



Endorsement Program Orientation and Application

Middle Georgia Regional Educational Service Agency

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MIDDLE GEORGIA RESA ENDORSEMENT APPLICATION INSTRUCTIONS

According to GAPSC Rule 505-3--1, Endorsements are, "A planned sequence of courses and experiences, typically three (3) to four (4) courses in length, designed to provide certified educators with an additional, specific set of knowledge and skills, or to expand and enhance existing knowledge and skills. Successful completion of an endorsement program results in the addition of the endorsement field to the Georgia educator certificate." All endorsements and programs have job-embedded practice. Candidates must ensure that they can accomplish the clinical practice required for each endorsement or program, which will require working with students and staff, as applicable.

To be approved for an endorsement program, register online at www.mgresa.org AND submit the following:

- Completed Application (please be sure sections 1, 2, and 3 are signed)
- Copy of Teaching Certificate
- Completed Participant Agreement
- Payment for course by registration deadline

If your district or school is paying, we need the name, address and email address of the person receiving the invoice.

Submit all documents to Christina Pearson at cpearson@mgresa.us or fax to 478-988-7176.

- ❖ Once enrolled, expect an email from GAPSC with instructions on how to log into your MyPSC account and accept MGRESA as your provider.
- ❖ An email will be sent on the first day of class with instructions on how to login and begin your class. You may be required to log on for an orientation webinar on the first day at a designated time – if so, you will receive instructions for that as well.
- ❖ Upon program completion, an endorsement transcript will be provided. Log into your MyPSC account, complete an application for upgrade, and upload the MGRESA Endorsement Transcript. Your system will automatically receive an email to verify your employment.
- ❖ Remember, you must have district approval and have the course of study in your TKES Goals/Plan in order to use the credit for certificate renewal.

Candidate Endorsement Orientation and Application

Middle Georgia Regional Education Service Agency (MGRESA), together with its partner systems, developed the conceptual framework, guiding principles, mission, and vision for providing services. Our goal is to provide programs in accordance with best practice and national professional development standards. Taking an endorsement is a shared accountability endeavor. MGRESA is responsible for providing a high quality learning experience, which seeks to develop expertise in the endorsement field. As professional educators, candidates are responsible to adhere to endorsement criteria and will strive to produce the highest quality of work, follow the academic honesty expectations, and display the behaviors indicative of professional educators. Please read each section of this document carefully. Complete and upload the form to the course orientation assignment. You may wish to retain a copy for reference.

MGRESA Conceptual Framework Guiding Principles

At Middle Georgia RESA, we believe:

- A service agency must have a customer-service focus.
- Building trust within and among our districts and schools is an essential component of our success.
- We should focus on building capacity in our service area.
- Data-driven, research-based, job-embedded professional learning provided consistently over time will increase student achievement.
- We can assist schools and districts in developing essential 21st century skills.

Mission Statement

As a service agency, MGRESA partners with member school districts to build capacity for measurable, sustainable school improvement to develop knowledge, skills, best practices and dispositions to ensure that students are college-and-career ready.

Vision Statement

As a visionary and innovative organization of educational leaders, MGRESA will be recognized as an exemplary education service agency.

Professional Dispositions Assessment

Professional dispositions are defined as the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth.

During each course, your instructor will provide you with formative feedback on your development and demonstration of the MGRESA Professional Dispositions adapted from and used with permission from Mercer University. At the end of each course, the instructor will score the summative Professional Dispositions Rubric. No grade or score from the dispositions assessment will affect your course grade. Even though it will appear in your list of assignments, you do not have to submit anything for this assessment to occur. You will, however, need to go into the assignment to see the rubric used to give disposition feedback. Your instructor will help you identify the areas where improvement are indicated and help you make a plan to grow, if necessary. **Candidates must score 4 or 3 in all areas on the rubric prior to program exit. Remediation plans are made for professional growth in areas that are indicated as level 2, 1, or 0.**

Respect

- Demonstrates self-respect
- Is considerate of the feelings, opinions, knowledge, and abilities of others
- Is receptive to different ideas and to different people
- Acknowledges intellectual property of others by giving credit and avoiding plagiarism
- Demonstrates fairness

Responsibility:

- Is reliable and trustworthy; Accepts consequences for personal actions or decisions
- Prepares for classes/meetings/ group work/instruction
- Demonstrates ethical and professional behavior, such as confidentiality, punctuality, appearance
- Represents him/herself in an appropriate manner via technology (webpage, blogs, chat room, social media)

Flexibility:

- Adapts to change
- Is open to new ideas
- Deals appropriately with less than ideal situations when necessary
- Maintains a positive attitude when changes occur
- Demonstrates resilience
- Maintains composure under stress

Collaboration:

- Supports teamwork and works together with peers to achieve common goals
- Shares knowledge and responsibilities with others
- Gives and receives feedback

Reflection:

- Self-assesses knowledge and performance
- Demonstrates accurate self-analysis regarding own strengths and weaknesses
- Accepts and responds positively to constructive feedback

Commitment to Learning:

- Has enthusiasm for process of learning
- Demonstrates intellectual curiosity through his/her willingness to seek out and try out new ideas and teaching strategies
- Seeks and takes advantage of learning opportunities

Belief in teacher efficacy:

- Demonstrates a belief that all students can learn
- Demonstrates the belief that a teacher can make a difference
- Views the work of an educator as meaningful and important
- Is willing to take risks

Social Intelligence:

- Engages in socially appropriate behaviors
- Is able to accurately interpret social situations, i.e. is perceptive to the feelings of others; responds appropriately and diplomatically
- Interprets nonverbal communication
- Demonstrates ability to adapt and “fit” in various situations and environments/ Understanding one’s role in a group or larger community
- Recognizes self as part of a whole
- Actively listens and responds appropriately to others

MGRESA Professional Disposition Rubric

Respect: Demonstrates self-respect Is considerate of the feelings, opinions, knowledge, and abilities of others Is receptive to different ideas and to different people Acknowledges intellectual property of others by giving credit and avoiding plagiarism Demonstrates fairness	Candidate demonstrates the disposition every time the instructor/field supervisor interacts with or observes the candidate. 4points	Candidate normally demonstrates the disposition, in part or in total, when the instructor interacts with or observes the candidate. 3points	Candidate occasionally demonstrates the disposition, in part or in total, or occasionally demonstrates inappropriate behavior indicating a deficit in the disposition when the instructor interacts with or observes the candidate. 2points	Candidate does not demonstrate the disposition, in part or in total, or frequently demonstrates inappropriate behavior indicating a deficit in the disposition when the instructor interacts with or observes the candidate. 1points	Candidate does not have the opportunity to demonstrate a specific disposition when the instructor interacts with or observes the candidate. 0points
Responsibility: Is reliable and trustworthy Accepts consequences for personal actions or decisions Prepares for classes, meetings, group work/instruction Demonstrates ethical and professional behavior, such as confidentiality, punctuality, appearance Represents him/herself in an appropriate manner via technology (webpage, blogs, chat room, social media)	Candidate demonstrates the disposition every time the instructor/field supervisor interacts with or observes the candidate. 4points	Candidate normally demonstrates the disposition, in part or in total, when the instructor interacts with or observes the candidate. 3points	Candidate occasionally demonstrates the disposition, in part or in total, or occasionally demonstrates inappropriate behavior indicating a deficit in the disposition when the instructor interacts with or observes the candidate. 2points	Candidate does not demonstrate the disposition, in part or in total, or frequently demonstrates inappropriate behavior indicating a deficit in the disposition when the instructor interacts with or observes the candidate. 1points	Candidate does not have the opportunity to demonstrate a specific disposition when the instructor interacts with or observes the candidate. 0points
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Collaboration: Supports teamwork and works together with peers to achieve common goals Shares knowledge and responsibilities with others Gives and receives feedback	Candidate demonstrates the disposition every time the instructor/field supervisor interacts with or observes the candidate. 4points	Candidate normally demonstrates the disposition, in part or in total, when the instructor interacts with or observes the candidate. 3points	Candidate occasionally demonstrates the disposition, in part or in total, or occasionally demonstrates inappropriate behavior indicating a deficit in the disposition when the instructor interacts with or observes the candidate. 2points	Candidate does not demonstrate the disposition, in part or in total, or frequently demonstrates inappropriate behavior indicating a deficit in the disposition when the instructor interacts with or observes the candidate. 1points	Candidate does not have the opportunity to demonstrate a specific disposition when the instructor interacts with or observes the candidate. 0points
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Willingness to seek out and try out new ideas and teaching strategies Seeks and takes advantage of learning opportunities	with or observes the candidate. 4points	observes the candidate. 3points	disposition when the instructor interacts with or observes the candidate. 2points	the disposition when the instructor interacts with or observes the candidate. 1points	instructor interacts with or observes the candidate. 0points
<u>Belief in teacher efficacy:</u> Demonstrates a belief that all students can learn Demonstrates the belief that a teacher can make a difference Views the work of an educator as meaningful and important Is willing to take risks	Candidate demonstrates the disposition every time the instructor/field supervisor interacts with or observes the candidate. 4points	Candidate normally demonstrates the disposition, in part or in total, when the instructor interacts with or observes the candidate. 3points	Candidate occasionally demonstrates the disposition, in part or in total, or occasionally demonstrates inappropriate behavior indicating a deficit in the disposition when the instructor interacts with or observes the candidate. 2points	Candidate does not demonstrate the disposition, in part or in total, or frequently demonstrates inappropriate behavior indicating a deficit in the disposition when the instructor interacts with or observes the candidate. 1points	Candidate does not have the opportunity to demonstrate a specific disposition when the instructor interacts with or observes the candidate. 0points
<u>Social Intelligence:</u> Engages in socially appropriate behaviors Is able to accurately interpret social situations, i.e. is perceptive to the feelings of others Responds appropriately and diplomatically Interprets non-verbal communication Demonstrates ability to adapt and "fit" in various situations and environments Understanding one's role in a group or larger community Recognizes self as part of a whole Actively listens and responds appropriately to others	Candidate demonstrates the disposition every time the instructor/field supervisor interacts with or observes the candidate. 4points	Candidate normally demonstrates the disposition, in part or in total, when the instructor interacts with or observes the candidate. 3points	Candidate occasionally demonstrates the disposition, in part or in total, or occasionally demonstrates inappropriate behavior indicating a deficit in the disposition when the instructor interacts with or observes the candidate. 2points	Candidate does not demonstrate the disposition, in part or in total, or frequently demonstrates inappropriate behavior indicating a deficit in the disposition when the instructor interacts with or observes the candidate. 1points	Candidate does not have the opportunity to demonstrate a specific disposition when the instructor interacts with or observes the candidate. 0points

Interstate Teacher Assessment and Support Consortium (InTASC) Model Standards

The InTASC standards are a set of model core teaching standards that outline what teachers should know and be able to do to ensure every K-12 student reaches the goal of being college and career ready. The standards outline common principles and foundations of teaching practice that are necessary to improve student achievement. The standards articulate what effective teaching and learning looks like. Georgia Professional Standards Commission (GAPSC) requires that approved endorsements and programs ensure that candidates use the InTASC standards to guide the quality of their work and set professional goals for continuous improvement. Use the InTASC standards as you plan instruction and assessment throughout the program and beyond. You may find the InTASC standards are very helpful as you accomplish your Professional Learning Goals (PGPs) as they have progression rubrics and suggestions for evidence.

Helpful resources:

<http://www.ccsso.org/Documents/2013/InTASC%20Progressions%20At%20a%20Glance.pdf>

Full document with learning progressions:

http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

ISTE- International Society for Technology in Education Standards

The ISTE Standards work together to support educators, students, and leaders with clear guidelines to prepare students with the skills necessary to face future challenges resourcefully. ISTE standards endeavor to move away from the factory model of education toward using digital tools to inspire students to become self-sufficient, lifelong learners. Georgia Professional Standards Commission (GAPSC) requires that approved endorsements and programs ensure that candidates use the ISTE standards to guide the planning, instruction, and evaluation of technology by students, educators, and leaders. Candidates are to utilize the ISTE Standards as they accomplish the tasks for personal growth and enhancing student use of digital learning tools.

Helpful resources:

<https://www.iste.org/standards/for-students>

<https://www.iste.org/standards/for-educators>

<https://www.iste.org/standards/for-administrators>

<https://www.iste.org/standards/for-coaches>

MGRESA Academic Integrity Expectations

As professional educators enrolled in one of the Middle Georgia RESA GAPSC Approved Programs, you have a responsibility to conduct yourself with the highest standards of honesty and integrity. Academic honesty is one of the most important characteristics of educators. MGRESA students are given the opportunity to achieve academically and professionally through an online or blended environment; therefore, it is very important that mutual trust exists between instructors and students. Honesty in all academic matters is expected from students. Attempts to cheat, plagiarize, falsify information, or receive credit for work you did not do is dishonest behavior and will be immediately referred to the MGRESA Program Development Coordinator. Working with others may be allowed with prior approval from instructor.

Academic dishonesty is a violation of 505-6-.01 The Code of Ethics for Educators, Standard 4 Honesty, and are required to be reported to Georgia Professional Standards Commission for sanctions.

The following are examples of some, but not all, acts that are considered dishonest behavior:

1. Plagiarism (representing another's ideas, words, expressions, or data in writing or presentation without properly acknowledging the source).
2. Cheating (intentionally using or attempting to use unauthorized material, assistance, or study aids in any academic work).
3. Performing work or taking an examination for another student.
4. Falsification and/or misrepresentation of data (submitting made up data or sources).
5. Facilitating academic dishonesty is the act of providing completed course work for the purposes of allowing another student to use the work as their own.

Dismissal from Middle Georgia RESA's Endorsement Programs

A candidate may be dismissed from an MGRESA Endorsement Program for failure to

adhere to the agreed upon conditions and guidelines as acknowledged by candidate signature on the MGRESA Candidate Agreement Form, which outlines admission, attendance, progress, and coursework completion expectations; or a violation of the MGRESA Academic Integrity Expectations; or non-adherence to Standards 1-11 written in the GA PSC Code of Ethics (<http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>).

Appeals Process

1. Should a candidate experience an issue or grievance, he or she should formally address the instructor in writing and copy the MGRESA Program Development Coordinator.
2. If the candidate desires further action or review, the Middle Georgia RESA Program Development Coordinator should be contacted in writing. The Program Development Coordinator will set a formal meeting with the Candidate and the Instructor to hear the complaint.
3. If dissatisfied with the decision, the candidate can formally appeal to the Middle Georgia RESA Executive Director.
4. The Middle Georgia RESA Executive Director, the MGRESA Program Development Coordinator, and a Representative from the system will collaborate to make the final decision.
5. The candidate will be notified in writing of the final decision.

Commitment to Candidates with Disabilities

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, MGRESA ensures that our programs are accessible to qualified educational professionals with documented and verified disabilities. If you believe that you are eligible for accommodations please contact Donna Poole, 504 Coordinator, at dpoole@mgresa.us or 478-988-7174 to receive the process and documentation procedures. Please note that in order to provide reasonable accommodations, candidates must begin the process at least three weeks in advance of beginning program course work.

Complete and submit the following two documents along with a copy of your GAPSC Certificate



Middle Georgia RESA Service Endorsement Application

Please check the endorsement for which you are applying:

_____ Coaching _____ Teacher Leader _____ Teacher Support and Coaching

NAME:		SSN#:	DOB:
SCHOOL SYSTEM:	SCHOOL:	E-MAIL:	
TELEPHONE:	FOR DATA PURPOSES ONLY: GENDER: ETHNICITY:		

The above teacher has registered as a candidate for the indicated Endorsement Program. The state of Georgia requires each candidate seeking an Endorsement to verify compliance with all eligibility criteria before entering the program. As a professional colleague, please assist by responding in the appropriate section.

SYSTEM APPROVAL REQUIRED

1. **Central Office Personnel such as Superintendent or Superintendent's Designee, Teaching & Curriculum Director, Staff Development Director or Endorsement Coordinator**

Your signature verifies that the candidate has **DISTRICT APPROVAL** and met the following prerequisite professional certification: **A valid, level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate, Leadership certificate, Service Field certificate, or Life certificate.** With this signed application, we affirm that the candidate will serve as a Coach, Teacher Leader, or TSC from a local unit of administration or school administrator as is required for program admission.

X Signature:

Title:

Date:

2. **Supervising Administrator or Building-Level Principal**

To assure the teacher's potential for success as a candidate in the Endorsement Program and as a professionally certified teacher, please verify that the above candidate exemplifies the following research-based personal and professional characteristics:

- Demonstrates an understanding and acceptance of diverse cultural and intellectual abilities
- Strives for personal excellence and high achievement
- Understands the impact of school, family, community, language and culture, in linking learning to students' prior knowledge
- Has broad general knowledge
- Demonstrates a variety of outstanding instructional skills
- Demonstrates effective classroom management skills
- Demonstrates the ability to create a literate environment
- Conveys verbally and non-verbally a positive enthusiasm for teaching, learning, and for the well-being of students
- Is energetic, enthusiastic, and positive towards self and others
- Models professional and ethical attitudes and behaviors
- Demonstrates knowledge of technology and the ability to integrate it into teaching

X Signature:

Title:

Date:

3. **Endorsement Candidate**

To assure the success of the Endorsement Program and your success as a candidate, please verify that you understand the program expectations and requirements, and that you will uphold the program standards.

X Signature:

Date:

Please print this application and secure the necessary signatures. Scan and email the **Application** and a copy of your **Teaching Certificate** to cpearson@mgresa.us or fax (478) 988-7176.

If you have any questions, contact Christina Pearson at 478-988-7170 or cpearson@mgresa.us.

MGRESA Endorsement Candidate Agreement

In order to maintain the structure and integrity, as well as, implement the endorsement with fidelity, participants are responsible to know, understand, and do the following things:

Candidate Name: Endorsement:	Date:
Please acknowledge your understanding and agreement by initialing the criteria to be followed throughout the endorsement or program.	Initials
1. I understand that as an educator I will display appropriate professional behavior as outlined in the MGRESA Professional Dispositions. The instructor will provide formative feedback regarding progress during each course. The instructor will score the summative assessment, MGRESA Professional Dispositions Rubric, and help make a plan to increase my effectiveness, when necessary. A 3 or 4 is required in all areas to exit the endorsement.	
2. I understand that the Georgia Professional Standards Commission (GAPSC) has recognized MGRESA as an approved Education Preparation Provider (EPP) and requires instructors and participants to adhere to the guidelines of the endorsement. Assignment criteria are non-negotiable and must be completed as designed.	
3. I understand that each endorsement has a specially designed program of work developed to help obtain the enhancement of the program standards; and that I will complete ALL course work (assignments, assessments, forums, etc). I understand that I will upload my work to Moodle for assessment.	
4. I understand that course content requirements and assignments will be completed by due dates to mastery as designated by the endorsement and indicated in the course syllabus (85-80%). I understand that I am required to re-accomplish and re- submit any substandard work.	
5. I understand that failure to adhere to the MGRESA Endorsement guidelines and standards for mastery will result in failure to receive credit for the course and a non-recommendation for the award of the endorsement.	
6. Face-to-face Courses: I understand that an endorsement course has different face-to-face attendance guidelines. With prior approval , I may miss five hours (one class meeting) and still receive credit for a course. I know that I am responsible for all missed work and that time over five hours cannot be made up.	
7. Blended/Online Courses: I understand that online work is required for all endorsements. I also understand that I am expected to attend ALL face-to-face and/or online orientations and class closings, as designated by the delivery model.	
8. I understand that I am expected to complete a minimum of one course module per week and that I must notify the instructor <u>and</u> mgresapl@mgresa.us if circumstances arise that prevent adherence to the module submission expectations. Supporting documents, such as an FMLA form, must be submitted with request for extension.	
9. I understand that if I fall two or more modules/weeks behind, my instructor will notify the MGRESA Program Development Coordinator. As a good steward of school district funds, the Program Development Coordinator is required to notify the system when candidates are not progressing.	
10. I understand that I am responsible for procuring course materials. Outstanding fees must be paid for all courses and prior to the recommendation of endorsement award.	

Candidate Signature

Date