



GACE® Media Specialist Assessment Test I (101) Curriculum Crosswalk

Required Coursework Numbers

Subarea I. Learning and Teaching (60%)															
<i>Objective 1: Demonstrates knowledge of children's and young adult literature</i>															
A. Knows major book and media awards, and distinguished recipients															
B. Recognizes the work of prominent authors and illustrators															
C. Knows the historical and contemporary issues related to reading materials for children and young adults															
D. Knows the characteristics of different types of literature; e.g., fiction genres, biography, and folk literature															
E. Knows there are a variety of reading instructional models related to children and young adults; e.g., research-based reading programs, workshop approach, and balanced literacy															
F. Develops a sense of appreciation for literature in others and for promoting the habit of lifelong reading															
<i>Objective 2: Understands fundamentals of curriculum development and collaboration in media and information literacy</i>															
A. Knows major research and work of prominent researchers; e.g., Lance, Loertscher, Kuhlthau, in the field of information literacy instruction															

Required Coursework Numbers

B. Aligns library media program curriculum with recognized information literacy standards, e.g., Standards for 21 st Century Learners, state and local standards																
C. Integrates information problem solving models; e.g., Big6, I-Search, Pitts/Stripling, across the curriculum																
D. Aligns the media program and curriculum to the school curriculum																
E. Applies knowledge of the development characteristics of learners; e.g., physical, social, cognitive, and emotional, and the variables that affect learning; e.g., gender, ethnicity, socioeconomic status, to instructional design																
F. Understands the characteristics of the predominant learning theories; e.g., behaviorism, constructivism, and cognitivism																
G. Works in partnership with classroom teachers and other educators to plan, deliver, and evaluate information skills instruction																
<i>Objective 3: Understands the fundamentals of instructional design for all learners</i>																
A. Identifies and applies the basic elements of a lesson plan; e.g., instructional objectives, strategies, and differentiation																
B. Develops instructional objectives that are measurable, appropriate, and challenging																
C. Adapts materials, strategies, and assessment to meet the needs of diverse learners																
D. Incorporates group settings; e.g., collaborative and cooperative learning																

Required Coursework Numbers

E. Designs instruction that promotes authentic, inquiry-based learning															
F. Knows strategies and activities for encouraging critical and creative thinking															
G. Uses a variety of assessment methods and tools to measure student learning															
H. Integrates emerging technologies as a means of effective and creative teaching															
I. Understands the theory and practice of classroom management as it applies to the media center															
Subarea II. Collection Development (40%)															
<i>Objective 1: Demonstrates understanding of selecting, acquiring, and maintaining resources</i>															
A. Knows the principles underlying a selection policy; e.g., First Amendment rights, ALA Library Bill of Rights, ALA Code of Ethics															
B. Knows the components of a selection policy; e.g. policy statement, criteria, responsibility for selection, and de-selection process and applied them to the collection development process															
C. Understands basic guidelines for de-selection of media center materials															
D. Understands the interrelationship between the curriculum, the school community, learning resources, and the development of a selection policy															

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E. Identifies and uses standard collection development and evaluation tools; e.g., Children’s Catalog and Core Collection, Middle and High School Library Catalog, and Core Collection															
F. Selects and uses standard review sources; e.g., Booklist, School Library Journal, Children’s Technology Review, for resources in multiple formats															
G. Selects and uses bibliographic sources; e.g., Titlewave, vendor catalogs, wholesalers, to locate and acquire resources in multiple formats															
H. Develops, organizes, and manages a professional collection to promote staff professional growth															
I. Applies selection criteria to equipment and services; e.g., library management systems, online database subscription services, audiovisual equipment															
J. Applies standard ordering and budgeting procedures; e.g., encumbering funds, purchase order process, board approval															
<i>Objective 2: Understands the fundamental principles and methods of resource organization</i>															
A. Understands the process of descriptive and subject cataloging, as well as the use of cataloging tools; e.g., <i>Sears List of Subject Headings</i> , AACR2, Dewey decimal classification system															

Required Coursework Numbers

B. Understands the purpose and format of MARC records and interprets basic MARC tag fields															
C. Organizes the collection according to standard classification and shelving methods															
D. Understands and applies criteria; e.g., efficiency, equity, borrower eligibility, when establishing loan, renewal, and reserve procedures															
E. Knows how to promote acquisitions and services to students, staff, parents, and the greater school community; e.g., displays, websites and pages, newsletters, podcasts, blogs, and wikis															
F. Recognizes the role and use of statistical information in evaluating the collection															