



Leadership Dispositions Assessment and University Supervisor Evaluation

This instrument is to be filled out by the on-site placement supervisor of the principal candidate. A score of 2 or better is required for each entry.

Indicator		Below Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)	Not Observed	Score
1	Complies with laws and regulations <i>NELP Standards 2, 6, 7</i>	Candidate's actions demonstrate lack of awareness of laws or regulations, or non-compliance with those laws and regulations.	Demonstrates knowledge of and compliance with laws and regulations in all professional activities as a leader.	Demonstrates knowledge of laws and regulations in all professional activities as a leader AND seeks opportunities for related professional development.	N/O	
2	Complies with district, school, and university policies <i>NELP Standards 1, 2, 6, 7</i>	Candidate's actions demonstrate lack of awareness of policies, or non-compliance with those policies.	Demonstrates knowledge of and compliance with school, district, and university policies in all professional activities.	Demonstrates knowledge of school, district and university policies in all professional activities AND seeks opportunities for related professional development.	N/O	
3	Maintains confidentiality <i>NELP Standards 2, 6</i>	Candidate is indiscriminate regarding student/staff records or student, staff, and family privacy.	Demonstrates confidentiality in the use and maintenance of student and staff records and upholds privacy concerning students, staff, and families.	Meets expectation <i>and</i> practices safeguards in non-classroom digital settings (e.g. passwords for social media platforms, shared classroom and school sites, transfers of data using a thumb drive rather than emails).	N/O	



4	Maintains professional appearance <i>NELP Standard 2</i>	Candidate's appearance reflects unawareness of or indifference to professional expectations.	Demonstrates knowledge of and readiness to meet professional appearance expectations.	Meets expectations and raises the bar for professional appearance in appropriate and beneficial ways.	N/O	
5	Demonstrates consistent attendance and punctuality for the rigors of the daily schedule of a leader <i>NELP Standards 2</i>	Demonstrates behaviors that are inconsistent with professional leadership norms regarding attendance and timeliness.	Candidate is reliable and makes prior arrangements when tardiness or absence is necessary. Candidate is punctual arriving to items on their schedule.	Meets expectation <i>and</i> is transparent about needs when accommodation is necessary such that they serve as model for other candidates	N/O	
6	Is prepared to lead <i>NELP Standards 3, 4, 5</i>	Approaches responsibilities in a manner that appears procrastinated or lacks adequate planning.	Demonstrates a pattern of preparedness in leading the required areas of building leadership.	Meets expectation and demonstrates productive preplanning to clarify, differentiate for, or provide additional alternative supports to address the objectives being addressed.	N/O	
7	Demonstrates integrity and ethical behavior <i>NELP Standard 2</i>	Raises questions about their honesty, trustworthiness, or ethics.	Demonstrates integrity, honesty, trustworthiness, and meets ethical expectations. The candidate is honest and ethical in their work.	Meets expectations and exhibits transparency and conscientiousness regarding personal and others' work.	N/O	

8	Addresses issues and problems professionally <i>NELP Standards 1, 2</i>	Evades problems or irrationally justifies reasons for the conflict; or candidate is rigid in thought or belief and is unwilling to consider alternative positions.	Confronts problems as they arise and manages conflict in a professional manner. Candidate actively listens before making judgments.	Meets expectation <i>and</i> proactively seeks resolution with fairness, tact, and humility.	N/O	
9	Exhibits enthusiasm/passion for instructional leadership <i>NELP Standard 4</i>	Demonstrates apathy, negativity, or disregard for personal learning or the learning of others.	Demonstrates enthusiasm for working with students and staff, and exhibits passion for teaching, learning, and the subject matters in the building.	Meets the expectation <i>and</i> engages in professional contexts to teach, share, and advocate what they believe and to innovate for improvement.	N/O	
10	Has high expectations for self, staff, students, and community <i>NELP Standards 1, 3, 4, 5</i>	Willingly accepts less than their personal best or staff/students' best performance and fails to encourage learning behaviors in self, staff, or students; perceives individuals' abilities through a deficit view of diversity or opportunity.	Possesses high educational standards for self and the same high educational standards for all. Candidate is committed to ensuring all students, staff, and the community have the opportunity to achieve their potential.	Meets the expectation and advocates for self, staff, and/or students to have exceptional learning opportunities.	N/O	
11	Demonstrates commitment to meeting students' diverse needs	Develops leadership with an emphasis on one style, approach, or focus; limited recognition of the	Respects differing strengths and needs. Candidate promotes equitable learning opportunities and adapts	Meets the expectation and adapts experiences to foster collaboration of individuals and	N/O	

	<i>NELP Standard 3</i>	individual needs of students.	leadership accordingly to further each individual's or team development.	teams across diverse backgrounds and abilities.		
12	Respects the beliefs and perspectives of others <i>NELP Standards 1, 2, 3</i>	Reflects an attitude of insularity; candidate is self-focused and unaware of the needs or perspectives of others.	Candidate is open-minded, appreciates multiple perspectives, and respects all individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.	Meets expectation and supports students, staff, colleagues, and the community through curiosity and interest in others' life experiences.	N/O	
13	Appreciates human diversity and cultural differences <i>NELP Standards 2, 3</i>	Inconsiderate regarding human diversity and resists learning more about ways to create safe and inclusive communities that honor diversity.	Appreciates and values human diversity by showing respect for and sensitivity to varied cultures and adapts interactions accordingly. Candidate promotes democratic and inclusive citizenship in the building.	Meets expectations and identifies ways to build agency in others through teaching and learning or community life.	N/O	
14	Develops positive and appropriate relationships <i>NELP Standards 2, 3, 5, 7</i>	Displays apathy about the needs for constructive relationships with students, staff, and families; struggles to maintain appropriate boundaries with all.	Establishes rapport and credibility with students, staff, colleagues, and families by treating others with dignity and respect. Candidate maintains appropriate relationships with all.	Meets expectations and builds constructive relationships with students, staff, and families that support community-based practices.	N/O	

15	Demonstrates responsiveness to feedback <i>NELP Standard 2</i>	Receives feedback but makes rationale for weaknesses; reflects reluctance to follow through on suggestions or needed improvements.	Candidate is open and willing to receive feedback and evaluation of leadership. Candidate is a thoughtful and responsive listener and observer.	Candidate seeks feedback on leadership practice. Demonstrates readiness to follow through immediately and effectively on suggestions.	N/O	
16	Demonstrates commitment to reflective practice <i>NELP Standards 2, 7</i>	Develops basic and limited reviews of leadership; reflections are minimal and/or simplistic.	Demonstrates routine critical reflection of his/her work and leadership for professional growth. Candidate uses ongoing analysis and reflection to improve their work.	Meets expectations and identifies strategies for continuing professional learning that extend out of reflective cycles.	N/O	
17	Demonstrates commitment to lifelong learning and professional development <i>NELP Standards 2, 7</i>	Focuses on meeting expectations for the current task and demonstrates little or no interest in further professional development.	Actively participates in professional growth opportunities, such as reading suggested works by those considered experts in an area of knowledge; attends provided workshops, talks with cohort members and mentors about their experiences.	Actively seeks professional growth opportunities, confers with colleagues to make the most of opportunities, and encourages others to do the same.	N/O	
18	Demonstrates commitment to collaborate with others	Participates in collaborative endeavors as required, expresses opinions and preferences, displays difficulty with	Collaborates with colleagues in learning communities and other professional areas; and/or Candidate demonstrates a willingness	Initiates and leads collaborative endeavors with colleagues, and models active, positive, and flexible professional engagement.	N/O	

	<i>NELP Standards 2, 3, 5, 7</i>	flexibility and/or reluctance to adopt recommendations of others.	to be flexible in cooperatively working with others.			
19	Engages in school-wide initiatives <i>NELP Standards 1, 2, 4, 6</i>	Focuses on school goals and tasks with little attention to broader school functions, activities, or shared culture.	Candidate willingly and with fidelity engages in school-wide efforts to build a shared vision and supportive culture.	Actively engages in school-wide functions and activities, encourages others to do so, and initiates opportunities to build school-wide shared culture or success.	N/O	
20	Demonstrates appropriate written and oral communication <i>NELP Standards 2, 6, 7</i>	Displays difficulty expressing ideas clearly in oral communication, and/or written communication includes incorrect grammar or awkward fluency.	Candidate demonstrates clear, and appropriate written and oral skills in communicating with colleagues, staff, students, parents, and other members of the learning community. Candidate expresses ideas using correct grammar in oral and written communication appropriate for the audience.	Models both oral and written communication that is professional, clear and concise, and displays an awareness of when and how to speak most effectively to any given audience.	N/O	

Total Score: