
ILLINOIS LICENSURE TESTING SYSTEM

FIELD 220: LIBRARY INFORMATION SPECIALIST TEST FRAMEWORK

May 2018

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I. Teaching for Learning	0001–0003
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III. Information and Knowledge	0007–0009
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Teaching for Learning
Literacy and Reading
Information and Knowledge
Leadership and Advocacy
Program Management and Administration

SUBAREA I—TEACHING FOR LEARNING

0001 Understand various learning styles, stages of human growth and development, and factors that influence learning.

For example:

- Demonstrate understanding of methods for assessing learner needs and design instruction that reflects educational best practice.
- Apply principles for supporting the learning of all members of the learning community using knowledge of diverse characteristics and needs (e.g., learning styles, physical and intellectual abilities, social-emotional needs).
- Apply knowledge of strategies for using student interests, learning needs, and assessment data as a base for information literacy skills instruction.

0002 Apply concepts and skills needed to be an effective, knowledgeable educator and instructional partner.

For example:

- Apply knowledge of methods for documenting and communicating the effects of collaborative instruction on student achievement.
- Demonstrate knowledge of methods used for modeling, sharing, and promoting effective principles of teaching and learning independently and as a collaborative partner with other educators.
- Apply a variety of instructional strategies and assessment tools to design and develop digital-age learning experiences and assessments independently and as a collaborative partner with other educators.

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0003 Apply strategies to integrate information literacy skills and student learning standards into all aspects of the library program.

For example:

- Demonstrate knowledge of methods for planning and implementing instruction based on the American Association of School Librarians (AASL) standards, the Illinois Learning Standards, and the International Society for Technology in Education (ISTE) standards.
- Apply knowledge of strategies for integrating multiple literacies within the content curricula.
- Demonstrate understanding of the integration of emerging technologies as a means for effective and creative teaching and for supporting PreK–12 students' conceptual understanding, critical thinking, and creative processes.

SUBAREA II—LITERACY AND READING

0004 Apply knowledge of children's, young adult, and professional literature.

For example:

- Demonstrate knowledge of children's, young adult, and professional literature to support reading for information, pleasure, and lifelong learning.
- Apply knowledge of multiple formats and languages of literature to meet the needs of the learning community.
- Demonstrate knowledge of trends in children's, young adult, and professional literature and how those trends affect both the school library collection and student instruction.

0005 Understand strategies for promoting reading and literacy.

For example:

- Demonstrate knowledge of a wide variety of reading instructional strategies to ensure that PreK–12 students are able to create meaning from text.
- Apply knowledge of strategies for promoting leisure reading and model personal enjoyment of reading in order to promote habits of creative expression and lifelong reading to individuals and groups.

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0006 Understand the importance of diversity in literature.

For example:

- Demonstrate knowledge of how to develop a collection of reading and information materials in multiple formats that supports the diverse developmental, cultural, social-emotional, and linguistic needs of PreK–12 students and their communities.
- Apply knowledge of the diversity and needs of the learning community to both the school library program and collection.
- Apply knowledge of methods for promoting and supporting literature as a step toward the development of global awareness and diverse perspectives in all members of the learning community.

SUBAREA III—INFORMATION AND KNOWLEDGE

0007 Understand efficient and ethical location and use of information.

For example:

- Demonstrate knowledge of strategies for teaching, promoting, and modeling digital citizenship and the ethical use of information and ideas.
- Apply knowledge of multiple strategies for students, other educators, and administrators to locate, evaluate, and ethically use information.
- Demonstrate knowledge of methods for collaborating with students, other educators, and administrators to access, interpret, and communicate information.

0008 Understand strategies for ensuring ethical and equitable access to information and resources.

For example:

- Demonstrate knowledge of methods for ensuring flexible, open access to information in print, nonprint, and digital formats.
- Demonstrate knowledge of strategies for developing solutions for addressing barriers (e.g., physical, social, economic, intellectual) to equitable access to resources and services.
- Apply knowledge of approaches for modeling and communicating legal and ethical codes of the profession.

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0009 Understand information technology, research, and knowledge creation.

For example:

- Demonstrate knowledge of ways to design and adapt relevant learning experiences that engage students in authentic learning through the use of digital tools and resources.
- Apply knowledge of practices for modeling and facilitating the effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support researching, learning, creating, and communicating in a digital society.
- Demonstrate knowledge of methods for using evidence-based research and data to create and share new knowledge to improve practice in school libraries.

SUBAREA IV—LEADERSHIP AND ADVOCACY

0010 Understand the library information specialist's role as an education professional in both the school and the library communities.

For example:

- Demonstrate understanding of practices for establishing connections with other libraries (e.g., local, regional, state), strengthening cooperation for resource sharing, networking, and facilitating access to information.
- Analyze the importance of participating in professional growth and leadership opportunities through membership in professional associations, attending professional conferences, reading professional publications, and exploring online resources.
- Demonstrate knowledge of strategies for participating and collaborating in professional learning networks.

0011 Understand the library information specialist's leadership role.

For example:

- Demonstrate knowledge of ways to articulate the school library program's impact on student academic achievement within the context of current school and state educational initiatives.
- Apply knowledge of evidence-based practice and information from education and library research, and methods to communicate ways in which the school library program can enhance school improvement efforts.

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0012 Understand the library information specialist's advocacy role.

For example:

- Demonstrate knowledge of methods for interacting with stakeholders within and outside the school community who have an impact on the school library program.
- Apply knowledge of strategies for developing a plan to advocate for school library and information programs, resources, and services.
- Apply knowledge of strategies for advocating for intellectual freedom and privacy.

SUBAREA V—PROGRAM MANAGEMENT AND ADMINISTRATION

0013 Understand methods for evaluating and selecting print, nonprint, and digital resources in the collection.

For example:

- Apply knowledge of methods for developing and managing a high-quality school library collection designed to meet the diverse curricular, personal, and professional needs of students, educators, administrators, and the greater learning community.
- Demonstrate knowledge of strategies used for organizing school library collections according to current library cataloging and classification principles and standards.

0014 Understand professional ethics in all aspects of the school library program.

For example:

- Demonstrate knowledge of strategies for modeling the ethical principles of the profession and distinguishing between personal convictions and professional duty.
- Demonstrate knowledge of the principles of intellectual freedom and privacy.
- Apply knowledge of strategies for educating the school community on the ethical use of information and ideas.

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0015 Understand strategies necessary for the management of personnel, funding, and facilities.

For example:

- Apply knowledge of best practices related to planning, budgeting, and evaluating human, information, and physical resources.
- Demonstrate knowledge of methods for organizing library facilities to enhance the use of information resources and services and to ensure equitable access to all resources for all users.
- Apply knowledge of ways to develop, implement, and evaluate policies and procedures that support teaching and learning in school libraries.

0016 Understand best practices for strategic planning and assessment.

For example:

- Demonstrate knowledge of best practices for communicating and collaborating with students, other educators, administrators, and community members to develop a school library program that aligns resources, services, and standards with state, district, and school missions.
- Demonstrate knowledge of best practices for making effective use of data and information to assess how the school library program addresses the needs of its diverse communities.
- Demonstrate knowledge of the purpose and components of current Illinois guidelines for school library programs (i.e., *Linking for Learning*).