



LEAP Disposition Self-Reflection for Application

Purpose: This tool is designed for self-reflection. We are asking you to use it to assess personal strengths, think about how to model those strengths when interacting with others, and plan strategies to promote growth across areas of disposition essential as educators. As a LEAP candidate, you will be asked to engage in self-reflection around dispositional and pedagogical skills throughout the program.

Here's how to use this tool:

- ✓ Read each statement and think of related specific situations, then rate yourself based on how often or consistently you demonstrate the dispositional characteristics in your professional experiences.
- ✓ When you finish, search for patterns of strengths and challenges. This information is for you, so answer accurately without judging responses as "good" or as "not good."
- ✓ Use your honest self-reflection on dispositions to respond to the essay prompts in your application essay. Reviewers are looking for meaningful self-reflection in your essay.

Communication	Not Yet	Rarely	Some	Often	Daily
I demonstrate strong professional oral and written communication skills.					
I seek to foster respectful communication among all members of my community.					
I am a thoughtful and responsive listener and observer.					
I demonstrate an appropriately positive effect with others as evidenced by my tone, verbal, and non-verbal cues.					
I can stay focused when listening to others and carefully consider their meaning.					
I can articulate ideas that are important to me in ways that engage others.					
I can work through my discomfort when dealing with conflict, listen to feelings from all parties, help them understand different perspectives, and work toward a co-constructed solution.					
Professionalism and Sense of Efficacy	Not Yet	Rarely	Some	Often	Daily
I demonstrate integrity in my personal and professional roles.					
I endeavor to be a model, and I hold myself to high standards.					
I am prompt and punctual in my communications, attendance, and commitments.					
I maintain professional boundaries of ethical standards of practice.					
I respond with maturity and professionalism to supervision and constructive feedback.					
I am coachable and I believe I can learn and grow.					
I believe teaching is a valuable role and a privilege.					



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I am confident that I can have a positive impact on other's lives.					
Mindset and Empathy	Not Yet	Rarely	Some	Often	Daily
I continue to learn and strive to develop new skills to support myself and others.					
I reflect on my sense of purpose and my own beliefs and values to guide my actions and efforts.					
I demonstrate flexibility in my thinking and actions across situations.					
I demonstrate empathy for others; I can see different perspectives to respond appropriately to situations and emotions.					
Social-Emotional Capacity	Not Yet	Rarely	Some	Often	Daily
I demonstrate social and emotional intelligence to promote personal and professional goals.					
When juggling multiple demands, I can use strategies to regain focus and energy, follow through on responsibilities, and meet deadlines.					
I can recognize when my emotions, thoughts, and biases influence my behavior and manage my reactions to people and situations.					
I can balance my work life with personal renewal time.					
I take initiative for my own learning and growth.					
I take responsibility for my actions and my behavior.					
Cultural Competence and Commitment to Equity	Not Yet	Rarely	Some	Often	Daily
I exhibit an appreciation of and value for diversity in a nonjudgemental way.					
I engage in continuous self-evaluation of my beliefs, values, and bias to ensure that I am inclusive.					
I understand the systemic, historical, and organizational forces that create barriers for particular groups of people.					
I believe that all students can learn at high levels.					
I believe in doing the work to foster a strong sense of belonging for myself and others in my communities.					
I believe that it is important to make sure that all individuals and groups have a chance to speak and be heard, especially those from traditionally ignored or marginalized groups.					
I am certain that I possess an ability to work with individuals and groups in ways that are empowering.					
I believe that it is important to allow others to have meaningful input into decisions affecting their lives.					



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LEAP Application Essay Prompt

Reflect on your disposition self-assessment and submit a 700–750-word essay as part of your LEAP application.

In your essay, analyze your professional dispositions from the Disposition Self-Reflection Checklist, identify your strengths, areas for growth, and your commitments to development as an educator.

Please address the following:

- What is your purpose and goal as an educator?
- Given what you've learned about LEAP's intensive, collaborative, and demanding credentialing program (including assignments, deadlines, and in-person, virtual, and 1:1 professional development sessions over 11 months) what opportunities are you taking to shift and adjust your own thinking? What steps are you taking to make sure that you are prepared and ready to manage this program well and with success?
- What are your key strengths and areas for growth based on your self-reflection, and what specific plans do you have for continued development?
- What blind spots or new learning areas (related to the field or your chosen licensure track) do you need to address, and how will you intentionally work to improve them this year?

Write clearly, specifically, and reflectively, providing concrete examples and actionable goals.

Your essay will be reviewed and evaluated based on the following components and the attached rubric.

- Demonstrates writing competency through correct grammar, mechanics, organization, and the consistent use of clear, professional language and voice.
- Submits a fully revised document that follows all formatting expectations, including candidate name, date, appropriate heading, and required structure.
- Provides a thoughtful reflection addressing each prompt, that shows commitment to growth in dispositional areas as an educator and includes meaningful personal self-reflection.



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Applicant Name:

Licensure Pathway:

Date:

Reviewer:

ADMISSIONS ESSAY RUBRIC

	Meets Expectations (10)	Developing/Emerging (5)	Lacking (0-1)
Professional Mechanics	Consistent and quality evidence of written work, grammatical conventions, spelling, Sustained and logical organization connected throughout. Demonstrates academic integrity and professional language and fully answers the questions, reflectively and purposefully as an educator. Formatting is strong, professional, and academic.	Inconsistent or limited quality around mechanics, grammatical conventions, and spelling, needs revision and additional review. Organization has some inconsistency in sequence, point of view, or effective transitions. Demonstrates academic integrity and professional language. Formatting is acceptable, with minor errors and occasional issues, and less academic.	Mechanics, conventions, and proofreading are poor or absent. Organization is unclear and hard to follow with few or no transitions and unity, lacking thoroughness. Academic integrity and professional language are limited. Formatting is poor, unrevised; there are frequent distracting errors, omissions and writing issues, not academic quality.
Professional Voice	This essay uses a professional voice with which the writer thoroughly articulates their opinions and ideas supported by research, knowledge, experience, and personal self-reflection without tone, bias or unnecessary detail off topic.	This essay, at times, uses a professional voice and inconsistently articulates opinions and ideas supported by some research, knowledge, experience, and personal self-reflection. The organizational development of ideas is steady, at times, though it could be improved.	This essay does not use a professional voice consistently or articulate ideas supported with any evidence or reflection. It may be hard to follow, lack professional tone and reflect bias or the organization is not grounded in professionalism and learning/adaptability to change.
Commitment to Professional Growth	Reflection explicitly defines strengths and targeted areas for improvement and presents actionable plans for growth, evidencing a proactive growth mindset and a deliberate commitment to developing as a reflective, adaptive professional, prepared to effectively manage the demands of the credentialing program and see it through to completion of the LEAP program.	Reflection identifies some areas of strength or improvement and suggests initial steps for growth, demonstrating an emerging growth mindset and a developing commitment to becoming a reflective, adaptive professional. Evidence of planning and self-management is present but may lack specificity or depth in fully addressing the demands of the LEAP program.	Reflection references growth in general terms but provides limited or unclear identification of specific areas of strength or improvement or actionable steps. Evidence of a growth mindset, professional adaptability, and intentional self-management is minimal or inconsistently demonstrated, with little connection to the demands of completing the LEAP program.
Total			

Rubric Total: ____ out of 30