# Educational Leadership Disposition Assessment

**Name:** ____________________________________________  **Date:** ______________________

**Evaluator:** ____________________________________________

Directions: Please use the following numbers to rate the individual on each disposition based on the following scale by marking the corresponding number in the cell. Please note that italicized constructs are further explained in the technical manual. Indicators for each disposition are found in the cells. Scores for each of the fifteen dispositions will be averaged to calculate an overall composite score. Lastly, please add comments to support ratings as needed.

0-Needs Improvement: minimal evidence of understanding and commitment to the disposition

1-Developing: some evidence of understanding and commitment to the disposition

2-Meets Expectations: considerable evidence of understanding and commitment to the disposition

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### Disposition: Confidence

<table>
<thead>
<tr>
<th>Associated Indicators</th>
<th>Needs Improvement</th>
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</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>□ Demonstrates indecisiveness.</td>
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<tr>
<td>□ Lacks self-assurance as a leader.</td>
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<tr>
<td>□ Demonstrates arrogance.</td>
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### Disposition: Determined/Perseverance NELP 2.1

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<tr>
<td>□ Does not demonstrate perseverance and resilience (grit) as evidenced by giving up easily during difficult situations.</td>
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<tr>
<td>□ Demonstrates inconsistent commitment and follow through on tasks and responsibilities.</td>
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### Disposition

#### 3. Vision
**NELP 1.1**

<table>
<thead>
<tr>
<th>Needs Improvement</th>
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<tbody>
<tr>
<td><strong>□</strong> Unable to work with stakeholders to develop and communicate a school vision.</td>
<td><strong>□</strong> Strives to share a vision of what is possible with stakeholders.</td>
<td><strong>□</strong> Collaboratively leads, develops, and communicates a school vision that reflects a core set of values and principles.</td>
</tr>
<tr>
<td><strong>□</strong> Unable to see the big picture when making key decisions.</td>
<td><strong>□</strong> Sometimes has difficulty seeing the big picture when making key decisions.</td>
<td><strong>□</strong> Ability to see the big picture when making key decisions.</td>
</tr>
<tr>
<td><strong>□</strong> Does not embed the vision in all decisions.</td>
<td><strong>□</strong> Attempts to embed the vision in all decisions, expectations, and daily practice.</td>
<td><strong>□</strong> Embeds the vision in all decisions, expectations, and daily practice.</td>
</tr>
<tr>
<td><strong>□</strong> Unable to communicate a clear vision openly.</td>
<td><strong>□</strong> Attempts to communicate a clear vision openly.</td>
<td><strong>□</strong> Communicates a clear vision openly with a voice characterized by purpose.</td>
</tr>
</tbody>
</table>

#### 4. Driven to Learn
**NELP 2.1**

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<tr>
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<tbody>
<tr>
<td><strong>□</strong> Does not accept constructive feedback for continuous improvement of professional behaviors.</td>
<td><strong>□</strong> Occasionally accepts constructive feedback for continuous improvement of professional behaviors.</td>
<td><strong>□</strong> Accepts constructive feedback for continuous improvement of professional behaviors.</td>
</tr>
<tr>
<td><strong>□</strong> Demonstrates little to no evidence of life-long learning for self and others.</td>
<td><strong>□</strong> Demonstrates some evidence of life-long learning for self and others.</td>
<td><strong>□</strong> Proactively demonstrates life-long learning for self and others.</td>
</tr>
<tr>
<td><strong>□</strong> Demonstrates little to no reflection on learning and professional practice.</td>
<td><strong>□</strong> Sometimes reflects on learning and professional practice.</td>
<td><strong>□</strong> Consistently reflects on learning and professional practice.</td>
</tr>
</tbody>
</table>

#### 5. Conflict Resolution
**NELP 2.1, 2.2, 2.3**

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<tr>
<td><strong>□</strong> Avoids difficult conversations by appearing to feel fearful of conflict or expecting a bad outcome.</td>
<td><strong>□</strong> Willing to have difficult conversations but not always successful.</td>
<td><strong>□</strong> Effectively has difficult conversations demonstrating the idea that dealing with conflict directly is the best thing for both sides.</td>
</tr>
<tr>
<td><strong>□</strong> Does not resolve conflict or does so in a destructive manner resulting in lose-lose solutions that are demoralizing or humiliating.</td>
<td><strong>□</strong> Sometimes resolves conflict resulting in win-lose solutions.</td>
<td><strong>□</strong> Proactively resolves disagreements with a calm, non-defensive, and respectful reaction and identifies win-win solutions in a timely manner.</td>
</tr>
<tr>
<td><strong>□</strong> Reluctant to listen or take into consideration each person’s/group’s point of view before acting or offering a resolution.</td>
<td><strong>□</strong> Attempts to listen before acting or offering a resolution.</td>
<td><strong>□</strong> Respectfully listens to understand conflict and each person’s/group’s point of view before acting or offering a resolution.</td>
</tr>
</tbody>
</table>
### Disposition: Embraces Diversity and Equity NELP 3.1, 3.3, 5.1

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<tr>
<td>□ Demonstrates behaviors that hinder an inclusive school culture as evidenced by a lack of acceptance of others.</td>
<td>□ Attempts to promote an inclusive school culture with little to no partiality towards others.</td>
<td>□ Promotes a climate that makes the school welcoming, inclusive, and accepting of all students by treating others fairly and by not showing partiality to any persons or groups.</td>
</tr>
<tr>
<td>□ Does not have a clear understanding about culture and race as evidence by a disregard for the diverse needs, interests, and strengths of students, staff, and the larger community.</td>
<td>□ Demonstrates some gaps in understanding about culture and race and the importance in embracing the diverse needs, interests, and strengths of students, staff, and the larger community.</td>
<td>□ Demonstrates critical consciousness of culture and race by embracing the diverse needs, interests, and strengths of all students, staff, and the larger community.</td>
</tr>
<tr>
<td>□ Lacks cultural responsiveness as evidenced by missed opportunities to respond to the cultural and diverse needs of others.</td>
<td>□ Has an awareness of cultural responsiveness and attempts to support others in being culturally responsive.</td>
<td>□ Demonstrates cultural responsiveness and promotes such responsiveness among the school at large.</td>
</tr>
</tbody>
</table>

### Disposition: Relationship Skills NELP 2.3, 5.1, 5.2, 5.3

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<tr>
<th>Needs Improvement</th>
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</tr>
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<tbody>
<tr>
<td>□ Fails to create positive and professional relationships with faculty, staff, and students.</td>
<td>□ Attempts to create positive and professional relationships with faculty, staff, and students.</td>
<td>□ Possesses an ability to create positive and professional relationships with faculty, staff, and students by supporting others within and outside of their presence.</td>
</tr>
<tr>
<td>□ Does not demonstrate a commitment towards building positive relationships with community stakeholders.</td>
<td>□ Dedication towards building positive relationship with community stakeholders is inconsistent.</td>
<td>□ Demonstrates dedication towards collaboratively building positive relationships with community stakeholders for the benefit of school improvement and P-12 student growth.</td>
</tr>
<tr>
<td>□ Demonstrates little to no effort in creating a respectful climate among faculty, staff, and students as noted by insensitivity to feelings of others as evidenced by a lack of compassion and empathetic social awareness.</td>
<td>□ Makes efforts to create a respectful climate among faculty, staff, and students by demonstrating sensitivity to feelings of others most of the time.</td>
<td>□ Creates a climate of respect and rapport among faculty, staff, and students by demonstrating sensitivity to feelings of others at all times.</td>
</tr>
<tr>
<td>□ Attempts to model ethical behaviors yet fails to build positive relationships with others.</td>
<td>□ Is ethical in manner and makes attempts to build positive relationships with stakeholders but is not always successful.</td>
<td>□ Conducts self in an ethical manner and conducts relationships in a way that cultivates ethical actions in others.</td>
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### Disposition

#### 8. High Expectations for All

**Associated Indicators**

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- □ Demonstrates little to no commitment to high expectations, high quality instruction, and collective accountability.
- □ Does not attempt to inspire others to accomplish challenging work.
- □ Rarely demonstrates personal accountability for one’s self as evidenced by modeling behaviors of high expectations.
- □ Demonstrates some commitment to high expectations, high quality instruction, and collective accountability.
- □ Attempts to inspire others to accomplish challenging work.
- □ Occasionally demonstrates personal accountability for one’s self as evidenced by modeling behaviors of high expectations.
- □ Committed to high expectations, high quality instruction, and collective accountability.
- □ Inspires others to accomplish challenging work.
- □ Demonstrates personal accountability for one’s self as evidenced by modeling behaviors of high expectations.

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#### 9. Positive Attitude

**Associated Indicators**

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- □ Does not serve as an advocate and spokesperson for all stakeholders.
- □ Does not demonstrate a growth mindset towards challenging tasks.
- □ Does not respond in a positive or constructive manner to a variety of situations.
- □ Lacks the ability to remain positive in dealing with others and their feelings as evidenced by appearing to be impatient or aggravated by the situation at hand.
- □ Attempts to be an advocate and spokesperson for the school to all stakeholders.
- □ Occasionally demonstrates a growth mindset towards challenging tasks.
- □ Sometimes anticipates and responds in a positive or constructive manner.
- □ Tries to remain positive in dealing with others and their feelings but sometimes is challenged to effectively handle delicate situations.
- □ Is an advocate and spokesperson for the school to all stakeholders.
- □ Demonstrates a growth mindset towards challenging tasks.
- □ Anticipates and responds in a positive or constructive manner at all times.
- □ Displays a sense of what is appropriate and considerate in dealing with others as evidenced by being thoughtful of others’ feelings and skilled at handling difficult and delicate situations.
### Disposition Associated Indicators

#### 10. Effective Communication NELP 5.3

<table>
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<tr>
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<tbody>
<tr>
<td>□ Lacks open, honest, and purposeful communication and at times loses composure.</td>
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<tr>
<td>□ Does not create open communication with others that includes multiple forms of communication (e.g., oral, written, digital).</td>
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<tr>
<td>□ Lacks the ability to articulate a clear point of view in an accurate and concise manner.</td>
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<tr>
<td>□ Seems distracted when listening and clearly does not possess the ability to engage in effective communication skills in engendering good relationships, trust, or mutual respect.</td>
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<tr>
<td>□ Makes attempts to communicate openly, honestly, and purposefully while exhibiting poise and professionalism, but is not always effective.</td>
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<tr>
<td>□ Sometimes creates open communication channels with others that includes multiple forms of communication (e.g., oral, written, digital).</td>
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<tr>
<td>□ Attempts to articulate a clear point of view in an accurate and concise manner.</td>
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<tr>
<td>□ Listens to others and attempts to build bridges between stakeholders to promote good relationships, establish trust and develop mutual respect.</td>
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<tr>
<td>□ Communicates openly, honestly, and purposefully while exhibiting poise and professionalism, even when it is uncomfortable or unpopular.</td>
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</tr>
<tr>
<td>□ Creates open communication channels with others that includes multiple forms of communication (e.g., oral, written, digital).</td>
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<tr>
<td>□ Articulates a clear point of view in an accurate and concise manner.</td>
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<tr>
<td>□ Actively listens to diverse perspectives and uses the process of communication to link individuals, groups, and the school to build relationships, establish trust, and earn respect for self and others.</td>
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#### 11. Integrity NELP 2.1

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<tbody>
<tr>
<td>□ Often makes decisions without regard to fairness, transparency, and collaboration.</td>
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<tr>
<td>□ Fails to accept personal and professional accountability for own behavior and the educational processes of the school, tends to make excuses and cast blame on others or circumstances.</td>
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<tr>
<td>□ Is inconsistent in words, actions, and deeds with large gaps between what he/she says and what he/she does. Leader is not dependable; rarely follows through on promises, often fails to keep his/her word.</td>
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<tr>
<td>□ Demonstrates strength when making decisions that are ethical and in the best interest of the students and school at large as evidenced by the ability to reflect on, communicate, cultivate, and model integrity, trust, fairness, transparency, and collaboration.</td>
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<tr>
<td>□ Accepts personal and professional accountability for own behavior and the educational processes of the school.</td>
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<tr>
<td>□ Accepts total personal and professional accountability for own behavior and the educational processes of the school.</td>
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<tr>
<td>□ Is consistent in words, actions, and deeds with no gaps between what he/she says and what he/she does. Leader is dependable; follows through on promises, keeps his/her word.</td>
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</table>
### Disposition Associated Indicators

#### 12. Creates a Positive Culture NELP 3.1, 7.2, 7.3

<table>
<thead>
<tr>
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- **Needs Improvement**
  - Lacks shared beliefs and does not foster a sense of community and cooperation.
  - Tends to take full ownership and does not delegate.
  - Misses opportunities to recognize and praise others.
  - The culture of the school is embroiled with dysfunction and mistrust.

- **Developing**
  - Attempts to foster shared beliefs and a sense of community and cooperation by promoting positive morale.
  - Attempts to delegate but demonstrates missed opportunities.
  - Occasionally recognizes and praise others.
  - Works to develop trusting relationships among members of the school community.

- **Meets Expectations**
  - Fosters shared beliefs and a sense of community and cooperation by promoting positive morale.
  - Delegates work/tasks appropriately as evidenced by distributed leadership.
  - Recognizes and celebrates efforts of others in a timely and consistent manner.
  - Successfully generates an environment of trust and authentic relationships.

#### 13. Possesses Professional Beliefs, Commitment, and Work Ethic NELP 2.1, 7.3

<table>
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- **Needs Improvement**
  - Lacks the commitment needed to ensure the school will make a difference in the academic, social and emotional lives of students.
  - Demonstrates a lack of commitment towards the school and professional responsibilities as evidenced by an inability to produce acceptable work.

- **Developing**
  - Demonstrates an understanding of the importance of promoting the collective belief that the school can positively impact students academically, socially and emotionally, yet needs to further clarify how this can be accomplished.
  - Demonstrates an individual commitment to their school as evidenced by completing tasks.

- **Meets Expectations**
  - Fosters a collective belief that the school will make a difference in the academic, social and emotional lives of students.
  - Demonstrates an unwavering commitment towards the school and professional responsibilities as evidenced by a consistent producing high quality work.
### Disposition 14. Adaptable in Working with Staff and Stakeholders

<table>
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- Leads in an autocratic style as evidenced by not being receptive to diverse perspectives.
- Does not seek input from stakeholders to help inform decisions.
- Leadership approach is inflexible and does not meet the needs of those being led.
- Often makes decisions based on what is popular rather than what is best.
- Sometimes seeks input from stakeholders to make informed decisions.
- Leadership approach does not always meet the needs of those being led.
- Collaboratively engages staff and stakeholders to seek and consider diverse perspectives.
- Actively cultivates relationships and solicits stakeholder input to make informed decisions.
- Differentiates leadership approach based on the different needs of those individuals being led.

### Disposition 15. Self-Aware of Strengths and Weaknesses

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- Is reactive as opposed to being proactive and demonstrates lack of self-regulation as evidenced by overreacting to challenging situations or sensitive issues.
- Does not demonstrate awareness of their disposition, and fails to self-reflect on how their behaviors influence the people with whom they work and serve, and is challenged to recognize any behavior that they need to change in order to lead more effectively.
- Occasionally responds more emotionally or forcibly than is justified in challenging situations, but attempts to self-reflect after initial response is one of overreaction.
- Demonstrates some awareness of their disposition, and can self-reflect to determine how their behaviors influence the people with whom they work and serve, and recognize any behavior that they need to change in order to lead more effectively.
- Demonstrates the social emotional competence needed to maintain composure in challenging situations by being proactive rather than reactive.
- Demonstrates full awareness of their disposition, and can self-reflect to determine how their behaviors influence the people with whom they work and serve, and recognize any behavior that they need to change in order to lead more effectively.

**AVERAGE COMPOSITE SCORE ACROSS FIFTEEN DISPOSITIONS:**

**COMMENTS:**