



# Richmond County Schools

## 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*

Student Name \_\_\_\_\_

Date \_\_\_\_\_

Course \_\_\_\_\_

Instructor \_\_\_\_\_

## Northwest Georgia RESA Assessment of Teacher Dispositions and Professionalism

*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 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.*

(National Council for the Accreditation of Teacher Education).

These dispositions and descriptors that follow are based on NWGa RESA's Conceptual Framework and aligned to the Georgia Department of Education's Teacher Assessment on Performance Standards (TAPS) component of Teacher Keys Effectiveness System (TKES). 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 student will complete a self-assessment. The course instructor will review the student's assessment. The student and instructor may discuss observations of behavior in coursework and field or clinical experiences. They will also review the student-identified disposition development goals. Faculty may add comments and student goals to the document. If instructor and student disagree on goals, they will meet with the Director of Professional Learning.

**When and where is a student assessed?** Each student 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, students should keep a copy for on-going reflection throughout the program. At the end of each course, in addition to the course-based assessment, NWGa RESA will review all completed assessments to look for demonstrated growth overtime.

**What else should a teacher candidate know?** It is the student'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 student to demonstrate the dispositions.

### **Directions:**

**Decide if your dispositional behaviors are Ineffective (I), Needs Development (ND), Proficient (P), Exemplary (E), or Not Observable (NO) for each indicator.**

**On the final page, record three (3) goals you are setting for yourself which address your self-identified or co-identified (with a supervisor or instructor) areas of improvement related to professional disposition.**

**Include a statement as to how you will meet or maintain your goals.**

Overall Professionalism					
	I	ND	P	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 9: The teacher exhibits a commitment to professional ethics and the school’s mission, participates in professional growth opportunities to support student learning, and contributes to the profession.**

(P) The teacher consistently exhibits a commitment to professional ethics and the school’s mission, participates in professional growth opportunities to support student learning, and contributes to the profession. (E) The teacher continually engages in a high level of professional growth and application of skills and contributes to the development of others and the well-being of the school and community.

	I	ND	P	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 effect others					
I work collectively with students and school communities to foster equity					
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 individual’s 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					

	I	ND	P	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					

**DISPOSITION AND PROFESSIONALISM DEVELOPMENT GOALS**

<b>Professionalism Goal 1:</b>
<b>Professionalism Goal 2:</b>
<b>Professionalism Goal 3:</b>