

**MISSISSIPPI  
Educational Leadership Professional Dispositions**

***What are dispositions?***

Dispositions are the values, commitments, and professional ethics that influence behaviors towards students, families, colleagues, and communities that affect student learning, motivation, and development as well as the educator’s own professional growth (National Council for the Accreditation of Teacher Education).

The dispositions assessed in this instrument align with state standards (MS Code of Ethics, Standards of Conduct), national program standards (NELP), and association standards (PSEL). All teacher candidates will be reviewed for dispositional growth and development throughout their education coursework.

**Success Indicator:** Items rated at the “Meets Standard” level represent successful leadership by the candidate. Anything below that can be seen as an area in need of improvement.

**DOMAIN I. PROFESSIONALISM & ACADEMIC INTEGRITY DISPOSITIONS**

Criterion	Unacceptable 1	Needs Improvement 2	Meets Standard 3	Exceeds Standard 4
1. The candidate protects confidential information concerning students and/or colleagues unless the law requires disclosure <b>(Confidentiality: PSEL 2-b, NELP 2.1, MS Code of Ethics Standard 9)</b>	The candidate reveals confidential information concerning students and/or colleagues.	The candidate unknowingly reveals confidential information concerning students and/or colleagues.	The candidate protects confidential information concerning students and/or colleagues unless the law requires disclosure.	The candidate protects confidential information concerning students and/or colleagues unless the law requires disclosure <b>AND</b> completes professional development, training, or outreach on the issue of confidentiality
2. The candidate demonstrates maturity and sound judgment in all interactions with peers, university and P-12 personnel, students, and parents. <b>(Professional Conduct: PSEL 2-a, NELP 2.1, MS Code of Ethics Standard 5)</b>	The candidate continues to demonstrate unethical conduct with colleague(s). {This could include, but is not limited to harassment of colleagues, misuse or mismanagement of tests or test materials, inappropriate language on school grounds or school activity, physical altercations, and failure to provide appropriate supervision and disciplinary actions of students. }	The candidate lacks maturity and/or sound judgment that results in occasional, unprofessional interactions with colleagues.	The candidate demonstrates maturity and sound judgment through professional interactions with students and/or colleagues.	The candidate demonstrates maturity and sound judgment through professional interactions with students and/or colleagues <b>AND</b> works to build consensus in the workplace.
3. The candidate follows all federal, state, local, local school board, university, and P-12 school policies, laws and statutes including but not limited to policies for alcohol, drug, tobacco, public funds/property, remunerative conduct, and social media use. <b>(Legal Behavior: PSEL 9-h, NELP 6.3, MS Code of Ethics Standard 3)</b>	The candidate violates federal, state, local, local school board, university, or P-12 school policies, laws or statutes.	The candidate exhibits a lack of understanding of federal, state, local, local school board, university, or P-12 school policies, laws and statutes including but not limited to policies for alcohol, drug, tobacco, use of public funds/ property, proper remunerative conduct, or appropriate social media use.	The candidate follows federal, state, local, local school board, university, and P-12 school policies, laws and statutes including but not limited to policies for alcohol, drug, tobacco, use of public funds/ property, proper remunerative conduct, and appropriate social media use.	The candidate follows federal, state, local, local school board, university, and P-12 school policies, laws and statutes including but not limited to policies for alcohol, drug, tobacco, use of public funds/ property, proper remunerative conduct, and appropriate social media use <b>AND</b> uses teachable moments or planned instruction to reinforce school policy.

**DOMAIN II. CHARACTER DISPOSITIONS**

<b>Criterion</b>	<b>Unacceptable 1</b>	<b>Needs Improvement 2</b>	<b>Meets Standard 3</b>	<b>Exceeds Standard 4</b>
<p>4. The candidate exemplifies honesty and integrity (honesty, tact, and fairness) with all stakeholders during his/her time in the program. <b>(Professional Norms: PSEL 2-b, NELP 2.1, MS Code of Ethics Standard 2)</b></p>	<p>The candidate does not exemplify honesty, diplomacy, tact and integrity with all stakeholders during his/her time in the program and/or knowingly engages in deceptive practices regarding official policies and procedures.</p>	<p>The candidate demonstrates, on an inconsistent basis, honesty, diplomacy, tact, and integrity with all stakeholders during his/her time in the program.</p>	<p>The candidate exemplifies honesty, diplomacy, tact, and integrity with all stakeholders during his/her time in the program.</p>	<p>The candidate exemplifies honesty, diplomacy, tact, and integrity with all stakeholders during his/her time in the program <b>AND</b> encourages others to also act with honesty and integrity.</p>
<p>5. The candidate accepts constructive feedback in a positive manner. <b>(Actionable Feedback: PSEL 6-e, NELP 7.4, MS Code of Ethics Standard 1)</b></p>	<p>The candidate is non-receptive to and/or rejects constructive feedback.</p>	<p>The candidate listens to constructive feedback but responds in a manner inconsistent with provided guidance and suggestions for improvement.</p>	<p>The candidate responds to constructive feedback in a positive manner.</p>	<p>The candidate responds to constructive feedback in a positive manner <b>AND</b> takes steps to address and identify areas of identified weakness to promote personal professional growth (i.e. professional development, coursework).</p>
<p>6. The candidate demonstrates the capacity to collaboratively engage and cultivate relationships with diverse stakeholders. <b>(Diversity: PSEL 8-f, NELP 5.2, MS Code of Ethics Standard 4)</b></p>	<p>The candidate fails to collaboratively engage and cultivate relationships with diverse stakeholders in an unbiased, non-disparaging manner.</p>	<p>The candidate exhibits unconscious bias while collaboratively engaging and cultivating relationships with diverse stakeholders <b>AND/OR</b> needlessly exposes stakeholders to unnecessary embarrassment or disparagement.</p>	<p>The candidate provides a collaborative environment that engages and cultivates relationships with diverse stakeholders <b>AND</b> does not needlessly expose stakeholders to unnecessary embarrassment or disparagement.</p>	<p>The candidate provides a collaborative environment that engages and cultivates relationships with diverse stakeholders <b>AND</b> does not needlessly expose stakeholders to unnecessary embarrassment or disparagement. <b>AND</b> promotes education and inclusivity.</p>

**DOMAIN III. CLINICAL/FIELD EXPERIENCES DISPOSITIONS**

<b>Criterion</b>	<b>Unacceptable 1</b>	<b>Needs Improvement 2</b>	<b>Meets Standard 3</b>	<b>Exceeds Standard 4</b>
7. The candidate advocates for fair and equitable opportunities for all stakeholders in a non-discriminatory manner. <b>(Equitable Access: PSEL 6-c, NELP 3.2, MS Code of Ethics Standard 2)</b>	The candidate shows bias against certain stakeholders or groups of stakeholders based on race, gender, national origin, religion, or disability.	The candidate plans one-size-fits all opportunities and makes little or no attempt to learn about the stakeholders' interests and needs.	The candidate advocates for fair and equitable opportunities for all stakeholders in a non-discriminatory manner.	The candidate advocates for fair and equitable opportunities for all stakeholders in a non-discriminatory manner <b>AND</b> nurtures the intellectual, physical, emotional, social, and/or civic potential of all stakeholders.
8. The candidate maintains an ethical, professional relationship with stakeholders, including educator/student interactions. <b>(Building Ethical Relationships: PSEL 2-a, NELP 2.3, MS Code of Ethics Standard 4)</b>	The candidate fails to fulfill the role of mentor and advocate, fails to maintain an ethical professional relationship in their interactions with all stakeholders <b>OR</b> fails to express concern, empathy, or encouragement to all students and other stakeholders.	The candidate is inconsistent in fulfilling the role of mentor and advocate regarding the maintaining of an ethical professional relationship in their interactions with all stakeholders <b>AND/OR</b> regarding the expressing of concern, empathy, and encouragement to all students.	The candidate fulfills the role of mentor and advocate regarding the maintaining of an ethical professional relationship in their interactions with all stakeholders <b>AND</b> regarding the expressing of concern, empathy, and encouragement to all students.	The candidate fulfills the role of mentor and advocate regarding the maintaining of an ethical professional relationship in their interactions with all stakeholders <b>AND</b> regarding the expressing of concern, empathy, and encouragement to all students. <b>AND</b> provides opportunities for others to do the same.
9. The candidate demonstrates capacity to foster and develop a collaborative culture conducive to promoting high-quality student learning. <b>(Positive Impact on Learning: PSEL 4-a, NELP 4.4, MS Code of Ethics Standard 1)</b>	The candidate fails to demonstrate value of working collaboratively to foster and develop a collaborative culture conducive to promoting high-quality student learning.	The candidate demonstrates a developing capacity to foster and develop a collaborative culture conducive to promoting high-quality student learning.	The candidate demonstrates the capacity to foster and develop a collaborative culture conducive to promoting high-quality student learning.	The candidate demonstrates the capacity to foster and develop a collaborative culture conducive to promoting high-quality student learning <b>AND</b> collaboratively develops presentations and training to impact high-quality student learning.