

**Gifted Endorsement Application Packet**

**N GA RESA Gifted Endorsement Program**

***Candidate's Application***

**INSTRUCTIONS:** Please complete this form and return it to your school site coordinator. The *Principal's Recommendation* form should be given to your principal to complete. Principal's recommendation must be received in a sealed envelope.

Name \_\_\_\_\_ School System \_\_\_\_\_

School \_\_\_\_\_ School Phone # \_\_\_\_\_

Home Phone \_\_\_\_\_ Email \_\_\_\_\_

Highest degree earned \_\_\_\_\_

Certification Areas \_\_\_\_\_

Subject Area(s) you are/will be teaching: \_\_\_\_\_

Years of teaching experience: \_\_\_\_\_

It is my intention to take all four courses to earn Gifted In-Field Endorsement. \_\_\_ Yes \_\_\_ No

1. Have you had any experience working with gifted students? If so, explain.

2. Do you have any special skills/ abilities and/or training that would enhance your ability to effectively teach gifted children?

3. How would you rate yourself with technology integration in the classroom?

\_\_\_ Beginner \_\_\_ Moderately skilled \_\_\_ Advanced

4. What training, if any, have you had in differentiating instruction to accommodate learners?

### *Candidate's Self Evaluation Form*

**As part of the registration for the Gifted In-Field Endorsement Program, rate yourself with regard to the descriptions below from 1 to 3 (1= Needs improvement, 2= Meets Educational Expectations, 3= Exceeds Educational Expectations).**

<b>Gifted Standards 505-3-.71</b>	<b>Descriptions The program shall prepare candidates who...</b>	<b>1-3</b>
<b>1.0000</b>	<b>Foundations</b>	
1.xiii	Are familiar with laws, policies, and ethical principles regarding behavior management planning and implementation.	
1.xv.	Are familiar with historical points of view and contributions of culturally diverse groups.	
<b>2.0000</b>	<b>Development and Characteristics of Learners</b>	
2.i.	Understand typical and atypical human growth and development.	
2.v.	Understand characteristics and effects of the cultural and environmental milieu of the child and the family.	
<b>3.0000</b>	<b>Individual Learning Preferences</b>	
3.vi.	Understand the impact of multiple exceptionalities that may result in sensory, motor, or learning needs.	
3.ix.	Understand the cultural perspectives influencing the relationship among families, schools, and communities as related to effective instruction.	
<b>4.0000</b>	<b>Instructional Strategies</b>	
4.ii	Use of technology for planning and managing the teaching and learning environment	
4.iv	Use Instructional time effectively.	
4.vi	Choose and use technologies to modify the instructional process.	
4.vii.	Use strategies to facilitate effective integration into various settings.	
<b>5.0000</b>	<b>Learning Environments and Social Interactions</b>	
5.i.	Know ways specific cultures are negatively stereotyped.	
5.vi	Ways to create learning environments that allow individuals to retain and appreciate their own and each others' respective language and cultural heritage.	
5.vii.	Know strategies for crisis prevention and intervention.	
5.viii	Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world..	
5.x	Structure, direct, and supervise the activities of paraprofessionals, volunteers, and tutors.	
5.xi	Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.	
5.xv	Prepare and organize materials to implement daily lesson plans	
5.xvi	Design and manage daily routines.	
5.xvii.	Direct activities of classroom volunteers.	
5.xviii	Use universal precautions.	
5.xx	Use communication strategies and resources to facilitate understanding of the subject matter for students whose primary language is not the dominant language.	
5.xxii	Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.	
<b>6.0000</b>	<b>Language</b>	
6.i.	Understand effects of cultural and linguistic differences on growth and development.	
<b>7.0000</b>	<b>Instructional Planning:</b>	
7.xiii	Develop and select instructional content, resources, and strategies that respond	

	to cultural, linguistic, and gender differences.	
7.xvii.	Involve the individual and family in setting instructional goals and monitoring progress.	
7.xviii.	Identify realistic expectations for personal and social behavior in various settings.	
<b>8.0000</b>	<b>Assessment</b>	
8.i.	Understand basic terminology used in assessment.	
8.ii.	Understand legal provisions and ethical principles regarding assessment of individuals.	
8.vii.	Use formal and informal assessments.	
8.xvi.	Report assessment results to all stakeholders using effective communication skills.	
8.xvii.	Create and maintain records.	
8.xviii	Use technology to conduct assessments.	
<b>9.0000</b>	<b>Professional and Ethical Practice</b>	
9.iii	Understand the continuum of lifelong professional development	
9.ix	Use verbal, nonverbal, and written language effectively.	
9.x	Demonstrate commitment to developing the highest educational potential of individuals with gifts and talents.	
9.xi.	Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individual students.	
9.xii	Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession.	
9.xiii	Engage in professional activities that benefit individuals with exceptional learning needs, their families, and colleagues.	
9.xiv	Conduct professional activities in compliance with applicable laws and policies.	
9.xv	Practice within one's skills limit and obtain assistance when needed.	
9.xvi	Practice within the CEC Code of Ethics and other standards of the profession.	
9.xx	Act ethically in advocating for appropriate services.	
<b>10.0000</b>	<b>Collaboration</b>	
10.i.	Understand culturally responsive factors that promote effective communication and collaboration with individuals, families, school personnel, and community members.	
10.vi.	Foster respectful and beneficial relationships between families and professionals.	
Total self-rating		

\_\_\_\_\_  
**Candidate's Name (please print)**

\_\_\_\_\_  
**Candidate's Signature**

\_\_\_\_\_  
**Date**

## N GA RESA Gifted Endorsement Program

### *Principal's Recommendation*

Name of Candidate \_\_\_\_\_ Date \_\_\_\_\_

Print name of principal making recommendation \_\_\_\_\_

School Location \_\_\_\_\_ School System \_\_\_\_\_

1. How long have you known this candidate? \_\_\_\_\_

2. Do you think this person would be a good candidate for the Gifted Endorsement?

\_\_\_ Yes \_\_\_ No

3. Does the candidate possess a clear, renewable Georgia teaching certificate?

\_\_\_ Yes

\_\_\_ No

4. Did the candidate have a satisfactory rating during his/her most recent teacher evaluation? \_\_\_ Yes

\_\_\_ No

**5. Are you willing to support this candidate with release time for field experiences as required by Georgia Professional Standards?** \_\_\_ Yes \_\_\_ No

Below are six characteristics and competencies of teachers of the gifted. Based on these characteristics and competencies, how would you rate the candidate? Place a check in the appropriate box for each statement.

<b><u>Characteristic &amp; Competencies</u></b>	<b><u>Poor</u></b>	<b><u>Fair</u></b>	<b><u>Proficient</u></b>	<b><u>Distinguished</u></b>
Ability to develop methods and materials for use with the gifted				
Mature, experienced, and self-confident				
Commitment to learn strategies to work with high level learners				
Capable of teaching higher cognitive thinking and questioning				
Relates well to high achievers				
Imaginative and flexible				
Capable of self-evaluation and reflection				

Principal's Signature \_\_\_\_\_

Date \_\_\_\_\_