



Dr. Hayward Cordy
Executive Director

OCONEE REGIONAL EDUCATIONAL SERVICE AGENCY

Serving the counties of Baldwin, Hancock, Johnson, Putnam, Washington, & Wilkinson

206 South Main Street
Tennille, GA 31089
Phone: 478-552-5178

Main Office Fax: 478-552-6499
Business Office Fax: 478-552-0446
Web Page: www.oconeeresasa.org

Endorsement Application Procedure

In order to be officially enrolled in the *Gifted Endorsement Program*, please follow the procedures as outlined below.

Step 1: Print and complete the [Endorsement Candidate Application](#)

Step 2: Print and complete the [Teacher Dispositions and Professionalism Record](#)

Step 3: Register for all four courses at www.oconeeresasa.org

- Course 1: Characteristics of the Gifted
- Course 2: Methods and Materials for Teaching the Gifted
- Course 3: Assessment of Gifted Students
- Course 4: Curriculum and Program Development for the Gifted

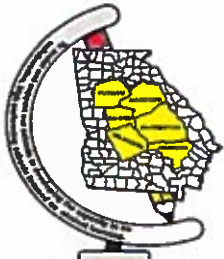
Step 4: Submit *original* documents listed below to Oconee RESA.

- Document 1: Endorsement Candidate Application
- Document 2: Teacher Disposition Form
- Document 3: 2 Letters of Recommendations from administrators
- Document 4: Copy of Teaching Certificate or a print out from www.gapsc.com

Submit original documents to:

Oconee RESA
Attn: Professional Learning Department
206 South Main Street
Tennille, Georgia 31089

You will not be officially enrolled in the program until your completed application packet has been received in the Oconee RESA office.



OCONEE RESA

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F: 478-552-6499



In partnership with
Northwest Georgia RESA

Endorsement Candidate Application

Endorsement (choose one)

Gifted
 ESOL

Reading
 Culinary Arts

K-5 Math
 WBL

OTSS

Candidate's Legal Name <i>(First, Middle Initial, Last)</i>	
Certification/Student ID Number	
Social Security Number	
Date of Birth (mm/dd/yyyy)	
Gender (mark one) <i>(For Statistical Analysis Only)</i>	<input type="checkbox"/> Female <input type="checkbox"/> Male
Ethnicity (mark one) <i>(For Statistical Analysis Only)</i>	<input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Black <input type="checkbox"/> Hispanic <input type="checkbox"/> Multi-Racial <input type="checkbox"/> White <input type="checkbox"/> Other
Home Street Address	
Home City, State, Zip	
System	
School	
System Phone	
School Phone	
Email Address	
Current Certification Level <i>(Attach a copy of the certificate.)</i> Certificate must be a T-4 or higher. NT and P certificate holders are not eligible.)	
Subject Area(s):	
Grade Level(s):	

Verification of Teaching Experience

Years teaching experience _____

Must have two years' experience or a waiver from the superintendent.

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 in educational settings. 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 full 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 candidate will complete a self-assessment. The course instructor will review the candidate's assessment. The candidate and instructor may discuss observations of behavior in coursework and field or clinical experiences. They will also review the candidate-identified disposition development goals. Faculty may add comments and student goals to the document. If instructor and candidate disagree on goals, they will meet with the Director of Professional Learning.

When and where is a candidate assessed? Each candidate will be reviewed for dispositional growth and development throughout their participation in their professional learning experience. Formal documentation of assessments will occur at program entry and at the end of each course. Once signed, candidates should keep a copy for on-going reflection throughout the program. At the end of each course, in addition to the course-based assessment, Northwest Georgia RESA will review all completed assessments to look for demonstrated growth overtime.

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

Student Name _____

Date _____

Course _____

Instructor _____

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

1. Mark the appropriate column. Compare your growth each time you complete a self-assessment.
2. On the final page write goals related to each the five dispositions. Include a statement as to how you will meet or maintain your goals.
3. Provide two copies of the completed document for review by course instructor.
4. If your self-assessment differs from faculty assessment, you may be asked to meet with the instructor.
5. Both parties will sign the documents. The instructor will deliver one copy to the Northwest Georgia RESA. The candidate will retain the other copy.

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	N	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	N	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 for CANDIDATE

Overall Professionalism
Professionalism Standard 1.3
Professionalism Standard 3
Professionalism Standard 2

Endorsement: _____ Course Name: _____

Teacher/Candidate (print) Signature Date

Instructor (print) Signature Date