

Educational Leadership Disposition Assessment (ELDA) Data

Alignment

Alignment to National Standards

Disposition #1: Confidence

Disposition #2: Determined / Perseverance (NELP 2.1)

Disposition #3: Vision (NELP 1.1)

Disposition #4: Driven to Learn (NELP 2.1)

Disposition #5: Conflict Resolution (NELP 2.1, 2.2, 2.3)

Disposition #6: Embraces Diversity and Equity (NELP 3.1, 3.3, 5.1)

Disposition #7: Relationship Skills (NELP 2.3, 5.1, 5.2, 5.3)

Disposition #8: High Expectations for All

Disposition #9: Positive Attitude

Disposition #10: Effective Communication (NELP 5.3)

Disposition #11: Integrity (NELP 2.1)

Disposition #12: Creates a Positive Culture (NELP 3.1, 7.2, 7.3)

Disposition #12: Creates a Positive Culture (NELP 3.1, 7.2, 7.3)

Disposition #14: Adaptable in Working with Staff and Stakeholders (NELP 5.1, 5.2, 5.3)

Disposition #15: Self-Aware of Strengths and Weaknesses (NELP 2.1, 2.3)

How Alignment is Assured

The exam is developed directly from the MLDS standards which are directly aligned to the NELP standards. Alignment is assured through a third party, Watermark, Inc.

Evidence Overview

Use of Assessment as Part of the Quality Assurance System

Education leaders require a unique set of dispositions to be effective in their roles as administrators and directors. Dispositions of education leaders should be assessed over time and the assessment should incorporate an ongoing reflective process. The purpose of assessing the dispositions of education leadership candidates is to identify areas for growth and to provide appropriate and effective mentoring for the candidates.

Details of Assessment Administration

	Beginning of Program		Mid-Program		End of Program	
Program	Course	Completed by	Course	Completed by	Course	Completed by
MS CTE Leadership	CTE 5150	Student Self-Assessment	CTE 5022-Start of Semester	Student Self-Assessment	CTE 5022-End of Semester	Student and Faculty
EdS CTE Leadership	CTE 5150	Student Self-Assessment	CTE 5022-Start of Semester	Student Self-Assessment	CTE 5022-End of Semester	Student and Faculty
MSE/EdS Ed Leadership (K-12)	EDAD 5110 Foundations of Ed Admin	Student Self-Assessment	EDAD 6969 Internship in School Admin I	Student Self-Assessment	EDAD 6971 Internship II	Student and Faculty
EDS Ed Leadership (Superintendent)	EDAD 6700 Sch Dist Admin	Student Self-assessment		Student Self-Assessment	EDAD 6972 Internship Central Office	Student and Faculty

How the Evaluation is used to Measure Candidate Progress

Students in the College of Education Advanced Programs are requested to complete the ELDA assessment at the beginning, middle, and end of their program. For this evidence, a growth model will be evaluated by comparing student dispositions at the beginning and end of their programs. Means and standard deviations for each assessed disposition are reviewed by program faculty. Low-performing areas are highlighted as needing attention.

Evidence and Analysis

Directions Delivered to Candidates

One of UCM's accreditation requirements is to have students complete an Education Leadership Disposition Assessment (ELDA). You will need to complete this self-assessment at the start of this course and at the end. This is an assignment and is due by the end of the first week of the course (January 16).

Note: Select the "Mid-program" for the question asking "Choose the descriptor that best fits the student's position in the program"

Please use this link to complete the survey.

Evaluation Instrument

See below.

Assurance of Reliability and Validity

Wilson et al. 2019, provided the following information in regards to the reliability and validity of the assessment.

The EDLDA tool was created to meet accreditation standards found in national and state bodies that accredit and approve educator preparation programs. The Council for the Accreditation of Educator Preparation (CAEP) Advanced-Licensure Program Standards A1, A2, A3, and A5 require educator preparation programs to address and assess candidate dispositions. The EDLDA provides evidence for programs using the package to successfully meet each standard. The Educational Leadership Disposition Assessment (EDLDA) also meets Association for Advancing Quality in Educator Preparation (AAQEP) Standards 1 and 2 (2018). Additionally, the tool aligns with the National Educational Leadership Preparation (NELP) Standards as further described in this document.

Wilson et al. 2019, utilized educational leadership professors from a mid-sized university in the Southeastern region of the United States to conduct interrater reliability. The correlation coefficient for each disposition was found to be high.

In addition, Construct validity was ensured by alignment to the National Educational Leadership Preparation (NELP) Standards.

Presentation of Data

Summative Ratings for Beginning and Ending Student Self Assessment Years 2022, 2021, and 2020

	Beginning Mean	Ending Mean	Change	Number (n)
All Respondents	1.47	1.91	.44	Beginning N = 92 Ending N= 150
Females	1.47	1.88	.41	Beginning N = 58 Ending N= 108
Males	1.49	1.86	.37	Beginning N = 32 Ending N= 40
No Gender Given	N/A	N/A	N/A	Beginning N = 2 Ending N= 2
African American	1.36	1.67	.31	Beginning N = 11 Ending N= 6
Asian/PI	N/A	N/A	N/A	Beginning N = 1 Ending N= 1

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Caucasian	1.48	1.88	.40	Beginning N = 75 Ending N= 137
Other	1.48	1.89	.41	Beginning N = 3 Ending N= 2
Race Not Given	1.26	2.00	.74	Beginning N = 2 Ending N= 4

All Respondents t-test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Beginning	1.4686	47	.15215	.02219
	End	1.9095	47	.04624	.00674

Paired Samples Test

		Paired Differences					t	df	Significance	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	Beginning - End	-.44099	.12215	.01782	-.47686	-.40513	-24.750	46	<.001	<.001

Analysis and Interpretation

Student disposition data from the years 2019-2022 were collected and analyzed. Students self-assessed themselves at the beginning and end of their program. There were N = 92 students who submitted assessments at the beginning and N = 150 students with end-of-program submissions. Overall, students' mean ratings increased by almost one-half of a percentage point (based on the 0-2 scale). The students' mean beginning rating was 1.47 and the ending rating was 1.91.

Female students had a larger rating increase than males, .41 compared to .37 respectively. The race/ethnicity comparison is statistically invalid due to the minimal number of non-Caucasian students represented. Caucasian students' mean ratings increased by .40 points.

For further analysis, a paired samples *t*-test was run to help validate the descriptive statistics and to determine if the difference was statistically significant. The results from the *t*-test were significant. The ending ratings ($M = 1.91$, $SD .046$) were significantly higher than the beginning ratings ($M = 1.47$, $SD = .152$), $t(46) = -24.75$, $p < .001$.

Continuous Improvement

Focus Area(s)

The ELDA instrument has only been utilized in our college for the previous three years. Additional procedures for collecting and analyzing the data need to be implemented. For example, our instrument did not collect demographic information like gender and race/ethnicity. UCM staff had to go back and look up each respondent's demographic information and enter it into the spreadsheet for analysis. Additionally in the future, additional analysis could be completed comparing faculty assessments of the students to their own self-assessments.

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

Disposition	Associated Indicators		
1. Confidence	Needs Improvement 0	Developing 1	Meets Expectations 2
	<input type="checkbox"/> Demonstrates indecisiveness. <input type="checkbox"/> Lacks self-assurance as a leader. <input type="checkbox"/> Demonstrates arrogance.	<input type="checkbox"/> Is sometimes successful in decision making. <input type="checkbox"/> Attempts to lead others and develop loyal, informed followers. <input type="checkbox"/> Occasionally demonstrates the positive psychological states of confidence, high self-esteem, and resilience in themselves and strives to promote equivalent behaviors in others.	<input type="checkbox"/> Demonstrates self-assurance as evidenced by decisiveness in decision making. <input type="checkbox"/> Demonstrates the ability to lead others by being supportive in efforts to develop followers who act in the best interest of the school and students. <input type="checkbox"/> Shows consistency between their values, beliefs, and actions by developing the positive psychological states of confidence, high self-esteem, and resilience in themselves and others.

Disposition	Associated Indicators		
2. Determined/Perseverance NELP 2.1	Needs Improvement 0	Developing 1	Meets Expectations 2
	<input type="checkbox"/> Does not demonstrate perseverance and resilience (grit) as evidenced by giving up easily during difficult situations. <input type="checkbox"/> Demonstrates inconsistent commitment and follow through on tasks and responsibilities.	<input type="checkbox"/> Demonstrates perseverance and resilience (grit) most of the time yet has some difficulty managing unexpected adversity. <input type="checkbox"/> Demonstrates some commitment and consistency by following through on tasks and responsibilities.	<input type="checkbox"/> Demonstrates persistence (grit) and does not give up easily even when confronted with challenging situations. <input type="checkbox"/> Demonstrates strong commitment and consistent follow through on tasks and responsibilities.

Disposition	Associated Indicators		
3. Vision NELP 1.1	Needs Improvement 0	Developing 1	Meets Expectations 2
	<input type="checkbox"/> Unable to work with stakeholders to develop and communicate a school vision. <input type="checkbox"/> Unable to see the big picture when making key decisions. <input type="checkbox"/> Does not embed the vision in all decisions. <input type="checkbox"/> Unable to communicate a clear vision openly.	<input type="checkbox"/> Strives to share a vision of what is possible with stakeholders. <input type="checkbox"/> Sometimes has difficulty seeing the big picture when making key decisions. <input type="checkbox"/> Attempts to embed the vision in all decisions, expectations, and daily practice. <input type="checkbox"/> Attempts to communicate a clear vision openly.	<input type="checkbox"/> Collaboratively leads, develops, and communicates a school vision that reflects a core set of values and principles. <input type="checkbox"/> Ability to see the big picture when making key decisions. <input type="checkbox"/> Embeds the vision in all decisions, expectations, and daily practice. <input type="checkbox"/> Communicates a clear vision openly with a voice characterized by purpose.

Disposition	Associated Indicators		
4. Driven to Learn NELP 2.1	Needs Improvement 0	Developing 1	Meets Expectations 2
	<input type="checkbox"/> Does not accept constructive feedback for continuous improvement of professional behaviors. <input type="checkbox"/> Demonstrates little to no evidence of life-long learning for self and others. <input type="checkbox"/> Demonstrates little to no reflection on learning and professional practice.	<input type="checkbox"/> Occasionally accepts constructive feedback for continuous improvement of professional behaviors. <input type="checkbox"/> Demonstrates some evidence of life-long learning for self and others. <input type="checkbox"/> Sometimes reflects on learning and professional practice.	<input type="checkbox"/> Accepts constructive feedback for continuous improvement of professional behaviors. <input type="checkbox"/> Proactively demonstrates life-long learning for self and others. <input type="checkbox"/> Consistently reflects on learning and professional practice.

Disposition	Associated Indicators		
5. Conflict Resolution NELP 2.1, 2.2, 2.3	Needs Improvement 0	Developing 1	Meets Expectations 2
	<input type="checkbox"/> Avoids difficult conversations by appearing to feel fearful of conflict or expecting a bad outcome. <input type="checkbox"/> Does not resolve conflict or does so in a destructive manner resulting in lose-lose solutions that are demoralizing or humiliating. <input type="checkbox"/> Reluctant to listen or take into consideration	<input type="checkbox"/> Willing to have difficult conversations but not always successful. <input type="checkbox"/> Sometimes resolves conflict resulting in win-lose solutions. <input type="checkbox"/> Attempts to listen before acting or offering a resolution.	<input type="checkbox"/> Effectively has difficult conversations demonstrating the idea that dealing with conflict directly is the best thing for both sides. <input type="checkbox"/> Proactively resolves disagreements with a calm, non-defensive, and respectful reaction and identifies win-win solutions in a timely manner. <input type="checkbox"/> Respectfully listens to understand conflict and each person's/group's

	each person's/group's point of view before acting or offering a resolution.		point of view before acting or offering a resolution.
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Disposition	Associated Indicators		
6. Embraces Diversity and Equity NELP 3.1, 3.3, 5.1	Needs Improvement 0	Developing 1	Meets Expectations 2
	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates behaviors that hinder an inclusive school culture as evidenced by a lack of acceptance of others. <input type="checkbox"/> 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. <input type="checkbox"/> Lacks cultural responsiveness as evidenced by missed opportunities to respond to the cultural and diverse needs of others. 	<ul style="list-style-type: none"> <input type="checkbox"/> Attempts to promote an inclusive school culture with little to no partiality towards others. <input type="checkbox"/> 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. <input type="checkbox"/> Has an awareness of cultural responsiveness and attempts to support others in being culturally responsive. 	<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Demonstrates critical consciousness of culture and race by embracing the diverse needs, interests, and strengths of all students, staff, and the larger community. <input type="checkbox"/> Demonstrates cultural responsiveness and promotes such responsiveness among the school at large.

Disposition	Associated Indicators		
7. Relationship Skills NELP 2.3, 5.1, 5.2, 5.3	Needs Improvement 0	Developing 1	Meets Expectations 2
	<ul style="list-style-type: none"> <input type="checkbox"/> Fails to create positive and professional relationships with faculty, staff, and students. <input type="checkbox"/> Does not demonstrate a commitment towards building positive relationships with community stakeholders. <input type="checkbox"/> 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 	<ul style="list-style-type: none"> <input type="checkbox"/> Attempts to create positive and professional relationships with faculty, staff, and students. <input type="checkbox"/> Dedication towards building positive relationship with community stakeholders is inconsistent. <input type="checkbox"/> Makes efforts to create a respectful climate among faculty, staff, and students by demonstrating sensitivity to feelings of others most of the time. 	<ul style="list-style-type: none"> <input type="checkbox"/> Possesses an ability to create positive and professional relationships with faculty, staff, and students by supporting others within and outside of their presence. <input type="checkbox"/> Demonstrates dedication towards collaboratively building positive relationships with community stakeholders for the benefit of school improvement and P-12 student growth. <input type="checkbox"/> Creates a climate of respect and rapport among faculty, staff, and students by demonstrating sensitivity to feelings of others at all times.

	<p>empathetic social awareness.</p> <p><input type="checkbox"/> Attempts to model ethical behaviors yet fails to build positive relationships with others.</p>	<p><input type="checkbox"/> Is ethical in manner and makes attempts to build positive relationships with stakeholders but is not always successful.</p>	<p><input type="checkbox"/> Conducts self in an ethical manner and conducts relationships in a way that cultivates ethical actions in others.</p>
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Disposition		Associated Indicators		
8. High Expectations for All	Needs Improvement 0	Developing 1	Meets Expectations 2	
	<p><input type="checkbox"/> Demonstrates little to no commitment to high expectations, high quality instruction, and collective accountability.</p> <p><input type="checkbox"/> Does not attempt to inspire others to accomplish challenging work.</p> <p><input type="checkbox"/> Rarely demonstrates personal accountability for one's self as evidenced by modeling behaviors of high expectations.</p>	<p><input type="checkbox"/> Demonstrates some commitment to high expectations, high quality instruction, and collective accountability.</p> <p><input type="checkbox"/> Attempts to inspire others to accomplish challenging work.</p> <p><input type="checkbox"/> Occasionally demonstrates personal accountability for one's self as evidenced by modeling behaviors of high expectations.</p>	<p><input type="checkbox"/> Committed to high expectations, high quality instruction, and collective accountability.</p> <p><input type="checkbox"/> Inspires others to accomplish challenging work.</p> <p><input type="checkbox"/> Demonstrates personal accountability for one's self as evidenced by modeling behaviors of high expectations.</p>	

Disposition		Associated Indicators		
9. Positive Attitude	Needs Improvement 0	Developing 1	Meets Expectations 2	
	<p><input type="checkbox"/> Does not serve as an advocate and spokesperson for all stakeholders.</p> <p><input type="checkbox"/> Does not demonstrate a growth mindset towards challenging tasks.</p> <p><input type="checkbox"/> Does not respond in a positive or constructive manner to a variety of situations.</p> <p><input type="checkbox"/> 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.</p>	<p><input type="checkbox"/> Attempts to be an advocate and spokesperson for the school to all stakeholders.</p> <p><input type="checkbox"/> Occasionally demonstrates a growth mindset towards challenging tasks.</p> <p><input type="checkbox"/> Sometimes anticipates and responds in a positive or constructive manner.</p> <p><input type="checkbox"/> Tries to remain positive in dealing with others and their feelings but sometimes is challenged to effectively handle delicate situations.</p>	<p><input type="checkbox"/> Is an advocate and spokesperson for the school to all stakeholders.</p> <p><input type="checkbox"/> Demonstrates a growth mindset towards challenging tasks.</p> <p><input type="checkbox"/> Anticipates and responds in a positive or constructive manner at all times.</p> <p><input type="checkbox"/> 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.</p>	

Disposition	Associated Indicators		
10. Effective Communication NELP 5.3	Needs Improvement 0	Developing 1	Meets Expectations 2
	<input type="checkbox"/> Lacks open, honest, and purposeful communication and at times loses composure. <input type="checkbox"/> Does not create open communication with others that includes multiple forms of communication (e.g., oral, written, digital). <input type="checkbox"/> Lacks the ability to articulate a clear point of view in an accurate and concise manner. <input type="checkbox"/> 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.	<input type="checkbox"/> Makes attempts to communicate openly, honestly, and purposefully while exhibiting poise and professionalism, but is not always effective. <input type="checkbox"/> Sometimes creates open communication channels with others that includes multiple forms of communication (e.g., oral, written, digital). <input type="checkbox"/> Attempts to articulate a clear point of view in an accurate and concise manner. <input type="checkbox"/> Listens to others and attempts to build bridges between stakeholders to promote good relationships, establish trust and develop mutual respect.	<input type="checkbox"/> Communicates openly, honestly, and purposefully while exhibiting poise and professionalism, even when it is uncomfortable or unpopular. <input type="checkbox"/> Creates open communication channels with others that includes multiple forms of communication (e.g., oral, written, digital). <input type="checkbox"/> Articulates a clear point of view in an accurate and concise manner. <input type="checkbox"/> 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.

Disposition	Associated Indicators		
11. Integrity NELP 2.1	Needs Improvement 0	Developing 1	Meets Expectations 2
	<input type="checkbox"/> Often makes decisions without regard to fairness, transparency, and collaboration. <input type="checkbox"/> Fails to accept personal and professional accountability for own behavior and the educational processes of the school, tends to make excuses and cast	<input type="checkbox"/> Weighs consequences of decisions and deliberates before making the final call modeling some level of integrity, trust, fairness, transparency, and collaboration. <input type="checkbox"/> Accepts personal and professional accountability for own behavior and the educational processes of the school.	<input type="checkbox"/> 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. <input type="checkbox"/> Accepts total personal and professional accountability for own behavior and the educational processes of the school.

	<p>blame on others or circumstances.</p> <p><input type="checkbox"/> 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.</p>	<p><input type="checkbox"/> Strives to be consistent in words, actions, and deeds. Occasionally exhibits gaps between what he/she says and what he/she does. Leader is dependable most of the time and tends to keep his/her word.</p>	<p><input type="checkbox"/> 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.</p>
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Disposition

Associated Indicators

12. Creates a Positive Culture NELP 3.1, 7.2, 7.3	Needs Improvement 0	Developing 1	Meets Expectations 2
	<p><input type="checkbox"/> Lacks shared beliefs and does not foster a sense of community and cooperation.</p> <p><input type="checkbox"/> Tends to take full ownership and does not delegate.</p> <p><input type="checkbox"/> Misses opportunities to recognize and praise others.</p> <p><input type="checkbox"/> The culture of the school is embroiled with dysfunction and mistrust.</p>	<p><input type="checkbox"/> Attempts to foster shared beliefs and a sense of community and cooperation by promoting positive morale.</p> <p><input type="checkbox"/> Attempts to delegate but demonstrates missed opportunities.</p> <p><input type="checkbox"/> Occasionally recognizes and praise others.</p> <p><input type="checkbox"/> Works to develop trusting relationships among members of the school community.</p>	<p><input type="checkbox"/> Fosters shared beliefs and a sense of community and cooperation by promoting positive morale.</p> <p><input type="checkbox"/> Delegates work/tasks appropriately as evidenced by distributed leadership.</p> <p><input type="checkbox"/> Recognizes and celebrates efforts of others in a timely and consistent manner.</p> <p><input type="checkbox"/> Successfully generates an environment of trust and authentic relationships.</p>

Disposition

Associated Indicators

13. Possesses Professional Beliefs, Commitment, and Work Ethic NELP 2.1, 7.3	Needs Improvement 0	Developing 1	Meets Expectations 2
	<p><input type="checkbox"/> Lacks the commitment needed to ensure the school will make a difference in the academic, social and emotional lives of students.</p> <p><input type="checkbox"/> Demonstrates a lack of commitment towards the school and professional responsibilities as evidenced by an inability</p>	<p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> Demonstrates an individual commitment to their school as evidenced by completing tasks.</p>	<p><input type="checkbox"/> Fosters a collective belief that the school will make a difference in the academic, social and emotional lives of students.</p> <p><input type="checkbox"/> Demonstrates an unwavering commitment towards the school and professional responsibilities as evidenced by a</p>

	to produce acceptable work.		consistent producing high quality work.
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Disposition

Associated Indicators

14. Adaptable in Working with Staff and Stakeholders NELP 5.1, 5.2, 5.3	Needs Improvement 0	Developing 1	Meets Expectations 2
	<input type="checkbox"/> Leads in an autocratic style as evidenced by not being receptive to diverse perspectives. <input type="checkbox"/> Does not seek input from stakeholders to help inform decisions. <input type="checkbox"/> Leadership approach is inflexible and does not meet the needs of those being led.	<input type="checkbox"/> Often makes decisions based on what is popular rather than what is best. <input type="checkbox"/> Sometimes seeks input from stakeholders to make informed decisions. <input type="checkbox"/> Leadership approach does not always meet the needs of those being led.	<input type="checkbox"/> Collaboratively engages staff and stakeholders to seek and consider diverse perspectives. <input type="checkbox"/> Actively cultivates relationships and solicits stakeholder input to make informed decisions. <input type="checkbox"/> Differentiates leadership approach based on the different needs of those individuals being led.

Disposition

Associated Indicators

15. Self-Aware of Strengths and Weaknesses NELP 2.1, 2.3	Needs Improvement 0	Developing 1	Meets Expectations 2
	<input type="checkbox"/> Is reactive as opposed to being proactive and demonstrates lack of self-regulation as evidenced by overreacting to challenging situations or sensitive issues. <input type="checkbox"/> 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	<input type="checkbox"/> Occasionally responds more emotionally or forcibly than is justified in challenging situations, but attempts to self-reflect after initial response is one of overreaction. <input type="checkbox"/> 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.	<input type="checkbox"/> Demonstrates the social emotional competence needed to maintain composure in challenging situations by being proactive rather than reactive. <input type="checkbox"/> 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.

	need to change in order to lead more effectively.		
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AVERAGE COMPOSITE SCORE ACROSS FIFTEEN DISPOSITIONS:

COMMENTS: