

Oconee RESA

Endorsement Candidate Application Form



In partnership with
Northwest Georgia RESA

Endorsement (circle one): Culinary Arts Gifted K-5 Math K-5 Science Reading TSS Work-based Learning

Candidate's Legal Name (First/Last Name)	
Teaching Certification Number	
Email Address	
Date of Birth (mm/dd/yyyy)	
Home Street Address	
Home City, State, Zip	
System	
School	
Grade Level(s)	
Subject Area(s)	
Gender (for GaPSC statistical analysis only)	<input type="radio"/> Female <input type="radio"/> Male
Ethnicity (for GaPSC statistical analysis only)	<input type="radio"/> American Indian <input type="radio"/> Asian <input type="radio"/> Black <input type="radio"/> Hispanic <input type="radio"/> Multi-Racial <input type="radio"/> White <input type="radio"/> Other

Verification of Teaching Experience

Years of teaching experience* _____

***Must have two years' experience**

Human Resources Director's Signature

Letters of Recommendation

Please attach letters of recommendation from two (2) of your supervisors. One *must* be from your immediate supervisor (building-level principal or other, if in a non-teaching position). Please advise the individuals writing letters on your behalf that their supervisory relationship to you *must be stated* within the context of the letter.

My signature verifies my understanding that I will adhere to all program requirements, expectations, evaluation guidelines, program completion expectations, processes, and procedures for the selected endorsement program. I have completed all admission requirements as outlined in the program-specific advisement sheet.

Candidate's Signature

Date

Northwest Georgia RESA Assessment of Teacher Dispositions and Professionalism

Teacher dispositions include professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development.

NCATE (National Council for the Accreditation of Teacher Education) expects institutions to assess professional dispositions based on observable behaviors with the educational setting. The two professional dispositions that NCATE expects institutions to assess are fairness and the belief that all students can learn. Based on their mission and conceptual framework, professional education units can identify, define, and operationalize additional professional dispositions.

The dispositions and descriptors that follow are based on Northwest Georgia RESA's Conceptual Framework and have been aligned to the Georgia Department of Education's CLASS Keys. This alignment will support teacher transitions as the state moves toward implementation of the CLASS Keys as a tool for guiding and assessing all aspects of teacher quality. These dispositions reflect the spirit in which all teachers should engage in their professional roles and the desirable behaviors that should result. All teacher candidates will be reviewed for dispositional growth and development.

Who does the assessment? Each teacher candidate will complete a self-assessment. The course instructor will receive and review each candidate's assessment. The candidate and instructor may discuss observations of behavior throughout coursework and/or field and clinical experiences. Northwest Georgia RESA faculty will review the candidate-identified dispositional development goals and may add comments and/or goals to the candidate document. If instructor and candidate disagree on goals, they may request a meeting with the Northwest Georgia RESA Director of Professional Learning.

When and where is a candidate assessed? Each candidate completes a baseline assessment as part of the endorsement program admission process. Candidates will, also, assess for dispositional growth and development throughout their participation in the endorsement program. Formal documentation of these assessments will occur at program entry and at the end of each course (transition points). Once signed, candidates should keep a copy for personal, on-going reflection throughout the program. Endorsement instructors receive a copy of the most current assessment for each of their course enrollees. At the end of each course, in addition to the content-based assessment and course evaluation, Northwest Georgia RESA will review all completed assessments to look for demonstrated growth in professional dispositions over time.

What else should a teacher candidate know? It is the candidate's responsibility to ask clarifying questions as well as to demonstrate the expected dispositional behaviors. REMEMBER: Only those dispositions observed in the classroom or field/clinical experience can be measured; therefore it is up to the candidate to demonstrate the dispositions.

Name (last, first) _____

Date _____

Course _____

Instructor _____

Directions: Rate your dispositional behaviors as Unacceptable (U), Needs Improvement (NI), Meets Expectations (M), Exceeds Expectations (E), or Not Observable (NO) for each indicator.

1. Mark the appropriate column. You will compare your growth each time you complete a self-assessment.
2. Submit a brief summary (250 words or less) of your Philosophy of Instruction.
3. Formulate a goal for each of the five areas of professional disposition. Include a statement as to how you will meet your goal(s).
4. Submit a copy either to Northwest Georgia RESA (at program application) or to the instructor (at the end of each course). Retain a copy for your personal reflection and record.
5. If, at any time during the program, a candidate's self-assessment differs from faculty assessment, you may either request a meeting with or be asked to meet with the Northwest Georgia RESA Director of Professional Learning.

Overall Professionalism					
	U	NI	M	E	NO
I engage in public dialogue and other class activities to build positive relationships.					
I honor the dignity and integrity of diverse people.					
I engage with course concepts and materials.					
I am a collegial and supportive member of the learning community.					
I interrupt discriminatory discourses.					
I collaborate with diverse people.					
I value the well-being of individual children and families.					

Professionalism Standard 1.3: The teacher fosters a sense of community and belonging by acknowledging diversity, achievements, and accomplishments of all students in the classroom.					
The teacher is sensitive to and uses knowledge of student uniqueness to sustain an inclusive and culturally responsive classroom where the achievements of all students are acknowledged and celebrated within and beyond the classroom. The teacher facilitates student collaboration to recognize accomplishments and celebrate diversity in the learning community.					
	U	NI	M	E	NO
I listen to alternative views.					
I promote linguistic diversity.					
I help to establish a supportive climate for working and learning.					
I establish and maintain non-discriminatory and inclusive practices.					
I seek to understand the social conditions that affect others.					
I work collectively with students and school communities to foster equity.					

Professionalism Standard 3: The teacher takes responsibility for professional growth in order to support high levels of learning for all students.

The teacher systematically perceives teaching as an ongoing process of job-embedded learning and engages with other colleagues in a community of learning for practice.

	U	NI	M	E	NO
I explore and critically analyze the content knowledge, pedagogical skills, and dispositions of my profession.					
I engage in reading, discussing, and critiquing relevant research, philosophy, and theory including those that may challenge my beliefs and biases.					
I accept and integrate constructive criticism and feedback to improve content knowledge, pedagogical skills, and dispositions.					
I come to class prepared and ready to contribute to the educational experience and the learning community.					
I have confidence in self and other individuals' worth, ability, and capacity for growth, development, and learning.					
I take initiative with other professionals to strengthen the learning of all students.					
I evaluate the effects of my own choices and actions on others.					

Professionalism Standard 2: The teacher promotes the active and sustained involvement of students, families, and the community in order to reinforce the continuous improvement of all students.

The teacher establishes and maintains ongoing, cooperative partnerships with families and the community to support student learning and wellbeing. The community and family involvement and support become an established part of the classroom learning environment.)

	U	NI	M	E	NO
I am developing knowledge about the ways in which people and society are culturally, economically, historically, politically, and socially shaped.					
I promote and encourage alternative views.					
I honor linguistic diversity.					
I establish a safe and supportive climate for working and learning.					
I practice non-discriminatory and inclusive pedagogy.					
I have the commitment to work with students and school communities to foster equity and interrupt social injustices.					
I support a socially just curriculum.					

Philosophy of Instruction (250 words or less)

(Required at 1) program admission and 2) program completion; *optional* at transition points).

DISPOSITION AND PROFESSIONALISM DEVELOPMENT GOALS

(Attach additional sheet(s) as necessary)

Overall Professionalism

Goal:

Professionalism Standard 1.3

Goal:

Professionalism Standard 3

Goal:

Professionalism Standard 2

Goal:

Instructional Pedagogy

Goal:

Course Name: _____ Endorsement: _____

Candidate (last, first - print)

Signature

Date

Instructor (last, first - print)

Signature

Date