

## Minnesota State University

### Library Media Education Program: Dispositions

Candidates in the Library Media Education program at MSU must document at minimum a satisfactory performance on all of the dispositions listed below. Though assessment of dispositions is an ongoing process, a final documentation of 'Developing and Secure' performance of all dispositions is required before a library media will be approved for licensure. A record of ongoing assessments will be maintained at each transition point and prior to the internship. Candidates receiving three or more, or repeated unsatisfactory ratings in the same area will result in the development of an assistance plan. Candidate performance will be assessed according to these levels:

<b>Unsatisfactory (1)</b>	<b>Basic Skills (2)</b>	<b>Developing Skills (3)</b>	<b>Secure Skills (4)</b>
Deficient in basic understanding or need for this disposition and is unable or unwilling to implement.	Developing the understanding of this disposition. However, implementation is not always consistent or successful.	Demonstrates the evidence of understanding this disposition and generally implements successfully.	Frequently goes above and beyond expectations. Shows leadership or passion. Engages in proactive behavior successfully.

<b>Domain A: Planning and Preparation</b>					
		<b>Unsatisfactory</b>	<b>Basic</b>	<b>Developing</b>	<b>Secure</b>
<b>Collaboration</b>	Envisions, collaborates and enables a comprehensive plan for identifying the information needs of the learning community.				
	Collaborates with the learning community to align the program and information literacy standards with the school's goals, priorities and national curriculum standards.				
<b>Effort and Preparation</b>	Develops, monitors and assesses the program to create a positive learning environment				
	Demonstrates knowledge of current issues and research				
	Designs coherent library media instructional program				
	Demonstrates knowledge in budgeting, supervision, scheduling, and organizing the program				
<b>Domain B: Classroom Learning Environment</b>					
<b>Proactive</b>	Reports regularly to the learning community regarding the program.				
	Establishes and maintaining a culture for learning.				
	Listens and responds appropriately to the learning communities needs.				
	Addresses problems rather than avoids problems.				
	Serves on the school's curriculum or decision making body.				
<b>Honor Differences</b>	Creates an environment of respect and rapport.				
	Encourages the talents of the learning community.				
	Recognizes and respects individuality.				
	Provides materials and instructional programs that meet diverse learner needs.				

<b>Domain C: Teaching for Student Learning</b>					
		Unsatisfactory	Basic	Developing	Secure
<b>Active Learning</b>	Provides a library media culture that assures students are meaningfully engaged in active learning.				
<b>Knowledge</b>	Demonstrates the necessary knowledge related to the importance of the school library media program and student achievement				
<b>Reflection</b>	Develops a library media program culture that is flexible, collaborative, innovative and supportive of efforts to improve achievement of all students.				
	Collects and analyzes data to improve decision-making about the continuous improvement of the library media program				
	Accommodate changes in critical areas as the school's population and the development and availability of new resources and technologies.				
<b>Differentiation</b>	Understand and support curriculum standards and assessments with resources in order to meet the differing needs of the learning community.				
<b>Knowledge</b>	Demonstrates the necessary knowledge related to library media, technology, learning and teaching.				
<b>Domain D: Professionalism</b>					
<b>Respectful Relationships</b>	Interacts with the learning community in a positive, professional manner.				
	Perceives and respects the physical, emotional, and social boundaries of others.				
	Perceives and respects diversity among groups of people and individuals based on age, ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation and geographical area.				
<b>Integrity</b>	Adheres to the Code of Ethics established by the American Library Association and the American Association of School Librarians.				
	Adheres to the Code of Ethics established by the Minnesota Board of teaching.				
<b>Responsibility and Work Ethic</b>	Completes tasks in a timely and responsible manner				
	Accepts personal responsibility for one's own actions				
	Supports the intellectual and academic growth of the learning community.				
<b>Commitment to library media and professionalism</b>	Engages in professional growth: reading, scholarly work, conferences, workshops and further coursework.				
	Uses proper grammar and vocabulary in written and oral communication.				
	Models the effective use of technology for learning and teaching				