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 all sections 1-4 are complete and signed)

- Copy of Teaching Certificate

- Completed MGRESA Endorsement Candidate Agreement Form

- Payment for course is due by registration deadline

    If your district or school is paying, please list the name, address, and email address of the

    person receiving the invoice in section #3 of the application.

Please submit your application package via your Middle Georgia RESA Learning Stream account (or email to mgresapl@mgresa.us or fax to 478-988-7176).

- ❖ Please contact Monica Harris to schedule your start date at mgresapl@mgresa.us or call 478-988-7177. You will have 12 weeks from your start date to complete the course. Then you may begin the next course in the program.

- ❖ An email will be sent on your chosen start date with a link to login to Canvas to begin your class.

- ❖ Once enrolled, expect an email from GAPSC with instructions on how to log into your MyPSC account and accept MGRESA as your provider.

- ❖ Upon program completion, a transcript will be available via your Middle Georgia RESA Learning Stream account. Log into your MyPSC account, complete an application for upgrade, and upload the MGRESA Endorsement Transcript.

- ❖ 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

Middle Georgia RESA serves stakeholders in developing knowledge, skills, and best practices in order to build capacity for district effectiveness and school improvement to support student achievement.

Vision Statement

Growing educators, growing students

RESA Network Endorsement Dispositions Rubric

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.

Candidate Instructions: During each course, your instructor will provide you with formative feedback on your development and demonstration of the RESA Network Endorsement Dispositions. At the end of each course, the instructor will score the Professional Dispositions Rubric. 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 at least 13 total points for Proficient. Professional Development Plans will be required for candidates who score less than 13 points in order to address the deficient areas.

Instructor Instructions: Instructors will score candidates at the end of each course on each of the INTASC Domains. Choose the progression that best exemplifies the efforts made by the candidate. Candidates should be provided specific feedback throughout the course on their strengths and challenges with regard to their performance level on each domain. Candidates must score a 13 or better in order to be proficient. Professional Development Plans will be required for candidates who score less than 13 points in order to address the deficient areas.

Domain 1: Learner and the Learning
Disposition 1.1 *Uses information about learners' differing strengths and needs to further each learner's development* .

Exemplary 2 Points *In addition to meeting the requirements for proficient …*	Proficient 1 Point *Proficient is the expected level of performance. The list is suggested best practice but not a checklist.*	Needs Development 0 Points
In order to score exemplary, the candidate must meet the requirements for proficient and describe additional evidence that supports an exemplary score. *(Candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)*	☐Realizes how learning is constructed and actively uses strategies to generated student learning. ☐Monitors and adjusts lesson delivery to support learners' levels of development. ☐Uses multiple teaching methods that promote learners' development.	The candidate does not display appropriate professional behaviors in this area. When scoring needs development, identify the criterion(a) that needs to be developed.

Domain 1: Learner and the Learning
Disposition 1.2 Integrates students' diverse languages, cultures, and dialects into instructional practice to engage students in learning in an inclusive learning environment.

Exemplary 2 Points *In addition to meeting the requirements for proficient …*	Proficient 1 Point *Proficient is the expected level of performance. The list is suggested best practice but not a checklist.*	Needs Development 0 Points
In order to score exemplary, the candidate must meet the requirements for proficient and describe additional evidence that supports an exemplary score. *(Candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)*	☐Intentionally monitors and adjusts instruction and teaching strategies to support learners of diverse backgrounds. ☐Communicates and collaborates with families, colleagues, and others to build a relationship between home and school to support learners' development. ☐Respects learners' diverse languages and dialects and integrates them into class instruction.	The candidate does not display appropriate professional behaviors in this area. When scoring needs development, identify the criterion(a) that needs to be developed.

Domain 1: Learner and the Learning
Disposition 1.3 *Facilitates and supports learners as they participate in critical thinking, engage in exploration and invention, work collaboratively and independently, engage in purposeful learning, and address authentic local and global issues.*

Exemplary **2 Points** *In addition to meeting the requirements for proficient …*	**Proficient** **1 Point** *Proficient is the expected level of performance. The list is suggested best practice but not a checklist.*	**Needs Development** **0 Points**
In order to score exemplary, a candidate must meet the requirements for proficient and describe additional evidence that supports an exemplary score. *(Candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)*	☐Applies a range of learning configurations to engage learners. ☐Facilitates critical thinking, exploration and invention by prompting, questioning, etc. ☐Establishes purpose for learning and connections to real world issues. ☐Promotes inquiry and problem solving by connecting key concepts from several disciplines to examine real-world problems.	The candidate does not display appropriate professional behaviors in this area. When scoring needs development, identify the criterion(a) that needs to be developed.

Domain 2: Content Knowledge
Disposition 2.1 *Creates accessible and meaningful learning experiences based on deep understanding of the central concepts of the content.*

Exemplary **2 Points** *In addition to meeting the requirements for proficient …*	**Proficient** **1 Point** *Proficient is the expected level of performance. The list is suggested best practice but not a checklist.*	**Needs Development 0 Points**
In order to score exemplary, the candidate must meet the requirements for proficient and describe additional evidence that supports an exemplary score. *(Candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)*	☐Tailors instruction to meet the standards and guides learners though a sequence of learning. ☐Customizes instruction to capitalize on learners' prior knowledge and experiences, enhancing a seamless acquisition of new knowledge. ☐Adapts lessons to expose learners' misconceptions and develop a knowledge base that is accurate. ☐Creates learning experiences that embrace exploration and discovery. ☐Selects and adapts a variety of relevant materials, resources, and technologies to enrich learning and to provide equal access for all learners.	The candidate does not display appropriate professional behaviors in this area. When scoring needs development, identify the criterion(a) that needs to be developed.

Domain 2: Content Knowledge
Disposition 2.2 *Recognizes the potential of bias in representation of the content, and addresses problems of bias in order to work toward each learner's mastery of disciplinary content and skills.*

Exemplary **2 Points** *In addition to meeting the requirements for proficient …*	**Proficient** **1 Point** *Proficient is the expected level of performance. The list is suggested best practice but not a checklist.*	**Needs Development 0 Points**
In order to score exemplary, the candidate must meet the requirements for proficient and describe additional evidence that supports an exemplary score. *(Candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)*	☐Respects how learners' thinking and beliefs are connected and culturally situated. ☐Willing to work with and respect all learners' perspectives when facilitating instruction across disciplines. ☐Willing to work on refining the delivery of instruction to minimize personal bias. ☐Mindful of selecting strategies that make content culturally relevant to students. ☐Extends learning opportunities to expose learners to diverse perspectives. ☐Modifies instruction to include local and global issues.	The candidate does not display appropriate professional behaviors in this area. When scoring needs development, identify the criterion(a) that needs to be developed.

Domain 2: Content Knowledge
Disposition 2.3 *Connects varied concepts and differing perspectives within and outside the content area in order to enhance student learning.*

Exemplary 2 Points *In addition to meeting the requirements for proficient …*	Proficient 1 Point *Proficient is the expected level of performance. The list is suggested best practice but not a checklist.*	Needs Development 0 Points
In order to score exemplary, the candidate must meet the requirements for proficient and describe additional evidence that supports an exemplary score. *(Candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)*	☐Tailors multidisciplinary projects challenging learners to explore complex issues and apply their knowledge of different content areas. ☐Draws upon learner's curiosities and perspectives to open discussions and exchanges of ideas. ☐Selects resources that support the integration of inquiry and major concepts. ☐Promotes learning experiences to engage learners in a variety of activities to explain and discuss interdisciplinary content for various audiences. ☐Mindful of using technology to convey key concepts and further explore subjects. ☐Consults with colleagues and community resources to connect concepts and skills around local and global issues.	The candidate does not display appropriate professional behaviors in this area. When scoring needs development, identify the criterion(a) that needs to be developed.

Domain 3: Instructional Practice
Disposition 3.1
Uses multiple methods of assessment to monitor, guide decision-making engage learners in their own growth and to guide learners' decision making .

Exemplary 2 Points *In addition to meeting the requirements for proficient …*	Proficient 1 Point *Proficient is the expected level of performance. The list is suggested best practice but not a checklist.*	Needs Development 0 Points
In order to score exemplary, a candidate must meet the requirements for proficient and describe additional evidence that supports an exemplary score. *(Candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)*	☐Uses multiple methods of assessment to gather information, plan instruction, and engage students in self-assessment and goal setting. ☐Integrates varying teaching methods to demonstrate evidence of growth and development. ☐Articulates the importance of selecting and designing learning experiences that motivate and engage learners while creating opportunities for their decision making.	The candidate does not display appropriate professional behaviors in this area. When scoring needs development, identify the criterion(a) that needs to be developed.

Domain 3: Instructional Practice
Disposition 3.2
Plans instruction that supports students in meeting rigorous learning goals based upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy.

Exemplary 2 Points *In addition to meeting the requirements for proficient …*	Proficient 1 Point *Proficient is the expected level of performance. The list is suggested best practice but not a checklist.*	Needs Development 0 Points
In order to score exemplary, the candidate must meet the requirements for proficient and describe additional evidence that supports an exemplary score. *(Candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)*	☐Uses a variety of activities that assist learners in developing independent work as well as group participation skills. ☐Creates a context with high expectations to extend the learners' abilities and build upon strengths to promote connections with what they know, learning goals, and objectives. ☐Collaborates for the purpose of adapting lessons to meet the distinctive needs of learners. ☐Plans units to provide sufficient instruction, modeling, practice, and synthesis.	The candidate does not display appropriate professional behaviors in this area. When scoring needs development, identify the criterion(a) that needs to be developed.

Domain 3: Instructional practice
Disposition 3.3 *Uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections.*

Exemplary 2 Points *In addition to meeting the requirements for proficient …*	Proficient 1 Point *Proficient is the expected level of performance. The list is suggested best practice but not a checklist.*	Needs Development 0 Points
In order to score exemplary, a teacher must meet the requirements for proficient and describe additional evidence that supports an exemplary score. *(Candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)*	☐Applies instructional strategies that meet the needs of individual learners. ☐Varies modes of delivery. ☐ Encourages learners to represent learning through a range of products and performances. ☐Monitors progress and adjusts accordingly.	The candidate does not display appropriate professional behaviors in this area. When scoring needs development, identify the criterion(a) that needs to be developed.

Domain 4: Professional Responsibility
Disposition 4.1 Engages in ongoing professional learning to improve practice and reflect upon professional learning to adapt practice to meet the needs of the learner.

Exemplary 2 Points *In addition to meeting the requirements for proficient …*	Proficient 1 Point *Proficient is the expected level of performance. The list is suggested best practice but not a checklist.*	Needs Development 0 Points
In order to score exemplary, the candidate must meet the requirements for proficient and describe additional evidence that supports an exemplary score. *(Candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)*	☐Understands how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and systemwide priorities. ☐Engages in ongoing professional learning opportunities, independently and in collaboration with colleagues to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards. ☐Uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.	The candidate does not display appropriate professional behaviors in this area. When scoring needs development, identify the criterion(a) that needs to be developed.

Domain 4: Professional Responsibility
Disposition 4.2 Creates high-quality work, which is submitted on time.

Exemplary 2 Points *In addition to meeting the requirements for proficient …*	Proficient 1 Point *Proficient is the expected level of performance. The list is suggested best practice but not a checklist.*	Needs Development 0 Points
In order to score exemplary, the candidate must meet the requirements for proficient and describe additional evidence that supports an exemplary score. *(Candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)*	☐Follows Program guidelines for submitting work on time. ☐Completes work in the manner prescribed by the Program. ☐Submits work that is the original thoughts of the candidate. ☐Any research or resources referenced contain appropriate citation.	The candidate does not display appropriate professional behaviors in this area. When scoring needs development, identify the criterion(a) that needs to be developed.

Domain 4: Professional Responsibility
Disposition 4.3 Adheres to the expectations of the professional including code of ethics, professional standards of practice, academic integrity and relevant law and policy.

Exemplary 2 Points *In addition to meeting the requirements for proficient …*	Proficient 1 Point *Proficient is the expected level of performance. The list is suggested best practice but not a checklist.*	Needs Development 0 Points
In order to score exemplary, the candidate must meet the requirements for proficient and describe additional evidence that supports an exemplary score. *(Candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)*	☐Acts in accordance with ethical codes of conduct and professional standards. ☐Complies with laws and policies related to learners' rights. ☐Supports colleagues in exploring and making ethical decisions and adhering to professional standards.	The candidate does not display appropriate professional behaviors in this area. When scoring needs development, identify the criterion(a) that needs to be developed.

Domain 4 : Professional Responsibility
Disposition 4.4 *Engages with learners, colleagues, and other school professionals, families and community members to advocate for learner growth and the profession. .*

Exemplary 2 Points *In addition to meeting the requirements for proficient …*	Proficient 1 Point *Proficient is the expected level of performance. The list is suggested best practice but not a checklist.*	Needs Development 0 Points
In order to score exemplary, the candidate must meet the requirements for proficient and describe additional evidence that supports an exemplary score. *(Candidates rated as Exemplary continually seek ways to serve as role models or teacher leaders.)*	☐Works collaboratively across the learning community of learners, families, teachers, administrators, and others to support enhancement of student learning, for example by showcasing learner work physically and/or virtually for critique and celebration. ☐Collaborates with learners, families, colleagues, other school professionals, and community members to ensure learner growth. ☐Elicits information about learners and their experiences from colleagues, instructional teams, families and communities and uses this ongoing communication to support learner development and growth	The candidate does not display appropriate professional behaviors in this area. When scoring needs development, identify the criterion(a) that needs to be developed.

Candidates must score at least 13 total points for Proficient Total Score:_____

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:

InTASC Learning Progressions At A Glance

Full document with learning progressions:

InTASC Learning Progressions for Teachers

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. The 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:

Standards for Students | ISTE

Standards for Educators | ISTE

Standards for Education Leaders | ISTE

Standards for Coaches | ISTE

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 Professional Learning Director. Working with others may be allowed with prior approval from the instructor.

Academic dishonesty is a violation of 505-6-.01 The Code of Ethics for Educators, Standard 4 Honesty, and is required to be reported to the 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 GAPSC Code of Ethics (GAPSC Code of Ethics for Educators).

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 Professional Learning Director.

2. If the candidate desires further action or review, the Middle Georgia RESA Professional Learning Director should be contacted in writing. The MGRESA Professional Learning Director 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 Professional Learning Director, 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 Dr. Damita James, 504 Coordinator, at djames@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 Academic Endorsement Application

Please check the program for which you are applying:

____ESOL ____Gifted ____Online Teaching ____Reading

NAME:		Certificate#:	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.

OPTION 1: SYSTEM APPROVAL - CREDITS TO BE USED FOR RE-CERTIFICATION

1. *Central Office Personnel such as Curriculum Director, Staff Development Director or Endorsement Coordinator* To assure the prerequisite professional certification and experience requirements are met, please verify that the above candidate has a valid, level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate, Leadership certificate, Service Field certificate, or Life certificate as required for program admission. NOTE: {VI Candidates must hold Special Education Certification} {Service Fields not accepted for SPED Transition} Candidates for K-5 Science and K-5 Math must have at least one year of proven successful classroom experience as evidenced by one successful annual evaluation and must **NOT** be currently enrolled in a GATAPP program.

X Signature:_____**Printed Name:**_____.
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   • Has broad general knowledge
• Demonstrates a variety of outstanding instructional skills   • Demonstrates effective classroom management skills
• Demonstrates the ability to create a literate environment   • Models professional and ethical attitudes and behaviors
• Is energetic, enthusiastic, and positive towards self and others
• Demonstrates knowledge of technology and the ability to integrate it into teaching
• Conveys verbally and non-verbally a positive enthusiasm for teaching, learning, and for the well-being of students
• Understands the impact of school, family, community, language and culture, in linking learning to students' prior knowledge

X Signature: _____**Printed Name:**_____**Date:**_____.

3. *Indicate Party Responsible for Payment (invoice will be sent to individual listed below)*
___Bill the **DISTRICT**: Name:_____Title:_____.
Signature:_____   Date:_____Email:_____.
___Bill the **SCHOOL**: Name:_____Title:_____.
Signature:_____   Date:_____Email:_____.
____**CANDIDATE WILL PAY**

4. *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:**_____.

OPTION 2: OPTIONAL INDIVIDUAL APPLICATION

DISCLAIMER: Choosing to obtain an endorsement without District Approval **MAY** affect whether credits can be used for candidate re certification. However, being recommended by MGRESA for the award of an endorsement will result in an additional field being added to the candidate's Teaching Certificate. Regardless of route candidates must complete a GAPSC Certification Application to add a field upon conclusion of the endorsement. **In lieu of System Approval submit three Professional References by individuals detailing your ability to meet the criteria listed above. Reference letters should be from Administrator's, Instructional Coaches, College Professor's, etc. Must either be in a signed, sealed envelope or faxed directly to MGRESA at 478-988-7176.**

Please print this application and secure the necessary signatures. Scan and upload the **Application, Candidate Agreement,** and a copy of your **Teaching Certificate** via your MGRESA Learning Stream account. If you have any questions,please call
478-988-7170 or email mgresapl@mgresa.us.   *REV 07/2022*

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:_____.Date:_____. Endorsement:_____.	
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. **Candidates must score a minimum of 13 points to exit the program.**	
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 Canvas for assessment.	
4. I understand that I must score 85% or better to successfully exit each course. I further understand that I must score 85% or better on Key Assessments and Key Course Assignments. Otherwise, I will be asked to redo the assessment and/or assignment.	
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 and 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 Professional Learning Director. As a good steward of school district funds, the Professional Learning Director 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:_____.