



GACE® Media Specialist Assessment

Test at a Glance

Updated June 2017

See the GACE® Media Specialist Assessment Study Companion for practice questions and preparation resources.

Assessment Name	Media Specialist
Grade Level	P–12
Test Code	Test I: 101 Test II: 102 Combined Test I and Test II: 601
Testing Time	Test I: 2 hours Test II: 2 hours Combined Test I and Test II: 4 hours
Test Duration	Test I: 2.5 hours Test II: 2.5 hours Combined Test I and Test II: 5 hours
Test Format	Computer delivered
Number of Selected-response Questions	Test I: 80 Test II: 80 Combined Test I and Test II: 160
Question Format	The test consists of a variety of short-answer questions such as selected-response questions, where you select one answer choice or multiple answer choices (depending on what the question asks for), questions where you enter your answer in a text box, and other types of questions. You can review the possible question types in the <i>Guide to Taking a GACE Computer-delivered Test.</i>
Number of Constructed-response Questions	Test I: 0 Test II: 0 Combined Test I and Test II: 0

About this Assessment

The GACE Media Specialist assessment is designed to measure the professional knowledge of prospective media specialists in the state of Georgia.

This assessment includes two tests. You may take either test individually or the full assessment in a single session. The testing time is the amount of time you will have to answer the questions on the test. Test duration includes time for tutorials and directional screens that may be included in the test.

The questions in this assessment assess both basic knowledge across content areas and the ability to apply principles.

The total number of questions that are scored is typically smaller than the total number of questions on the test. Most tests that contain selected-response questions also include embedded pretest questions, which are not used in calculating your score. By including pretest questions in the assessment, ETS is able to analyze actual test-taker performance on proposed new questions and determine whether they should be included in future versions of the test.

Content Specifications

Each test in this assessment is organized into content **subareas**. Each subarea is further defined by a set of **objectives** and their **knowledge statements**.

- The objectives broadly define what an entry-level educator in this field in Georgia public schools should know and be able to do.
- The knowledge statements describe in greater detail the knowledge and skills eligible for testing.
- Some tests also include content material at the evidence level. This content serves as descriptors of what each knowledge statement encompasses.

See a breakdown of the subareas and objectives for the tests in this assessment on the following pages.

Test I Subareas

Subarea	Approx. Percentage of Test
I. Learning and Teaching	60%
II. Collection Development	40%

Test I Objectives

Subarea I: Learning and Teaching

Objective 1: Demonstrates knowledge of children's and young adult literature

The beginning Media Specialist:

- 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

Objective 2: Understands fundamentals of curriculum development and collaboration in media and information literacy

The beginning Media Specialist:

- A. Knows major research and work of prominent researchers; e.g., Lance, Loertscher, Kuhlthau, in the field of information literacy instruction
- B. Aligns library media program curriculum with recognized information literacy standards, e.g., Standards for 21st 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

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- 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

Objective 3: Understands the fundamentals of instructional design for all learners

The beginning Media Specialist:

- 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
- 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

Objective 1: Demonstrates understanding of selecting, acquiring, and maintaining resources

The beginning Media Specialist:

- 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
- 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

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- 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

Objective 2: Understands the fundamental principles and methods of resource organization

The beginning Media Specialist:

- A. Understands the process of descriptive and subject cataloging, as well as the use of cataloging tools; e.g., *Sears List of Subject Headings*, AACR2, Dewey decimal classification system
- 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

Test II Subareas

Subarea	Approx. Percentage of Test
I. Program Administration	40%
II. Professional Development, Leadership, and Advocacy	30%
III. Information Access and Delivery	30%

Test II Objectives

Subarea I: Program Administration

Objective 1: Understands the fundamentals of organization, management, and evaluation of media programs and services

The beginning Media Specialist:

- A. Understands the importance of shared decision making in the administration of the media center program and services
- B. Develops a mission statement and philosophy that align with those of the school and district
- C. Knows guidelines (national, state, and local standards) on which to base the mission and philosophy statements of a media program
- D. Sets goals and objectives for media center programs and services that align with those of the school and district
- E. Designs short- and long-range plans for the implementation of media center programs and services
- F. Uses research-based data, including action research and needs assessments, to identify, prioritize, and improve curriculum, student, and staff needs
- G. Designs evidence-based methods to evaluate the effectiveness of the media program and services

Objective 2: Knows basic fiscal, personnel, legal, ethical, and operational policies and procedures

The beginning Media Specialist:

- A. Evaluates, articulates, and justifies budgetary needs
- B. Works collaboratively with the school administration to develop and implement a budget
- C. Knows alternative means of funding; e.g., grants, fundraisers, donations
- D. Trains, manages, and evaluates media center staff, student aides, and adult volunteers

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- E. Develops, revises, and implements policies and procedures for the operation of the media center
 - F. Understands the rationale for key media center policies and procedures; e.g., circulation, selection, challenged materials, and acceptable use
 - G. Applies knowledge of legal and ethical issues; e.g., confidentiality of records, intellectual freedom, and copyright, relating to media center policies and procedures

Subarea II: Professional Development, Leadership, and Advocacy

Objective 1: Knows how to facilitate professional development and demonstrate leadership

The beginning Media Specialist:

- A. Knows professional organizations and literature related to school library media; e.g., AASL, YALSA, AECT, and state and local organizations
- B. Uses a variety of professional development practices; e.g., study groups, learning communities, mentoring, reflective practice
- C. Educates adults in the use of new technologies and their integration into instructional design
- D. Initiates, facilitates, and supports collaborative activities with students, staff, media committees, and the community
- E. Knows major legislation relating to school library media; e.g., Children’s Internet Protection Act, Individuals with Disabilities Education Act, Patriot Act, and how it impacts policies, programs, and procedures of the media center
- F. Knows the implications of major court cases and challenges relating to school library media; e.g., *Island Trees v. Pico*, *Tinker v. Des Moines*, *ALA v. U.S. Department of Justice*

Objective 2: Knows how to be an advocate for libraries and media centers within both school and community

The beginning Media Specialist:

- A. Obtains or creates promotional materials in print, nonprint, and electronic formats
- B. Promotes the media center program, resources, and services to students, administration, faculty, and the greater community
- C. Observes occasions related to libraries and reading
- D. Designs and implements advocacy strategies for communication and marketing of school media programs and services
- E. Communicates the status and needs of the media program to the larger learning community and advocates for ongoing administrative support for the media program

Subarea III: Information Access and Delivery

Objective 1: Understands the fundamental tools and concepts for locating and sharing resources

The beginning Media Specialist:

- A. Knows the types, characteristics, and uses of various print, and nonprint resources; e.g., books, periodicals, DVDs, maps, posters
- B. Knows the types, characteristics, and uses of Galileo, and other web-based, networked, and stand-alone electronic resources
- C. Uses community resources; e.g., guest authors, storytellers, information consortia, to support the media center program
- D. Builds collaborative relationships with other libraries
- E. Knows the purpose, general process, and responsibilities of interlibrary loan
- F. Understands the processes and application of remote access; e.g., reference services, virtual libraries, distance learning

Objective 2: Understands the fundamental concepts related to using and validating online and other resources

The beginning Media Specialist:

- A. Knows terminology, including jargon; e.g., OPAC, wi-fi, blog, related to electronic resources, equipment, and the electronic community
- B. Uses technology hardware; e.g., scanners, interactive whiteboards, computer peripherals, in the media center
- C. Knows how to navigate and search the Internet using a variety of strategies
- D. Applies current and emerging technologies; e.g., automated library management systems, media for teaching and learning, collaboration and presentation tools, to media center management, program, and services
- E. Applies the theories and strategies of information retrieval; e.g., Boolean operators, indexes and abstracts, truncation
- F. Applies a variety of criteria; e.g., relevance, authority, currency, bias, to validate information gathered from various resources and technologies

Objective 3: Understands the fundamental concepts of equal access and ethical use of information

The beginning Media Specialist:

- A. Provides equal access as relevant to services; e.g., circulation policies, accommodations for users with disabilities, procedures for assisting users
- B. Provides a physical arrangement; e.g., travel routes, signage, furniture, of the media center that promotes equal and efficient access

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- C. Knows the environmental factors; e.g., décor, sound control, lighting, climate control, that promote learning
 - D. Knows issues, laws, and practices related to intellectual property, copyright, and plagiarism for various formats of materials
 - E. Knows how to use tools to create bibliographic citation; e.g., APA, MLA, Chicago, for various formats of materials