

Texas Examinations of Educator Standards™ (TEXES™) Program

Preparation Manual

School Librarian (150)



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About The Test

Test Name	School Librarian
Test Code	150
Time	5 hours
Number of Questions	100 multiple-choice questions
Format	Computer-administered test (CAT)

The TExES School Librarian (150) test is designed to assess whether a test taker has the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The 100 multiple-choice questions are based on the School Librarian test framework. Questions on this test range from grades EC–12. The test may contain questions that do not count toward the score. Your final scaled score will be based only on scored questions.

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The Domains

Domain	Domain Title	Approx. Percentage of Test	Standards Assessed
I.	Teaching, Learning and the School Library Environment	25%	School Librarian I, IV
II.	Program Management, Leadership and Connections to the Community	30%	School Librarian II, V
III.	Librarianship, Information Science and Technology	45%	School Librarian III, VI

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The Standards

School Librarian Standard I

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.

School Librarian Standard II

Learner-Centered Library Program Leadership and Management: The school librarian is an educational leader who promotes the success of all students by acquiring, organizing and managing information for use in a creative and exemplary library program.

School Librarian Standard III

Learner-Centered Technology and Information Access: The school librarian is an educational leader who promotes the success of all students by facilitating the use and integration of technology, telecommunications and information systems to enrich the curriculum and enhance learning.

School Librarian Standard IV

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.

School Librarian Standard V

Learner-Centered Connections to the Community: The school librarian is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and fostering the use of community resources.

School Librarian Standard VI

Learner-Centered Information Science and Librarianship: The school librarian is an educational leader who promotes the success of all students by possessing and utilizing a unique knowledge base that draws from both education and library information science to provide experiences that help learners locate, evaluate and use information to solve problems while becoming lifelong readers and learners.

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Domains and Competencies

The content covered by this test is organized into broad areas of content called **domains**. Each domain covers one or more of the educator standards for this field. Within each domain, the content is further defined by a set of **competencies**. Each competency is composed of two major parts:

- The **competency statement**, which broadly defines what an entry-level educator in this field in Texas public schools should know and be able to do.
- The **descriptive statements**, which describe in greater detail the knowledge and skills eligible for testing.

Domain I – Teaching, Learning and the School Library Environment

Competency 001 (Teaching and Learning in the School Library Program): *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.*

The beginning school librarian:

- A. Participates as an educational leader, an equal partner and a change agent in the curriculum development process at both the campus and district levels.
- B. Understands curriculum design and participates in integrated planning of a shared campus vision that focuses on reading, teaching and learning.
- C. Uses collaborative planning, cooperative teaching and direct instruction, as determined by students' needs and state curriculum standards.
- D. Teaches students effective strategies to locate, gather, select, synthesize and evaluate information.
- E. Instructs students in the ethical use of information resources (e.g., plagiarism, copyright, acceptable use).
- F. Collaborates with faculty to design instructional activities that foster independent learning.
- G. Adapts teaching strategies to address the diverse learning needs and varied cultural backgrounds of the student population.
- H. Provides and promotes ongoing staff development/continuing professional education (e.g., integration of information technology, information literacy, literature appreciation) for the learning community.
- I. Provides and promotes ongoing learning opportunities (e.g., integration of information technology, information literacy, literature appreciation) for students.

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- J. Directs and encourages students to read, view, experience and listen to a variety of fiction and nonfiction resources for personal and informational needs.

Competency 002 (Library Environment): *The school librarian establishes a library environment that enables and encourages all members of the learning community to explore and meet their information needs.*

The beginning school librarian:

- A. Understands principles of exemplary library design as defined by state and federal guidelines for a simultaneous-use facility for individuals, small groups and classes.
- B. Develops and maintains a flexible, functional and barrier-free library facility that is safe, secure and age-appropriate.
- C. Uses space effectively in the school library (e.g., for displays of student-produced, faculty-produced and community-produced materials and collections).
- D. Promotes equitable access to resources and information during and beyond the instructional day and school year.
- E. Creates a learning environment in which the diversity of groups and the uniqueness of individuals are recognized and appreciated.
- F. Provides access to library resources and facilities through open, flexible scheduling for classes, small groups and individuals.

Domain II — Program Management, Leadership and Connections to the Community

Competency 003 (Library Program Management): *The school librarian understands library program management and acquires, organizes and manages resources.*

The beginning school librarian:

- A. Uses effective decision making (e.g., synthesizing information from a variety of sources) to develop and maintain an exemplary library program.
- B. Develops procedures for the school library program to ensure compliance with Board policies and local, state and federal laws.
- C. Uses effective strategies and techniques for systematically performing fiscal library management operations (e.g., record keeping, budgeting, purchasing, grant writing).
- D. Manages and maintains facilities and resources (e.g., scheduling, circulation, inventory, repair, reporting).

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- E. Supervises students and implements programs to manage and evaluate human resources.
 - F. Collaborates with faculty to evaluate (e.g., select, weed) library resources that support the curriculum and leisure reading.
 - G. Designs and implements acceptable use policies for current and emerging technologies.
 - H. Monitors, assesses and employs existing and emerging technologies for management applications.
 - I. Uses effective planning, time management and organization of work to maximize attainment of district and campus goals.

Competency 004 (Library Program Leadership and Connections to the Community):
The school librarian exhibits library program leadership and collaborates within the school and community to promote the success of all students.

The beginning school librarian:

- A. Advocates for the development of an exemplary library program that encourages excellence in all students.
- B. Designs and uses statistical reports to support an exemplary library program.
- C. Applies effective leadership strategies within campus and district administrative structures to promote library program goals.
- D. Promotes awareness of, respect for and responsiveness to learning differences and diversity within the school and community.
- E. Communicates effectively through oral, written, electronic and nonverbal expression.
- F. Establishes partnerships with businesses, learning institutions, global communities, organizations and other libraries to strengthen programs and support campus goals.
- G. Develops library programs that offer families opportunities to participate in school activities and in their children's education.
- H. Develops and implements a comprehensive public relations program (e.g., news media, Web pages, newsletters) that effectively involves and informs multiple constituencies.

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Domain III – Librarianship, Information Science and Technology

Competency 005 (Librarianship and Information Science): *The school librarian applies knowledge of librarianship and information science to help the school community locate, evaluate and use information to solve problems and to encourage lifelong reading and learning.*

The beginning school librarian:

- A. Understands the role of all types of libraries and information agencies in an integrated learning environment.
- B. Understands the role of the school library program as a central element in the intellectual life of the school.
- C. Applies knowledge of theories, principles and skills related to collection development (e.g., evaluating, selecting and acquiring resources).
- D. Applies standard procedures (e.g., AACR, Dewey, LCSH, MARC) for classifying, cataloging and processing resources.
- E. Applies knowledge of theories, principles and skills related to organization, storage and retrieval of resources.
- F. Applies bibliographic and retrieval techniques for organizing and using information sources.
- G. Effectively interviews patrons to determine information needs.
- H. Applies knowledge of literature and information resources to help patrons select materials.
- I. Employs a variety of techniques (e.g., reading materials, media, programs, motivational strategies) to guide the development of independent readers.
- J. Understands and applies principles of ethical behavior (e.g., intellectual freedom, information access, privacy, intellectual property) in various professional contexts.
- K. Demonstrates a commitment to the library profession (e.g., membership in professional organizations, participation in continuing education, collaboration with other information professionals).

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Competency 006 (Information Access and Technology): *The school librarian uses and integrates technology telecommunications and information systems to enrich the curriculum, enhance learning and promote the success of the school community.*

The beginning school librarian:

- A. Understands basic terms and concepts of current technology (e.g., hardware, software applications and functions, input/output devices, networks).
- B. Evaluates, acquires, analyzes and manages digital resources (e.g., databases, network information) and assesses information for accuracy and validity.
- C. Uses existing and emerging technologies to access, evaluate and disseminate information for library and instructional programs.
- D. Uses interlibrary loan to facilitate information access beyond the campus.
- E. Uses productivity tools to communicate information in various formats (e.g., newsletters, multimedia presentations, Web applications, teleconferencing).
- F. Uses information problem-solving processes, activities and materials to integrate the state-mandated curriculum for technology applications into the library program.
- G. Models successful search strategies using technology.
- H. Guides students and staff to utilize established criteria (e.g., design, content delivery, audience, relevance) in the development of technology-based products.
- I. Participates in district, state and national technology initiatives.
- J. Selects and utilizes automation systems, including OPAC on the Web, to provide maximum access to resources.

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Approaches to Answering Multiple-Choice Questions

The purpose of this section is to describe multiple-choice question formats that you will typically see on the School Librarian test and to suggest possible ways to approach thinking about and answering them. These approaches are intended to supplement and complement familiar test-taking strategies with which you may already be comfortable and that work for you. Fundamentally, the most important component in assuring your success on the test is knowing the content described in the test framework. This content has been carefully selected to align with the knowledge required to begin a career as a school librarian.

The multiple-choice questions on this test are designed to assess your knowledge of the content described in the test framework. In most cases, you are expected to demonstrate more than just your ability to recall factual information. You may be asked to think critically about the information, to analyze it, consider it carefully, compare it to other knowledge you have or make a judgment about it.

When you are ready to respond to a multiple-choice question, you must choose one of four answer options. Leave no questions unanswered. Questions for which you mark no answer or more than one answer are counted as incorrect. Your score will be determined by the number of questions for which you select the correct answer.

The School Librarian test is designed to include a total of 100 multiple-choice questions. Your final scaled score will be based only on scored questions. The questions that are not scored are being pilot tested to collect information about how these questions will perform under actual testing conditions. These pilot questions are not identified on the test.

Question Formats

You may see the following types of multiple-choice questions on the test:

- Single Questions
- Clustered Questions

On the following pages, you will find descriptions of these commonly used question formats, along with suggested approaches for responding to each type.

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Single Questions

The single-question format presents a direct question or an incomplete statement. It can also include a description of student activities or a scenario depicting librarian interactions and tasks. Four answer options appear below the question.

The following question is an example of the single-question format. It tests knowledge of School Librarian Competency 002: *The school librarian establishes a library environment that enables and encourages all members of the learning community to explore and meet their information needs.*

Example

A school librarian has been asked to serve on a committee to help plan new library facilities for an elementary school. In the planning process, the librarian should urge committee members to give first priority to

- A. estimating an acceptable cost per square foot for the library.
- B. defining the library's users and their needs.
- C. determining types of technology that will be installed in the library.
- D. identifying a reasonable timeline for completion of the library.

Suggested Approach

Read the question carefully and critically. Think about what it is asking and the situation it is describing. Eliminate any obviously wrong answers, select the correct answer choice and mark your answer.

In this situation, a committee is planning new library facilities for an elementary school. A school librarian on the committee will share his or her views on what should receive first priority in the planning process. Now look at the response options and consider which of them describes the highest priority at this time.

Option A suggests that the committee's first priority should be to decide how much money to allocate to each budget category. Over the course of its deliberations, the committee is likely to consider how best to allocate funds among various budget categories, such as collection development, furnishings, technology updates, etc. It would be difficult or impossible, however, to make appropriate decisions in this regard without first identifying the needs of those who will be using the library. Option A can therefore be eliminated as the best response to this question.

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Option B suggests that the committee’s first priority should be to define the library’s users and their needs. The primary goal of any school library program should be to develop library users’ information literacy, enabling them to become lifelong learners and skillful consumers and producers of information. To achieve this goal, planners must understand and be responsive to the specific information literacy needs of the population to be served. Thus option B, defining library users and their needs, would be an appropriate first priority for the planning committee.

Option C suggests that the committee’s first priority should be to determine types of technology to install in the library. Technology is a critical feature of any contemporary library; however, the types of technology to select for a particular school library would depend on a variety of factors, including, for example, the size and needs of the school population. Therefore, option C would not be an appropriate initial priority for planners.

Option D suggests that the committee’s first priority should be to identify a reasonable timeline for completion of the new library. Although the committee may eventually want to propose such a timeline, this should be a secondary consideration during the initial phases of planning, when the primary focus should be on identifying facility features and resources that will be required to address needs and achieve goals. Option D can thus be eliminated as the best response to this question.

Among the alternatives offered, only defining the library’s users and their needs would be an appropriate first priority for the library facilities committee. Therefore, **the correct response is option B.**

Clustered Questions

Clustered questions are made up of a stimulus and two or more questions relating to the stimulus. The stimulus material can be a scenario, a map, a graph or any other information necessary to answer the questions that follow.

You can use several different approaches to respond to clustered questions. Some commonly used strategies are listed below.

Strategy 1 Skim the stimulus material to understand its purpose, its arrangement and/or its content. Then read the questions and refer again to the stimulus material to obtain the specific information you need to answer the questions.

Strategy 2 Read the questions *before* considering the stimulus material. The theory behind this strategy is that the content of the questions will help you identify the purpose of the stimulus material and locate the information you need to answer the questions.

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Strategy 3 Use a combination of both strategies. Apply the “read the stimulus first” strategy with shorter, more familiar stimuli and the “read the questions first” strategy with longer, more complex or less familiar stimuli. You can experiment with the sample questions in this manual and then use the strategy with which you are most comfortable when you take the actual test.

Whether you read the stimulus before or after you read the questions, you should read it carefully and critically. You may want to note its important points to help you answer the questions.

As you consider questions set in school library contexts, try to enter into the librarian’s frame of mind and use that librarian’s point of view to answer the questions that accompany the stimulus. Be sure to consider the questions only in terms of the information provided in the stimulus — not in terms of your own experiences or individuals you may have known.

Example

First read the stimulus (a description of a librarian’s situation at an elementary school).

Use the information below to answer the questions that follow.

A school librarian has just been assigned to an elementary school in which each class has traditionally visited the school library once a week to borrow and return books. The library has been closed to other students at these times. Because of the school’s large size, most of the library schedule has been taken up with this activity, although a few periods per week have remained unscheduled.

Now you are prepared to address the first of the two questions associated with this stimulus. The first question measures School Librarian Competency 002: *The school librarian establishes a library environment that enables and encourages all members of the learning community to explore and meet their information needs.*

1. One result of such a scheduling policy is to
 - A. enable the school librarian to make optimal use of her expertise as an information specialist.
 - B. limit the program’s ability to provide the widest possible range of services to users.
 - C. help ensure that students make good use of their time in the library.
 - D. reduce the school librarian’s ability to monitor students’ activities in the library.

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Suggested Approach

Consider carefully the information presented in the stimulus regarding the current scheduling policy. Then read the first question, which asks you to identify a result of this policy. Recall that the current policy permits each class to visit the library once a week, during which time the library is closed to other classes. This means that the library has only a few unscheduled periods per week during which any students wishing to do so may use the facility. Now look at the response options to consider the most likely results of such a policy.

Option A suggests that the scheduling policy results in the optimal use of the librarian's expertise as an information specialist, yet the policy limits most students' activity in the library to borrowing and returning books. The school librarian, in contrast, is prepared to teach a multitude of research and information skills, such as accessing information from multiple sources, evaluating and synthesizing information, using information for a variety of purposes, communicating information effectively and so on. The current scheduling policy draws only minimally on this fund of knowledge and expertise. Option A is not the best response to this question.

Option B suggests that the scheduling policy limits the program's ability to provide the widest possible range of services to users. This is indeed the case. The schedule described in the scenario leaves little time for students to explore the wealth of resources and technologies that are available through the school library, or the numerous strategies for using them. The current schedule imposes constraints that not only restrict the activities and services the program can offer, but also limits the librarian's ability to respond flexibly to the specific needs of students, teachers and classes. Thus, option B accurately describes a significant drawback to the current scheduling policy.

Option C suggests that the scheduling policy helps ensure that students make good use of their time in the library. Although confining the library visit to a "book exchange" and restricting library access would limit the type and level of activity going on, such a strategy would not ensure that students were spending their time as productively as they could. While learning to locate books of interest may be an appropriate instructional objective for some students, other students may have different needs and goals that will not be addressed under the current system. Therefore, option C may be eliminated.

Option D suggests that the scheduling policy would impair the librarian's ability to monitor students. On the contrary, limiting library visits to a single class at a time for a single purpose would probably make it relatively easy for the librarian to monitor students' activities. Option D is therefore not the best response to this question.

Among the four options offered, only option B is likely to result from the scheduling policy described; therefore, **the correct response is option B.**

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Now you are ready to answer the next question. The second question measures School Librarian Competency 003: *The school librarian understands library program management and acquires, organizes and manages resources.*

2. The librarian is considering making some adjustments to the established schedule. To ensure that any changes proceed smoothly, it would be especially important to
- A. avoid making any changes that will require changes in teachers' behavior.
 - B. ensure that any changes made are in the form of additions to the routines and services that are already in place.
 - C. avoid making any changes without obtaining prior approval from the majority of the faculty.
 - D. ensure that faculty members have opportunities to offer suggestions about changes and their implementation.

Suggested Approach

Consider carefully the information presented in the stimulus. Then read and reflect on the second question, which asks how the librarian can best ensure that changes to the schedule proceed smoothly.

Option A suggests that the librarian should avoid making any adjustments that would require changes in teachers' behavior. The librarian's primary purpose for making any changes, however, should be to meet students' needs more effectively. Therefore, the question of whether teachers will have to adjust their behavior must necessarily be of secondary importance. If the changes result in better services to students, the teachers as professionals should be responsive. Option A is not the best response to this question.

Option B suggests that changes should be in the form of additional offerings that leave existing routines and services in place. A review of the stimulus, however, reveals that the current structure of the program is highly inflexible and unlikely to allow much improvement. Any changes the librarian makes must be based on the needs of the students rather than the characteristics of the current program. Option B may therefore be eliminated.

Option C suggests that it is especially important to avoid making any changes to the library schedule without first obtaining approval from the majority of the faculty. While it is highly desirable to have faculty support for the changes, achieving a specific, predetermined level of such support should not dictate the substance or process of change. Changes should be considered in terms of the school's educational mission and the needs of students. While teachers and administrators should be involved in the change process, it is the librarian who should provide the leadership for change. Option C can therefore be eliminated.

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Option D suggests that, to ensure that changes to the schedule proceed smoothly, faculty members should be given input into the process. A key principle in promoting the acceptance of change of any type is to invite ongoing participation by those who will be affected. By asking faculty members to contribute their ideas about their own needs, the needs of their students and the school's educational mission, the librarian is helping to ensure that the changes will meet the needs of and be supported by all library users. Option D, inviting faculty members to suggest ideas about changes, is certainly important in ensuring that any schedule adjustments proceed smoothly.

Among the four options offered, only option D would be expected to help ensure that changes to the established schedule proceed smoothly; therefore, **the correct response is option D.**

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Multiple-Choice Practice Questions

This section presents some sample test questions for you to review as part of your preparation for the test. To demonstrate how each competency may be assessed, each sample question is accompanied by the competency that it measures. While studying, you may wish to read the competency before and after you consider each sample question. Please note that the competency statements do not appear on the actual test.

For each sample test question, there is a correct answer and a rationale for each answer option. Please note that the sample questions are not necessarily presented in competency order.

The sample questions are included to illustrate the formats and types of questions you will see on the test; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual test.

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COMPETENCY 006

1. MARC records are helpful in organizing the resources in a library because they
 - A. indicate how items are to be arranged on the shelves.
 - B. provide information about the appropriateness of items.
 - C. streamline technical services for most libraries.
 - D. enable many types of statistical analysis.

Answer and Rationale

COMPETENCY 003

2. Each year a school librarian receives a budget detailing the amount of money to be spent in each of several areas. Which of the following would be the most appropriate way for the library media specialist to spend the funds allocated for new books?
 - A. Divide the funds equally among each grade level
 - B. Divide the funds equally among the Dewey categories
 - C. Ask the staff and students to submit titles they would like added to the library
 - D. Follow a collection development plan based on the library's goals and needs

Answer and Rationale

COMPETENCY 005

3. The athletic coach in a high school seeks advice from the school librarian about how to legally and ethically incorporate a professional team logo into the athletic department's Web page. The librarian's most appropriate response to the coach is to
 - A. use the logo freely since the school is an educational institution.
 - B. change the logo slightly so it will no longer be subject to copyright law.
 - C. include a sentence of thanks to the professional teams for the use of their logo.
 - D. consider creating their own logo or selecting one from a copyright-free website instead.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 006

4. A high school student tells the school librarian that his English teacher has given him an assignment on Shakespeare. Which of the following is the first question the librarian should ask the student?
- A. What type of assignment are you working on?
 - B. Which Shakespearean work are you researching?
 - C. Have you gathered any information so far?
 - D. Do you know how to access electronic databases?

Answer and Rationale

COMPETENCY 006

5. A school librarian is teaching a lesson on Boolean operators. Some students are having trouble visualizing the concept. Which of the following representations will be most helpful to these students?
- A. Spider web
 - B. Venn diagram
 - C. Flowchart
 - D. T-chart

Answer and Rationale

COMPETENCY 006

6. A student researching famous artists typed art* in the search box. The search returned an overwhelming number of results, most of which are unrelated to the topic. The student is most likely to benefit by additional instruction in
- A. understanding truncation.
 - B. using Boolean operators to broaden a search.
 - C. selecting the appropriate database.
 - D. searching using keywords.

Answer and Rationale

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COMPETENCY 003

7. A private school has donated its library collection to the public school library. Which of the following is the school librarian's most important task after acquiring the collection?
- A. Weeding the collection
 - B. Changing the bar codes and ownership marks
 - C. Cataloging the donated books
 - D. Adding the new items to the inventory

Answer and Rationale

COMPETENCY 004

8. A school librarian holds a Bluebonnet Breakfast Club where once a week a Bluebonnet book is read aloud. The librarian could best use this activity to build relations with the community by
- A. asking local businesses to donate money for refreshments.
 - B. opening the club to parents and teachers.
 - C. including information about the activity in the school newsletter.
 - D. inviting community leaders to be guest readers.

Answer and Rationale

COMPETENCY 006

9. Including a link to the library's online catalog on the school website increases users' access to resources. However, allowing public access to the library catalog may also lead to an increase in
- A. overdue materials.
 - B. network problems.
 - C. viruses.
 - D. book challenges.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 006

10. A group of teachers from San Antonio have instituted a motivational program that has increased and improved communication between teachers and parents of at-risk students. A principal at a school in Amarillo would like staff members to meet with those teachers and gain insight from their experience and has asked the school librarian for suggestions. The librarian's best suggestion is to
- A. have the participants speak to each other using a video calling service.
 - B. ask the San Antonio staff to put together a multimedia presentation.
 - C. arrange for a teleconference with all participants.
 - D. send representative staff to Amarillo.

Answer and Rationale

COMPETENCY 002

11. Which of the following practices restricts students' access to information?
- A. Putting items on overnight loan when demand is high
 - B. Creating separate grade-level collections
 - C. Purchasing the majority of new items at the reading level of the students in the school
 - D. Requiring students to present library cards to check out items

Answer and Rationale

COMPETENCY 002

12. Which of the following is the best argument for extending a school library's hours to include hours before and after school?
- A. Students will be able to choose reading materials without teacher guidance.
 - B. Students will have more items available for checkout.
 - C. Students will have greater Internet access because filters will be turned off.
 - D. Students will be able to access information at their point of need.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 002

13. A school librarian has limited display space in the library classroom. To use the display space most effectively, the librarian should display
- A. posters featuring celebrities who read for pleasure.
 - B. materials produced by students in library classes.
 - C. flyers promoting activities in the public library.
 - D. the jackets of newly purchased books.

Answer and Rationale

COMPETENCY 002

14. Mr. Jacobsen, a middle school librarian, discovers that the principal has assigned him to after-school bus duty. The librarian's best response to this duty assignment is to
- A. accept that all teachers are rotated in and out of duties and it is his turn.
 - B. go to bus duty on afternoons he can leave the library.
 - C. find a faculty member willing to switch duty assignments with him.
 - D. discuss with the principal the benefits of his being in the library after school.

Answer and Rationale

COMPETENCY 001

15. Each year, an elementary school librarian arranges for students to hear a local storyteller. This is most likely intended to develop students'
- A. visual literacy.
 - B. discussion skills.
 - C. imaginative abilities.
 - D. reasoning skills.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 001

16. Which of the following themes is most commonly found in realistic contemporary fiction for middle school students?
- A. Survival
 - B. The struggle between good and evil
 - C. Overcoming obstacles
 - D. Coming of age

Answer and Rationale

COMPETENCY 003

17. A consultant holding a teacher workshop asks the school librarian if she can use a computer in the library to check her email. Which of the following policies will be most helpful to the librarian in responding to the request?
- A. Selection
 - B. Acceptable use
 - C. Code of conduct
 - D. Equitable access

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Use the information below to answer the questions that follow.

Ms. Barclay is the new librarian in a K–5 school. She learns that in the current program, classes visit weekly to hear a story and select books. Teachers have their preparation period while their classes are in the library. The school leadership believes the library program is effective because the circulation numbers are high; however, Ms. Barclay wants to redesign the program to meet the goals stated in *School Library Programs: Standards and Guidelines for Texas*.

COMPETENCY 004

18. Which of the following should be the librarian’s first step in redesigning the school’s library program?
- A. Creating a budget
 - B. Locating new resources
 - C. Developing long-term goals
 - D. Evaluating the current program

Answer and Rationale

COMPETENCY 003

19. Which of the following changes should the librarian propose to the principal first?
- A. Sharing the technology responsibilities with the technology specialist
 - B. Starting flexible scheduling so that students have more access to resources
 - C. Including the librarian in team planning sessions with classroom teachers
 - D. Requesting to form a team that includes herself and other specialists, such as the nurse and counselor

Answer and Rationale

NOTE: After clicking on a link, right click and select “Previous View” to go back to original text.

COMPETENCY 004

20. The best way for the new library media specialist to connect with the greater community would be to
- A. welcome parent volunteers into the library.
 - B. host a family reading night to be held in the library.
 - C. solicit donations from corporations within the community.
 - D. open the library to the public during school hours.

Answer and Rationale

COMPETENCY 005

21. Which of the following will be most helpful to a library technician whose job is to enter bibliographic and descriptive data into the library's computerized catalog system?
- A. The work's title page
 - B. AACR2
 - C. *CIP*
 - D. Sears List of Subject Headings

Answer and Rationale

COMPETENCY 005

22. A group of parents object to the inclusion of stories about ghosts and other supernatural topics in a middle school library. Which of the following documents will be most helpful to the librarian when responding to the parents' complaint?
- A. A summary of the language arts curriculum
 - B. The library's materials selection policy
 - C. The school's position statement on intellectual freedom
 - D. Code of Ethics of the ALA

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 005

23. In databases and other reference resources, controlled vocabulary is used to
- A. return the most recent search results first.
 - B. allow the user to search using Boolean operators.
 - C. make searching more efficient.
 - D. keep cataloging records consistent.

Answer and Rationale

COMPETENCY 005

24. In which of the following selection tools will a school librarian find only recommended items?
- A. School Library Journal
 - B. Booklist
 - C. American Libraries
 - D. The Horn Book Magazine

Answer and Rationale

COMPETENCY 006

25. A school librarian is completing a request by the principal to receive a periodical through interlibrary loan. Which of the following steps in the interlibrary loan process is the principal responsible for?
- A. Supplying information sufficient to identify the periodical
 - B. Placing the request with the lending library
 - C. Deciding when the periodical is due back to the lending library
 - D. Arranging for the return of the periodical to the lending library

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 001

26. A school library benefits by participation in a consortium by
- A. gaining access to a union catalog.
 - B. increasing the availability of items for interlibrary loan.
 - C. increasing access to technical support for library management software.
 - D. sharing the expense of a large purchase.

Answer and Rationale

COMPETENCY 004

27. Which of the following activities will be most effective in raising awareness for the school library's programs and services in both the school community and the greater community?
- A. Holding an open house in the library showcasing the available resources and services
 - B. Running an advertisement in the local community newspaper
 - C. Announcing new materials and services at monthly faculty meetings
 - D. Hosting an assembly with a visiting author that is open to the public

Answer and Rationale

COMPETENCY 005

28. A teacher consults the school librarian about showing her class a program taped from a commercial television network. Under which of the following conditions is it legal for the teacher to show the video?
- A. If students have a signed permission form allowing them to view the program
 - B. If the subject matter of the program is part of the curriculum presently taught
 - C. If the program is used for face-to-face instruction and kept for a limited amount of time thereafter
 - D. If the teacher has previewed the program for appropriateness

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 001

29. A librarian knows that a seventh-grade science class will soon begin a unit on forensics. The best way for the librarian to establish a collaborative relationship with the science teacher is to
- A. work with the teacher to plan lessons that integrate information literacy skills.
 - B. require the teacher to meet after school a few weeks prior to the unit to plan lessons.
 - C. schedule all the instruction related to the forensics unit to occur in the library.
 - D. plan several lessons about forensics and then present them to the teacher.

Answer and Rationale

COMPETENCY 001

30. Which of the following is the best way for a school librarian to inform the principal of the activities going on in the library?
- A. Supply the principal with the daily circulation records
 - B. Provide a monthly report showing collaborative lessons that have taken place in the library
 - C. Post the library's daily schedule on the school website
 - D. Schedule periodic meetings with the principal to review library needs

Answer and Rationale

COMPETENCY 006

31. Which of the following is the primary advantage of a school library using an online circulation and cataloging system?
- A. A certified librarian is no longer needed to manage the library.
 - B. Users may manage their accounts remotely.
 - C. Users' circulation history may be accessed.
 - D. The technical staff is free to do other tasks.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 005

32. Under usual circumstances, the bulk of a school library budget is spent on
- A. reference books.
 - B. newly published works.
 - C. subscriptions.
 - D. replacements for lost or damaged items.

Answer and Rationale

COMPETENCY 006

33. A librarian should consult the licensing agreement that accompanies a new software program or application to determine
- A. the terms of its warranty.
 - B. the hardware needed for its operation.
 - C. its grade level and content.
 - D. its legal use.

Answer and Rationale

COMPETENCY 005

34. Which of the following is the primary purpose of conducting an inventory of a library collection?
- A. Gathering data on rates of loss
 - B. Noting items that need repair or replacement
 - C. Ensuring the accuracy of the library catalog records
 - D. Returning misshelved items to their proper place

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 004

35. Which of the following is the most important purpose of the statistics gathered by a school librarian?
- A. Managing the internal workings of the library
 - B. Confirming the value of the provided services
 - C. Promoting library services to different user groups
 - D. Forming long-term strategic plans

Answer and Rationale

COMPETENCY 002

36. Which of the following actions is most likely to preserve and extend the life of the print materials in a library?
- A. Storing print materials in stacks near a window to allow for the circulation of air
 - B. Placing print materials on their sides to relieve weight on their spines
 - C. Covering collections of works not in use with plastic sheeting
 - D. Maintaining consistent levels of humidity and temperature

Answer and Rationale

COMPETENCY 003

37. A teacher brings a class to the library to select recreational reading books. While students browse, the teacher sits in the reference section and marks papers. After selecting their books, some students begin joking with each other and socializing loudly. Which of the following is the librarian's best response to the situation?
- A. Asking the teacher to supervise the class
 - B. Telling the teacher that the students have selected their books and are ready to leave the library
 - C. Distracting the disruptive students by having them help at the circulation desk
 - D. Redirecting the students by reminding them of appropriate library behavior

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Use the information below to answer the questions that follow.

Berkermen, Larry

Cryptozoology alphabet: the encyclopedia of monsters, aliens, and other unexplained mysteries of nature. {by}

Larry Berkermen and Jessica Colman. Great Reads. 2013 115 p il \$11

Grades: 6 and up

ISBN 0-612-86556-6; 0-612-86506-6; 0-612-86507-9

LC 99-31023

This work "contains one entry for each letter of the alphabet (A is for Aliens, B is for Bigfoot, etc.), including newly discovered animals and biographies of the cryptid enthusiasts who dedicate their lives to finding them."

Publisher's note

Includes bibliographic reference

COMPETENCY 005

38. In which of the Dewey classes is this work most likely to be found?

- A. 000s
- B. 200s
- C. 600s
- D. 800s

Answer and Rationale

COMPETENCY 006

39. The three ISBNs probably indicate that the work is

- A. the third of several revisions.
- B. the third in a series of works.
- C. available in different formats.
- D. also published outside the United States.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 001

40. A middle school librarian can most appropriately include this work in which of the following recommended lists?
- A. Classroom read-alouds
 - B. Books for reluctant readers
 - C. Supplemental resources for the life science course
 - D. Lunchtime reading club

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Answer Key and Rationales

Question Number	Competency Number	Correct Answer	Rationales
1	006	C	<p>Option C is correct because MARC records provide information such as classification numbers and subject headings that help prepare items for circulation. Option A is incorrect because, although MARC records may indicate how the items are sequenced, they do not determine how individual libraries arrange their shelves. Options B and D are incorrect because MARC records do not provide that information.</p> <p>Back to Question</p>
2	003	D	<p>Option D is correct because the purpose of a collection development plan is to guide the growth and management of the library collection by providing a framework for the librarian to spend library funds. Options A and B are incorrect because a collection is developed by identified need, which is not always equal grade to grade, or among the Dewey categories. Option C is incorrect because input from users is one aspect of the collection development policy.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
3	005	D	<p>Option D is correct because it is unlikely a professional team would grant the use of their logo to a school team, and there is no legal way to use the logo without the team's permission. Option A is incorrect because team logos are copyrighted and cannot be used without permission. Option B is incorrect because, although possibly legal, it is not an ethical practice and shows little understanding of the purpose of copyright in safeguarding the artist's creative property. Option C is incorrect because a sentence of thanks does not protect the copyright owner's rights.</p> <p>Back to Question</p>
4	006	A	<p>Option A is correct because knowing the breadth and depth of the assignment will help the librarian determine the appropriate materials and level of support the student will need. Option B is incorrect because the student might be doing biographical research, not literary criticism of a specific play. Options C and D are incorrect because the answers to both questions might be valuable later in the reference interview, but they would not be the first question asked.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
5	006	B	<p>Option B is correct because a Venn diagram is used to depict all possible logical relations between sets, which form the basis of Boolean logic. Option A is incorrect because a spider web is used to cluster details or characteristics around a main topic. Option C is incorrect because a flowchart shows the sequence of a process. Option D is incorrect because a T-chart is used to compare and contrast.</p> <p>Back to Question</p>
6	006	A	<p>Option A is correct because the student does not understand how to use truncation to both expand and limit results. Option B is incorrect because the overwhelming number of hits is not a result of misunderstanding Boolean operators. Option C is incorrect because there is no indication which database the student has chosen. Option D is incorrect because the overwhelming number of hits is not the result of misunderstanding keywords.</p> <p>Back to Question</p>
7	003	A	<p>Option A is correct because weeding the collection will eliminate the need to mark, catalog and inventory books that will not become part of the school library's collection. Options B through D are incorrect because these will not be done if the book does not become a part of the school library's collection.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
8	004	D	<p>Option D is correct because inviting community members to participate would serve the purpose of involving them in the school library program in a positive way. Option A is incorrect because it makes use of community resources but does not involve the community. Option B is incorrect because it involves only parents and teachers. Option C is incorrect because community members would not have access to the school newsletter.</p> <p>Back to Question</p>
9	006	D	<p>Option D is correct because allowing public access opens the school library collection to scrutiny from a greater number of people. Option A is incorrect because there is no correlation between availability of a catalog and overdue materials. Options B and C are incorrect because online catalogs allow users to view and, in some cases, to have limited interaction with the catalog, not to enter its operating system.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
10	006	C	<p>Option C is correct because teleconferencing results is the greatest and most natural communication between groups of people in different locations.</p> <p>Option A is incorrect because it is appropriate for one-on-one conversation but would not allow the groups to interact with each other freely.</p> <p>Option B is incorrect because it does not allow interaction between the two groups of teachers.</p> <p>Option D is incorrect because it is likely to be cost prohibitive.</p> <p>Back to Question</p>
11	002	B	<p>Option B is correct because labeling items by grade level restricts their use for students in grade levels above and below.</p> <p>Option A is incorrect because limiting circulation is occasionally necessary to ensure the availability of materials.</p> <p>Option C is incorrect because it is reasonable for a school library to align its collection to the grade levels of its users.</p> <p>Option D is incorrect because the use of library cards is necessary for keeping track of library materials and does not limit students' access.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
12	002	D	<p>Option D is correct because longer hours will allow students increased access to the materials in the library. Options A and B are incorrect because students can both access all materials and select materials without guidance during regular school hours. Option C is incorrect because computer filtering systems are not turned on and off according to school hours.</p> <p>Back to Question</p>
13	002	B	<p>Option B is correct because the display area is not in the library, but in the library classroom where it is both meaningful and appropriate to display the work of students and their peers. Options A, C and D are incorrect because they are more appropriate displays for the library itself since they serve to promote reading and the reading materials available in the library.</p> <p>Back to Question</p>
14	002	D	<p>Option D is correct because it considers that the principal does not realize that the librarian is needed in the library after school and provides the opportunity for the librarian to be assigned another duty. Option A is incorrect because it reduces users' access to the library. Option B is incorrect because it would leave students unattended at the buses. Option C is incorrect because duty assignments are made by the principal, not by agreement between teachers.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
15	001	C	<p>Option C is correct because a primary purpose of storytelling is enabling the listener to experience a story through imagination. Option A is incorrect because storytelling is oral. Option B is incorrect because discussion does not occur during storytelling. Option D is incorrect because reasoning requires students to apply logic to form conclusions. This skill would not be developed by listening to a storyteller.</p> <p>Back to Question</p>
16	001	D	<p>Option D is correct because most popular books for children and adolescents are about struggling toward adulthood. Options A through C are incorrect because these themes, although sometimes present, are not the most commonly found in fiction for middle school students.</p> <p>Back to Question</p>
17	003	B	<p>Option B is correct because acceptable use policies provide guidelines for the use of a district's technology and would address individual's access to personal email in school. Option A is incorrect because selection policies provide guidelines for the development of the library collection. Option C is incorrect because the code of conduct regulates student behavior. Option D is incorrect because an equitable access policy guarantees equal access to all users to the library's materials, programs and services.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
18	004	D	<p>Option D is correct because the librarian should evaluate the present program for strengths and weaknesses to guide its redesign. Options A, B and C are incorrect because these steps would occur later in the revision process.</p> <p>Back to Question</p>
19	003	C	<p>Option C is correct because including the librarian in planning sessions will help integrate the librarian into the faculty and will help develop opportunities for students to use the library for research, which are both goals outlined in <i>School Library Programs: Standards and Guidelines for Texas</i>. Option A is incorrect because the technology responsibilities have already been assigned to a technology specialist. Option B is incorrect because class schedules are already in place and likely cannot be changed until the coming school year. Option D is incorrect because forming a team with other specialists would not serve to meet the goals stated in the <i>Standards and Guidelines</i>.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
20	004	B	<p>Option B is correct because it allows the school librarian to meet community members and showcase the library's resources. Option A is incorrect because it will form connections with only those parents who are available to volunteer. Option C is incorrect because it will form connections with only those groups able to provide donations. Option D is incorrect because opening the school building to the public would pose a security risk to students and staff.</p> <p>Back to Question</p>
21	005	C	<p>Option C is correct because Cataloging in Publication (CIP) is a prepared bibliographic record containing most of the information needed to enter data into a catalog system. Option A is incorrect because the work's title page is helpful for doing original cataloging, which is done by the professional librarian. Option B is incorrect because AACR2 is a guide for descriptive cataloging only. Option D is incorrect because <i>Sears</i> is a guide for subject cataloging only.</p> <p>Back to Question</p>
22	005	B	<p>Option B is correct because a policy for the selection of materials in the school library exists to explain and support which materials are included in the collection. Options A, C and D are incorrect because they do not provide guidance for the development of the school library collection.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
23	005	C	<p>Option C is correct because searching a resource using terms chosen by the author and recognized by the database returns focused and precise results. Option A is incorrect because controlled vocabulary is not related to the chronology of the returned results. Option B is incorrect because controlled vocabulary is not required to use Boolean searching. Option D is incorrect because controlled vocabulary does not relate to the process of cataloging.</p> <p>Back to Question</p>
24	005	B	<p>Option B is correct because <i>Booklist</i> publishes only recommended items. Options A and D are incorrect because both <i>School Library Journal</i> and <i>The Horn Book Magazine</i> publish both positive and negative reviews. Option C is incorrect because <i>American Libraries</i> does not publish reviews.</p> <p>Back to Question</p>
25	006	A	<p>Option A is correct because an interlibrary loan cannot be processed without the data necessary to identify the requested item. Options B and D are incorrect because they are the responsibility of the borrowing library. Option C is incorrect because it is the responsibility of the lending library.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
26	001	D	<p>Option D is correct because the individual budget of a school library may not support the purchase of an expensive service, such as an online database. Libraries belonging to a consortium have increased buying power. Options A and B are incorrect because a library does not need to belong to a consortium to have access to the services described. Option C is incorrect because the amount of technical support offered is determined by the vendors of individual products.</p> <p>Back to Question</p>
27	004	A	<p>Option A is correct because an open house exposes a large number and variety of people to the resources, programs and services of the library. Option B is incorrect because it would be an expenditure of funds difficult to justify. Options C and D are incorrect because they would do little to raise awareness outside of a limited group of people.</p> <p>Back to Question</p>
28	005	C	<p>Option C is correct because under most circumstances, using a taped television program for face-to-face instruction for a limited amount of time is considered fair use. Options A, B and D are incorrect because they do not serve the purpose of copyright law — the protection of the creator’s intellectual property.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
29	001	A	<p>Option A is correct because the teacher and the librarian each contribute their expertise in planning the lesson. Option B is incorrect because a librarian cannot require a teacher to meet outside school hours. Option C is incorrect because much of the unit can effectively be taught in the classroom, with library use integrated when appropriate. Option D is incorrect because acting independently to plan lessons is not an example of collaboration.</p> <p>Back to Question</p>
30	001	B	<p>Option B is correct because to determine the effectiveness of the library program, a principal must know the extent to which the program is serving the information needs of students and staff. Options A and C are incorrect because they would not provide any information a principal is likely to find meaningful. Option D is incorrect because it does not serve to inform the principal of library activities.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
31	006	B	<p>Option B is correct because an automated system can be networked to allow users remote access for browsing the catalog and managing their accounts. Option A is incorrect because a professional librarian performs many duties unrelated to the library management system. Option C is incorrect because the general practice is to keep circulation records for the shortest amount of time to protect users' privacy. Option D is incorrect because this is not the primary advantage of using these systems.</p> <p>Back to Question</p>
32	005	B	<p>Option B is correct because the bulk of a library's budget is used to add new materials to the collection, and the majority of new materials will be those newly published. Options A, C and D are incorrect because under usual circumstances, those areas of the collection make up a small portion of the yearly purchases.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
33	006	D	<p>Option D is correct because a licensing agreement is a legal contract between a software author or publisher and the end user of the software. It obligates the end user to comply with any use restrictions stated in the agreement. Option A is incorrect because a warranty is a written guarantee, issued to a consumer by a manufacturer that outlines the procedures for repairing or replacing a product. Options B and C are incorrect because hardware requirements, grade levels, and content areas are included in product descriptions, not licensing agreements.</p> <p>Back to Question</p>
34	005	C	<p>Option C is correct because the primary purpose of an inventory is to ensure that catalog records accurately reflect the library's holdings by bringing to light inconsistencies between actual holdings and the library's official records. Options A, B and D are incorrect because they are actions that result from an inventory, not the purpose of an inventory.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
35	004	B	<p>Option B is correct because the overarching purpose of gathering statistics is demonstrating the value of the library’s resources, programs, and services to the school and greater communities. Options A, C and D are incorrect because while statistics may be one of several factors used in managing the library, reaching different user groups, or forming long-term plans, none of these actions is their primary purpose.</p> <p>Back to Question</p>
36	002	D	<p>Option D is correct because fluctuations in temperature and humidity are damaging to print materials. Option A is incorrect because light accelerates the deterioration of paper, and proximity to outside airflow will result in fluctuations of temperature and humidity. Option B is incorrect because the weight of stacked volumes compresses the books’ spines and pages. Option C is incorrect because plastic sheeting may trap moisture, encouraging warping, mold formation, and insect infestation.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
37	003	D	<p>Option D is correct because the librarian is a professional educator and is capable of applying the principles of classroom management. Options A and B are incorrect because although the responsibility is often shared with teachers, the librarian is the primary manager of student behavior in the library. The librarian can redirect the students without teacher help or without asking the class to leave the library. Option C is incorrect because the students' purpose in the library is to select and read their books, not to serve as library helpers.</p> <p>Back to Question</p>
38	005	A	<p>Option A is correct because Class 000, Generalities, is the appropriate Dewey class for works on the subject of monsters, aliens, and similar phenomena. Options B through D are incorrect because those classes are appropriate for works on religion, technology and literature, respectively.</p> <p>Back to Question</p>
39	006	C	<p>Option C is correct because a work that is available in alternate formats, for example, a larger size or different binding, will have an ISBN for each format. Options A, B and D are incorrect because the features described do not result in distinct ISBNs.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
40	001	B	<p>Option B is correct because reluctant readers prefer books that present information in short chunks and have inherently high-interest topics, low page counts, and attention-grabbing descriptions.</p> <p>Option A is incorrect because fiction works generally make better read-alouds than nonfiction works because listeners are engaged by following a compelling plot. Option C is incorrect because a work on cryptids is not relevant to a life science course. Option D is incorrect because successful reading club selections stimulate discussion with engaging story lines and complex conflicts.</p> <p>Back to Question</p>

Study Plan Sheet

Content covered on test	How well do I know the content?	What material do I have for studying this content?	What material do I need for studying this content?	Where can I find the materials I need?	Dates planned for study of content	Date Completed

Preparation Resources

The resources listed below may help you prepare for the TExES test in this field. These preparation resources have been identified by content experts in the field to provide up-to-date information that relates to the field in general. You may wish to use current issues or editions to obtain information on specific topics for study and review.

JOURNALS

Book Report, Linworth Publishing, Inc.

Knowledge Quest, American Association of School Librarians.

Library Media Connection, Linworth Publishing, Inc.

Media and Methods, Media and Methods Publishing.

School Library Journal, Media Source.

School Library Media Quarterly, American Library Association.

Teacher Librarian: The Journal for School Library Professionals, Scarecrow Press, Inc.

OTHER RESOURCES

Adams, Helen. (2008). *Ensuring Intellectual Freedom and Access to Information in the School Library Media Program*. Englewood, Colo.: Libraries Unlimited, Inc.

American Library Association. (2007). *Standards for the 21st-Century Learner*. Chicago, Ill.: American Library Association.

American Library Association. (2009). *Standards for the 21st-Century Learner in Action*. Chicago, Ill.: American Library Association

American Library Association. (2015). *Intellectual Freedom Manual*, Ninth Edition. Chicago, Ill.: American Library Association.

Bielefield, Arlene, and Cheeseman, Lawrence. (2002). *Library Patrons and the Law*. New York, N.Y.: Neal-Schuman Publishers, Inc.

Everhart, Nancy. (1998). *Evaluating the School Library Media Center: Analysis Techniques and Research Practices*. Englewood, Colo.: Libraries Unlimited, Inc.

Gilmore-See, Janice. (2010). *Simply Indispensable: An Action Guide for School Librarians*. Englewood, Colo.: Libraries Unlimited, Inc.

Grasslan, Esther, and Joan Kaplowitz. (2009). *Information Literacy Instruction: Theory and Practice*, Second Edition. New York, N.Y.: Neal-Schuman Publishers, Inc.

Haycock, Ken (Ed.). (1999). *Foundations for Effective School Library Media Programs*. Englewood, Colo.: Libraries Unlimited, Inc.

Horning, Kathleen T. (2010). *From Cover to Cover, Evaluating and Reviewing Children's Books*, Revised Edition. New York, N.Y.: HarperCollins Publishers.

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- Jurkowski, Odin. (2010). *Technology and the School Library: A Comprehensive Guide for Media Specialists and Other Educators*. Lanham, Md.: Scarecrow Press.
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- MacDonnell, Kate. (2010) *Essential Documents for School Libraries*, Second Edition. Worthington, Ohio: Linworth Publishing, Inc.
- Matthew, Kathryn. (2010). *Neal-Schuman Guide to Recommended Children's Books*, Second Edition. New York, N.Y.: Neal-Schuman Publishers, Inc.
- Owen, Patricia. (2012). *A 21-st Century Approach to School Librarian Evaluation*. Chicago: American Association of School Librarians.
- Repman, Judi, and Gail Dickinson. (2015). *School Library Management*, Fifth Edition. Worthington, Ohio: Linworth Publishing, Inc.
- Riedling, Ann Marlow. (2010). *Reference Skills for the School Library Media Specialist: Tools and Tips*, Third Edition. Worthington, Ohio: Linworth Publishing, Inc.
- Texas Education Agency. (2014). 2014 Progress Report on the Long-Range Plan for Technology 2006–2020: A Report to the 84th Texas Legislature. Austin, Texas.
- Texas Education Agency. (2016). School Library Programs: Standards and Guidelines for Texas. Austin, Texas.

ONLINE RESOURCES

- American Association of School Librarians — www.aasl.org
- American Library Association — www.ala.org
- International Society for Technology in Education — www.iste.org
- Texas Association of School Librarians — <http://txla.org/groups/TASL>
- Texas Education Agency — www.tea.texas.gov