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AND A STUDY MODULE ON CD!**

Pass the TExES School Librarian

First Edition

*A test prep manual for Texas
School Librarians for exam #150.
SEMINAR/TUTORING AVAILABLE!*

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available from
Ed Publishing:
**Pass the
TExES PPR**

Steps for Success

NOTE: It is recommended that 3-4 weeks is allowed to complete this study program process. There are certain exercises that you may not have time for. However, choose the parts of the program that you feel you can realistically accomplish, set some goals, and plot them on a calendar.



STEP ONE (ACTIVE STUDY):

To begin your test preparation you will need the ETS/SBEC official study manual which is found on the Internet and on the CD with this book. (If you have time, there are recommended resources listed in the ETS/SBEC manual in Section V.) The ETS/SBEC study manual is also available online at www.texas.ets.org, and we have included the study material from the manual in the back of this book starting on page 116. We call the bulleted study information in the ETS/SBEC manual “Descriptors”. This is key conceptual information, although the statements are sometimes difficult to understand and study because of their length and wordiness. The study outlines we have presented in this manual are an expansion of these Descriptors. We have “fleshed them out” to provide more detailed study information for you. Our **Descriptor Exercise** will help you understand the concepts more clearly. Follow these instructions for “Active Study”:

EXAMPLE:

“Knows the typical stages of cognitive, social, physical, and emotional development of students in early childhood through grade 12.”

The paraphrase for this bullet point is “stages of development”

Taken from bullet 1, Comp. 1, PPR EC-12

- **Review:** Review the *Outlined Study Material* for the first Competency in this manual. Study the *Key Titles*, *Descriptor Highlights*, and *Key Words*. Use your highlighter to highlight key information, and we suggest using the Internet to quickly look up information you need further clarification about and write additional notes in the margins of the book.
- **Descriptor Exercise:** Before you move on to Competency 2, do the *Descriptor Exercise* for Competency 1. This exercise is a great tool to help you understand what the SBEC wants you to know, and one that will help you retain that information more efficiently and more effectively. This exercise will require you to study and analyze the bulleted descriptive statements under each Competency definition in the ETS/SBEC manual (not just passively read them), and synthesize them down to phrase that is meaningful to you and that will concisely state what the bullet point is really saying. The Descriptor Exercise is located on the left side of the Competency study pages in this manual. On the blanks provided you will synthesize or “tag” the bullet points. Keep your phrase at five words or less; put one phrase on each blank. For the first bullet point, write your phrase on the first blank. For the second bullet point, write that on the second blank, and so on. Then transfer all of these phrases to Worksheet 4 in Appendix I of this manual for easier study. You can carry Worksheet 4 with you during the day for quick reference as well. This exercise is designed so that when you read your phrases, the information that you left out will come back to you. In the example at left, the important information that we left out were the stages of development: “cognitive, social, physical, and emotional”. This is what you will hopefully recall when you read the phrase “stages of development”.

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STEP TWO (MEMORIZATION):

Do Worksheets 1-5 in Appendix I. The goal is to memorize as much of the details or concepts for each Competency as possible. Memorization begins with the use of our acronym exercise in Appendix I. **IMPORTANT:** Make several copies of the worksheets before you write on them. View the study module on the CD which will assist you in memorizing the Competency definitions. Eventually you will be able to write down everything you can remember about each Competency in order.



WE RECOMMEND: On the test booklet before the test write down your acronym (see Appendix I), then your key titles, and brief Competency information by each title. As you answer each question, if needed, refer to this Competency information to refresh your memory. You can also write down the Competency number by each exam question. The SBEC writers have listed the Competency numbers beside the sample test answer key for a reason. Each question refers back to a particular Competency.

Steps for Success, cont'd

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STEP THREE (ASSESSMENT):

Answer the practice test questions provided in this manual in Appendix III, and any practice test questions, using our **PRACTICE TEST METHOD** (see Appendix I). The seven italicized questions you see in our sample test represent a very methodical thought process we recommend. Our practice test method is a critical part of this program and your success. By following this method carefully while working each question, you will better connect the test question to the Competencies which is key to choosing the best answer. This process will give you legitimate reasons for choosing answers, which will guide you on the actual test. Choosing correct answers based on incorrect reasoning only sets you up for failure. In the seventh step of this process, you are analyzing for yourself why the test writers chose the answers they did, and that is KEY, especially on the more subjective questions. Doing this important analysis will help you understand the point of view of the test writers, as well as strengthen your analysis skills...skills that you will need on the actual test.

THE OVERALL APPROACH

The overall approach you are following when using the Pass the TExES study program of study is in two parts:

Part One: Knowledge and Comprehension

Part Two: Critical Thinking Skill Development



According to Bloom's Taxonomy knowledge and comprehension material must be mastered before one can apply these concepts in the test questions. The Pass the TExES program encourages the development of higher level thought processes such as application, evaluation, analysis and synthesis...processes Bloom's Taxonomy categorizes at the top end of learning. The exercises we employ are designed to exercise and increase these higher-level thought processes, thus allowing for greater success on the exam. That is why this method includes both lower level memorization activities and then moves into exercises using the higher level thought processes. The goal, of course, is to know this material well and be able to analyze test questions and choose correct answers on the test.



This program has made all the difference for many teachers since 1999. Read testimonials and purchase additional copies of this book and other books at www.passthetexes.com. Seminars may be available to the general public and they are always available for Texas universities, school districts, Alternative Certification Programs, and Education Service Centers.

NOTE: By carefully following this program of study we feel that you will be well-prepared for your TExES exam. However, we do not guarantee a passing grade on the exam. We encourage you to contact us during your study time should you have any questions. Should you attend one of our seminars and fail your exam, you may contact us for a free tutoring session by phone with our staff. If you purchase a book and decide you cannot use it, please contact us within one week of receipt to request a full refund.

Domain I:

Teaching, Learning, and the School Library Environment

Competencies 1-2

(25% of the test)

School Librarian Standards I and IV:

Learner-Centered Teaching and Learning: The school librarian is an educational leader who promotes the integration of curriculum, resources, and teaching strategies to ensure the success of all students as the effective creators and users of ideas and information, enabling them to become lifelong learners.

Learner-Centered Library Environment: The school librarian is an educational leader who promotes the success of all students by establishing a climate in the library that enables and encourages all members of the learning community to explore and meet their information needs.



1. Teaching, Learning, and the Library Program

Competency 1:

The school librarian understands teaching and learning processes and promotes the integration of curriculum, resources, and teaching strategies to ensure all students' success as creators and users of ideas and information.

A. Librarian as Educational Leader, Equal Partner, and Change Agent

1. Just as other campus teachers are educational leaders, so is the school librarian. The librarian is indeed a teacher, and as an instructor of students, the school librarian is equally aware of current research on learning and effective teaching practices. The school librarian must:

- Be aware of the current research in learner-centered educational environments.
- Recognize that in learner-centered education, the student is at the heart of the learning process; the student's needs are the focus of the educational program; and the student must take ownership and control of the learning process.
- Know that the bottom line is student success and academic achievement.
- Be aware of teaching strategies that bring about success for the learner/student and implements those best practices.

2. The school librarian is a partner in the educational process, along with the students, teachers, staff, community, and administration.

- Is but one of many stakeholders in the library program.
- Does not own the library, but openly shares knowledge, resources, and information seeking strategies with students and staff in the learning community.
- Realizes that as a member of an educational team, they must work to collaborate with other team members.

3. As a change agent, the school librarian must:

- Be creative, visionary, and confident
- Able to set goals and implement change when necessary to ensure or increase student success.

B. Curriculum Design and Integrated Planning

1. Aware of school district and campus curriculum mandates
2. Works with principals, curriculum coordinators, department chairpersons, and teachers to incorporate information literacy skills into the prescribed school curriculum.
3. A leader who designs curriculum to meet educational objectives and shares in the campus vision that should include a focus on:
 - Reading
 - Teaching
 - Learning

C. Collaborative Planning, Cooperative Teacher, and Direct Instruction

1. Works with teachers, and plans lessons for library instruction that combine the teacher's lessons with information literacy strategies.
2. Is a team teacher; a partner. What the librarian teaches is based on student needs and curriculum standards.
3. Is prepared to teach groups that come into the media center, and additionally instruct individual students as they seek information.

1. Teaching, Learning, and the Library Program, cont'd.

D. Information Literacy Strategies

1. The school librarian teaches effective strategies to:
 - locate
 - gather
 - select
 - synthesize
 - evaluate information
2. According to Information Power: Building Partnerships for Learning, there are nine information literacy standards, broken down into three broad areas:
 - Information literacy, which is “the ability to find and use information...and is the key for lifelong learning.” (Information Power, American Library Association, 1998)
 - Independent learning and appreciation of literature.
 - Social responsibility and contribution to the learning community in an ethical manner.
3. Information literacy is basically information problem solving.
 - Teach students that knowledge is power, and teach them to be aware or to recognize when they have a need for information.
 - Know that students and educators alike must be reflective or think about their thinking and knowing, called metacognition. This includes knowing how people need and use information.
 - Gain insight into the way students use information and their research strategies.
 - Have them keep records of their information searches, and observe how they interact and use the information.
4. There are many models of information literacy teaching according to research. One method or model that can be used in school libraries is called the Big6(tm). There are six steps that the student or researcher must do. THE BIG6(tm) excerpted from <http://www.big6.com/index.php>
 - Task Definition - Define the information

problem and identify information needed

- Information Seeking Strategies - Determine all possible sources and select the best sources
- Location and Access - Locate sources (intellectually and physically) and find information within sources
- Use of Information - Engage (e.g., read, hear, view, touch) and extract relevant information
- Synthesis - Organize from multiple sources and present the information
- Evaluation - Judge the product (effectiveness) and judge the process (efficiency)

E. Ethical Use of Information Resources

1. Plagiarism is never acceptable and the school librarian must teach students, faculty and staff against it. It is considered theft of intellectual property. Currently with the Internet, it is increasingly easy for students to copy, cut, and paste online documents into their own and pass them off as their own. Using someone else's ideas and words without proper citation as in endnotes or bibliography is not acceptable.
2. Copyright is basically the right to copy or use someone else's creative work. The person who created the work has the right to say who may or may not copy their work. The librarian must be aware of issues such as burning of music CDs, using pictures from the Internet, using songs and video clips from the Internet. Even the showing of commercial movies at school can violate copyright. The librarian should be aware of public domain items such as clip art and photos which can be freely used without violation of copyright.
3. The librarian should instruct students about copyright as part of the information skills curriculum. But they must also, as an educational leader, instruct teachers how much of creative works can be duplicated or photo-

1. Teaching, Learning, and the Library Program, cont'd.

copied. In educational settings, certain portions of creative works may “fairly” be copied, such a poem for each student in a class (but a whole book of poetry may not be copied). Copyright should be taught as a staff development presented by the librarian.

4. See acceptable (fair) use in the definition below. The librarian should place visible copyright notices on current copy equipment at the school and on new equipment that comes into the school.

Copyright is a form of protection provided by the laws of the United States (title 17, U.S. Code) to the authors of “original works of authorship,” including literary, dramatic, musical, artistic, and certain other intellectual works. This protection is available to both published and unpublished works. Section 106 of the 1976 Copyright Act generally gives the owner of copyright the exclusive right to do and to authorize others to do the following:

- To reproduce the work in copies or phonorecords;
- To prepare derivative works based upon the work;
- To distribute copies or phonorecords of the work to the public by sale or other transfer of ownership, or by rental, lease, or lending;
- To perform the work publicly, in the case of literary, musical, dramatic, and choreographic works, pantomimes, and motion pictures and other audiovisual works;
- To display the copyrighted work publicly, in the case of literary, musical, dramatic, and choreographic works, pantomimes, and pictorial, graphic, or sculptural works, including the individual images of a motion picture or other audiovisual work; and
- In the case of sound recordings, to perform the work publicly by means of a

digital audio transmission.

- In addition, certain authors of works of visual art have the rights of attribution and integrity as described in section 106A of the 1976 Copyright Act. For further information, request Circular 40, “Copyright Registration for Works of the Visual Arts.”
- It is illegal for anyone to violate any of the rights provided by the copyright law to the owner of copyright. These rights, however, are not unlimited in scope. Sections 107 through 121 of the 1976 Copyright Act establish limitations on these rights. In some cases, these limitations are specified exemptions from copyright liability. One major limitation is the doctrine of “fair use,” which is given a statutory basis in section 107 of the 1976 Copyright Act. In other instances, the limitation takes the form of a “compulsory license” under which certain limited uses of copyrighted works are permitted upon payment of specified royalties and compliance with statutory conditions. For further information about the limitations of any of these rights, consult the copyright law or write to the Copyright Office.

*- from the copyright web site:
<http://www.copyright.gov/>*

F. Collaboration with Faculty in Instructional Design

1. Independent learning is the key. Activities that promote independent learning should be planned by both the librarian and the teacher as partners.
2. It is essential that the librarian include administration and faculty in planning library collections that support the curriculum. Not only does the librarian collaborate in developing the library collection and the format of various library media, but they must also collaborate in the lesson design.

1. Teaching, Learning, and the Library Program, cont'd.

3. Often, it is the librarian who must initiate collaboration with the other teaching staff. The school librarian, then, must have a good relationship with the teachers and the administration.
4. Collaboration must be done regularly so that the school library media program continues to show that teaching information literacy skills helps students in mastering subject area content as they begin to use information in an independent manner.
5. The librarian must be aware of the subject area Texas Essential Knowledge and Skills (TEKS) as they collaborate with teachers in all subject areas to integrate state-mandated curriculum into the majority of lessons presented in the library.
6. In collaboration with teachers, the lessons should be planned so that assignments go along with available materials. The school librarian would make sure that there are enough resources to go along with the topics for research, or plan with the teacher to make sure topics correspond with available library materials.
7. For future collection development of materials that meet curricular goals, the librarian will seek input from teachers and students.

G. Teaching Strategies that Address Diversity Learning Needs and Cultural Backgrounds

1. An educational leader who is aware of differences in learning styles such as:
 - visual learners
 - auditory learners
 - kinesthetic learners
2. Aware of differentiation practices and use those to meet different needs.
 - Individual instruction
 - Small groups
 - Whole groups
 - MultimediaAll of the above can be used to meet a variety of needs in library instruction.

3. The librarian will also be aware of:
 - Special education students and their learning needs
 - Gifted and talented students and their learning needsNecessary to ensure all students' success as users of information.
4. America's society is quite diverse ethnically, racially, and in other social arenas such as family composition. Additionally, particularly in Texas, there is a growing wave of immigrants from Asia and the Latin American countries. The school librarian must respect those differences while doing what is necessary as a teacher to meet the informational needs of non-native English speakers.

H. Ongoing Staff Development and Professional Development

1. Provides and promotes staff development in the areas of:
 - Technology integration
 - Information literacy
 - Literature appreciation for the learning community.
2. Stays abreast of current library and educational practices, attending conferences, and reading research journals.
3. Provides regular trainings to the learning community with the goal of all trainings to ensure all student's success as creators and users of ideas and information.

I. Ongoing Learning Opportunities for Students

- Integration of information technology, information literacy, and literature appreciation for the students should be provided by and promoted by the school librarian.
- In this information age, there is a wealth of technology that can be used for learning purposes. Information literacy is vitally important for an informed citizenry.

1. Teaching, Learning, and the Library Program, cont'd.

- The appreciation of literature in its various formats promotes a learned society. The lessons cannot just be a one time presentation, but must be reinforced with ongoing learning opportunities.

J. Appreciation of Library Resources

- The school librarian directs and encourages students to read for pleasure. Students have a varied of reading and hobby interests. These will be reflected in the books they choose to read. Some may want to read nonfiction to gain information for an assignment or personal needs, or read about a famous sports figure, for example. Others want to escape to a far away place by selecting a fiction book.
- Books on cassette or CD can be listened to, and video adaptations of literature is available so that students can experience library

resources in many ways. The school librarian should be excited about reading and can promote it with “READ” posters displayed in the library, incentives and learning initiatives such as “Accelerated Reader.”

- The librarian can also find community partners to provide prizes for increasing the number of books read by students. Students should be encouraged to read during spare moments.
- The goal is for students to become lifelong learners; to see that learning never ends, that there is value in seeking new information as it becomes available. By allowing students to select topics of interest and relevance to them in a research project, for example, they will be encouraged to become lifelong learners.