiences.**
- **Discuss how you will communicate and assure copyright compliance.**
- **Discuss how you will provide equitable access for all learners; specifically addressing the needs of diverse learners (e.g., ESL, special needs, different cultural and socio-economic backgrounds).**

C. *Information Literacy Curriculum*

- 1) Work to ensure that responsibility for an integrated information literacy curriculum is shared across curricular areas throughout the school.
- 2) Advocate for the information skills curriculum in order to assure appropriate learning experiences for all students, and to address the academic needs of the school community.
- 3) Incorporate technology to promote efficient and equitable access to information beyond print resources.
- 4) Assist students to use technology to access analyze and present information.

-The library media center in your school (you choose the level) has been implementing a media skills program unrelated to the curriculum of the school, and structured so that you have large group classes about every period of the day.

- **Describe in detail a plan for restructuring your skills program so that you have flexible scheduling, curriculum integration, and cooperative planning with teachers.**
- **Describe techniques for involvement of staff and administration in planning and implementing this new skills program within the current schedule.**
- **Finally, prepare a lesson plan for a specific grade level that exemplifies these as well as other features of good lesson planning. Or describe how you can develop a library skills program that is related to the curriculum without changing the schedule. How could you work within the current schedule to build a program.**

STANDARD 3: Collaboration and leadership

A. *Connection with the Library Community*

- 1) Employ strategies to ensure connections between the school community and the larger library world of public, academic, special libraries and information centers.
- 2) Participate in professional associations.
- 3) Articulate the role of their professional associations and journals in their own professional growth.

B. *Instructional Partner*

- 1) Anticipate providing leadership to school and district committees.
- 2) Share expertise in the design of appropriate instruction and assessment activities with other professional colleagues.
- 3) Model, share and promote ethical and legal principles of education and librarianship.

-You and a teacher are planning the design and production of a media item that will be used for introducing a unit in his/her class.

- **Describe the scenario: How are you working with the teacher? What is the unit of study? What are the learning objectives for the media you will create? What medium do you decide is most appropriate/effective to use? Include all aspects of instructional design for creating media products.**
- **Describe the steps for producing the media. What parts will you do? What parts are appropriate for a technician/aide to do? Discuss the difference between your role and the role of the aid/technician.**
- **How will you evaluate the effectiveness of the production you created?**

C. *Educational Leader*

- 1) Develop a library media program that reflects the best practices of education and librarianship.
- 2) Have a thorough understanding of current trends and issues in education.
- 3) Write a plan for professional growth that justifies their own professional choices.
- 4) Engage in school improvement activities by partnering with administrators to help teachers learn and practice new ways of teaching.
- 5) Share information, apply research results, and engage in action research.

The library media specialist often assumes a leadership role in helping students and teachers learn about new technology, assessing the use of technology in the instructional program of the school, acquiring and developing media and technology, and helping teachers and others learn how to use technology for teaching and learning.

- **Describe a model product (e.g., multimedia presentation or web site) that you, as the library media specialist would use with students and teachers. This could be something that you use for instruction or communication, or an example of a product that students would create during a unit that you teach.**
- **Discuss design principles, content (age and context appropriate), and the curriculum connection.**
- **Discuss why you chose this specific product and how you would use it in your library media center program.**

STANDARD 4: Program administration

- A. *Managing Information Resources: Selecting, Organizing, Using*
- 1) Utilize collection analysis and evaluation research and techniques to ensure a balanced collection that reflects diversity of format and content, reflecting our multicultural society.
 - 2) Design plans for collection development and analysis and policies that ensure flexible and equitable access to facilities and resources.
 - 3) Develop procedures to analyze the effectiveness of library media policies, procedures, and operations.
 - 4) Ensure that policies and procedures are in place to support intellectual freedom and the privacy of users of all ages.
- B. *Managing Program Resources: Human, Financial, Physical*
- 1) Organize, manage and assess all human financial and physical resources of the library media program.

-Given the commercial availability of MARC records, explain why a working knowledge of cataloging is important and discuss how that knowledge can improve your library program.

- 2) Advocate for ongoing administrative support for library media program and policies. Actively seek alternative sources of funding for the library media program both within and outside the school community.

-You are responsible for planning a new library media center facility for an elementary, middle, or high school (choose one).

- **Develop a procedure for working with faculty, administration, and the architect in the planning process.**
- **What is the role of the educational specifications?**
- **Describe the atmosphere you want to create. How will you work in the facility to avoid creating unnecessary rules and barriers that inhibit student/staff access and use of the facility?**
- **How will you plan for efficient use of space, furniture, staff, materials and equipment, and for necessary but not too much security?**
- **How will you accommodate the needs of all students, including those with special needs?**

- C. *Comprehensive and Collaborative Strategic Planning and Assessment*
- 1) Collaborate with teachers, administrators, students and others in the community to develop, implement, and assess long-term strategic plans.

-You have a new position in a school where the former library media specialist did not work closely with teachers in using media for instruction or in recommending resources in various formats for accomplishment of specific learning objectives.

- **Describe a plan for starting this practice with our teachers.**
- **For a particular level (elementary, middle or high school), identify five subject areas you want to discuss.**
- **For each subject identify and describe a total of two units of study. For each of the ten units name and describe three outstanding books or media items you would recommend to teachers and explain your selection selections.**
- **Try to include a variety of formats including books, video, multimedia, computer software, etc., as appropriate.**
- **Discuss four teaching/learning styles and describe how your knowledge of teaching/learning styles will help you in this process.**

Or how about following a strong school library media specialist who worked closely with teachers. How can you continue collaborative projects and still develop your own connections with teachers and build on the previous program.,,(Continue @ * above)

- 2) **Align the library media program with the information literacy standards and the school's goals, objectives and content standards.**
- 3) **Use quantitative and qualitative methods of data collection and analysis to assess data and make decisions on which to base plans and policies.**

"You are in the process of evaluating, weeding, and developing a long-neglected reference collection in your school."

- **Discuss factors that would make you decide to keep a (name one) particular reference work in hard copy versus providing online access only.**
- **Describe guidelines for selecting and weeding of reference material and whether to inter-shelve a reference work back into the regular collection. (de-reference..)**
- **Identify one or more reference tools you would keep current in hard copy and one or more reference works you would discontinue/ let lapse.**
- **Discuss factors influencing the balance your library should maintain between print and online reference sources.**