

**Kennesaw State University  
Bagwell College of Education  
Department of Elementary and Early  
Childhood Education**

**T**eaching  
**O**f  
**S**pecific  
**S**ubjects

**C**ollaborating Teacher  
**H**andbook

Revised by Cherry O. Steffen  
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## TOSS General Guidelines

Welcome to the Teaching of Specific Subjects (TOSS) courses in the Department of Elementary and Early Childhood Education at Kennesaw State University. You will be taking four integrated courses, which include Language Arts/Social Studies, Mathematics, Science, and Content Area Reading. Since the program is well grounded in school-based professional experiences, you will be placed in an early childhood setting during the TOSS courses where you will observe, teach, and learn during the semester. This will be an exciting experience for you as you develop and grow into a professional learning facilitator who understands your discipline and principles of pedagogy, who reflects on practice in the classroom, and who applies these understandings to instructional decision-making that fosters the success of all learners.

## Scheduling

During the first 10 weeks of your Kennesaw State University TOSS courses, you will have classes two full days per week, depending on instructors' schedules. You will also have a **one day a week, full day** field experience for the **first 10 weeks** in the school and classroom you have been assigned for your full time TOSS field placement. During the first 10 weeks of field experience days, you will report to your assigned classroom for 5.5 hours.

During the **last five-weeks of full time field placement**, you will *normally* report to your schools from 7:20 am and stay until 2:50 p.m. daily (or 8:20 am until 4:00 pm depending on your school's hours), and should remain after 2:50 for additional planning when needed. You are **required** to be ***in your assigned classroom by the time teachers are to be at school***. (The beginning and ending times may vary according to various schools' schedules. **You are to follow the schedule of the school at which you have been placed.**) You will need to sign in and out on a designated sign-in sheet every day. Your placement site will be selected to provide you with a variety of experiences including pre-K, K, 1-3, 4-5. Those planning to student teach in a preschool setting will need to fulfill full time field in grades 3-5.

## Attendance

**Attendance** and **punctuality** are important aspects of **professionalism**. **Any absences** from the classroom during the coursework and field experience shall be considered **excessive**. All absences must be approved as excused by the instructor/university supervisor. Absences will **ONLY be excused** after **written documentation** of a **MEDICAL OR FAMILY EMERGENCY** is presented to your university supervisor or instructor. During the **first 10 weeks**, there **will be a deduction of pts. for any unexcused absence from a class (an entire day's absence results in loss of points for each course missed)**. Any excused absence in the field experience (**in excess of two**) shall be made up by scheduling a continuation of the field experience in the assigned classroom. Weddings and vacations **are NOT considered excused absences**.

## Teacher Candidate's Responsibilities

(This page is also included in the Collaborating Teacher's Handbook)

You are a collaborative learning facilitator who is **expected to be professional in every respect** (see Department of Elementary and Early Childhood Education Areas of Concern Form and Professionalism section of Full Time Field Experience Rubric included in this handbook). You must...

- ◆ arrive in your assigned classroom **on-time**;
- ◆ dress appropriately for your placement experience;
- ◆ call both your collaborating teacher and university supervisor first thing in the morning if you must be absent;
- ◆ schedule make-up time for any absences with your collaborating teacher;
- ◆ take initiative and complete tasks in a timely manner;
- ◆ do your very best throughout the semester;
- ◆ always act in a professional manner;
- ◆ always maintain confidentiality;
- ◆ always be alert for ways to develop professionally.

Your course work should represent a culmination of all experiences at Kennesaw State University. The field experience is your opportunity to...

- ◆ practice and apply the multitude of techniques and strategies you have learned;
- ◆ develop and implement a one-week integrated unit;
- ◆ begin or continue to develop a TOSS evaluative e-portfolio;
- ◆ keep a reflective journal;
- ◆ attend seminars, conferences, meetings, and professional workshops when possible;
- ◆ complete a *Portfolio Narrative Analysis* for each piece of evidence placed in the portfolio;
- ◆ complete the *Impact on Student Learning Analysis*, and
- ◆ complete any other assignments that are deemed necessary by university faculty and collaborating teacher.

As a last requirement, you must complete a **final on-line self-evaluation** on your performance during your field experience portion of the TOSS courses. Your collaborating classroom teacher and your KSU supervisor must also complete a copy of the same electronic form online.

## COLLABORATING TEACHER RESPONSIBILITIES

The TOSS Teacher Candidate in your class is enrolled in a methods course block at Kennesaw State University. The courses are taught concurrently in order to emphasize application of pedagogical content knowledge, collaboration, and integration of subject matter. The KSU teacher candidate is in the first semester of the senior capstone experience and will student teach next semester.

Please support your TOSS teacher candidate as follows:

1. **Keep a daily record of candidate's attendance and punctuality and anecdotal notes of any problems that may occur with the candidate.**
2. Contact university supervisor **as soon as a problem arises** concerning professionalism and overall "job performance".
3. Provide continuous guidance and constructive feedback.
4. Provide opportunities for the candidate to observe you teaching whole class, small group, and individual students.
5. Allow candidate to begin the field experience by working with one child or with small groups of children, and gradually move toward whole class instruction. The candidate should work with you to plan these experiences.
6. **Guide** the candidate as he/she **develops a five lesson integrated thematic unit, as per required format and components** (See Full Time Field Experience Evaluation Rubric). However, allow the candidate to develop a unit that is truly his or her own. **Provide time for the candidate to teach all 5 lessons. This is critical to the candidate's ability to go on to student teach, as it is a mandatory requirement of the TOSS capstone experience. However the unit should be taught as five, approximately 30-45 minute lessons which can be spread over the course of a week, or if appropriate, 2 lessons can be taught on the same day.**
  - The collaborating teacher suggests 1-2 possible unit topics or themes.
  - You and the teacher candidate **must sign** the *Unit Topic Agreement Form*, stipulating the agreed upon Unit Topic/Theme.
  - The collaborating teacher will conduct two lesson observations during the implementation of the Integrated Unit. (Forms included at the end of this handbook.) (Note: These observations may be completed by a school administrator if desired.) (The university supervisor will grade the candidate on the written and implemented unit.)
  - Specific requirements of the unit and other aspects of TOSS are available in the TOSS Candidate Handbook. The Handbook is available online at <http://www.kennesaw.edu/education/ece/TossHandbook.pdf>
7. Complete two (2) observations of the TOSS Candidate during teaching of the 5 lesson unit. Fill out the Lesson Observation Scoring Rubric. (A copy of the rubric is included in this handbook.) (The Observation Summary Form, included in this handbook, is optional.)

8. Complete a hard copy of the Candidate Performance Instrument (CPI). The CPI should be delivered by the candidate or the University Supervisor. (A copy of the CPI is included in this handbook.)
9. Please include the candidate, as much as possible, during his/her time in your classroom. The candidate may assist you with:
  - ◆ small-group instruction
  - ◆ individual student instruction
  - ◆ whole-class instruction
  - ◆ bulletin boards
  - ◆ grading
  - ◆ cafeteria duty
  - ◆ computer room assistance
  - ◆ scheduling of special classes
  - ◆ unit and lesson planning
  - ◆ playground duty
  - ◆ any other similar elementary classroom functions
10. Additional desirable experiences include:
  - ◆ becoming familiar with the media center
  - ◆ learning names and roles of specialists within the building, and learning referral procedures for each
  - ◆ observing a special education class
  - ◆ becoming familiar with the school population (diversity, SES factors, etc.)
  - ◆ attending PTA meetings
  - ◆ attending faculty meetings
  - ◆ attending grade-level or team meetings
  - ◆ attending parent conferences
  - ◆ attending professional development activities
11. Remember your candidate is **not student teaching**. The candidate's development depends on your modeling, support, and feedback.
12. **Call the university supervisor immediately** whenever you need to discuss candidate's progress or concerns you may have.

**The primary purpose of this field experience is to:**

- provide the candidate with opportunities to plan, implement, and evaluate integrated lessons in mathematics, science, social studies, and language arts.
- work with the collaborating teacher in planning, implementing, and evaluating lessons.

**In this field experience, it is desirable for the candidate to have opportunities to:**

- plan and implement a variety of lessons in math, science, social studies, and language arts using instructional methods and approaches the candidate has learned from course work taken during his or her ECE program studies.
- plan and implement a one-week unit that integrates these four areas.
- work with students in whole class and small group situations, including total class management.
- observe and discuss with the collaborating teacher the development, implementation, and evaluation of lessons.

**\*\*\*NOTE\*\*\***

Please keep written documentation of attendance, punctuality and any other concerns or issues related to professionalism or teaching readiness (ability, organization, management, etc.) that you are concerned about regarding your TOSS candidate. Complete an Areas of Concern Form (found at the end of this handbook) and contact the candidate's university supervisor as soon as possible so a meeting can be arranged to discuss the problem with the candidate, the university supervisor, and you.

## University Supervisor's Responsibilities

The University supervisor will help candidates develop and grow throughout the semester. During the first 10 weeks, TOSS faculty will work with the candidates in course work. They will evaluate field experience assignments from the first 10 weeks. During the last 5 weeks, the university supervisors will do the following:

1. Make **3-4** visits with each candidate, the **first** to meet with collaborating teachers assigned to their candidate supervisees to discuss collaborating teachers' roles and responsibilities, then **two visits to observe** lessons for each supervisee and to hold post-observation conferences, and **one** for final exit interview (e-portfolio presentations) with each candidate supervisee. Visits may vary in length. There are many variables involved during supervision and decisions for visits will be made based on individual needs.
2. Observe **at least two satisfactory lesson implementations** by each candidate during the full time field experience. A third observation may be scheduled if a lesson was not deemed successful. (**A long form, written lesson plan is required from the candidates for all formal observations and for each integrated unit lesson.**)
3. Meet with each candidate to discuss observations and evaluations. Conferences (both informal and formal) will be held throughout the semester to help the candidates continue to learn and refine teaching and learning strategies.
4. Maintain communication with the collaborating teacher regarding any professionalism or performance concerns. Collect attendance sheets and document all evidence when problems exist.

# Unit Topic Agreement Form

(to be placed at beginning of unit)

\_\_\_\_\_ and I have discussed and  
(TOSS Candidate's Name)

agreed upon the topic/theme \_\_\_\_\_

as a suitable theme for the integrated unit that will be taught in this  
classroom during the field experience portion of TOSS.

\_\_\_\_\_  
(Collaborating Teacher's Signature)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(TOSS Candidate's Signature)

\_\_\_\_\_  
(Date)

**Kennesaw State University**  
**College of Education**  
**Department of Elementary and Early Childhood Education**

**Teaching of Specific Subjects (TOSS)**  
**Lesson Observation Scoring Rubric**

**Student Name** \_\_\_\_\_ **Evaluator** \_\_\_\_\_  
**School** \_\_\_\_\_ **Cooperating Teacher** \_\_\_\_\_  
**Grade** \_\_\_\_\_ **Date** \_\_\_\_\_

Circle the point value corresponding to the statement that best describes the teacher candidate's performance during the lesson delivery. Note that the first level has been shaded in each area. We do not expect our TOSS candidates to perform at this level of proficiency at this phase of their teacher preparation. However, there may be rare cases in which a teacher candidate earns this level. **In this case, please mark the highest level and provide comments as to why this level is deserved.** Also, feel free to make any other comments which may help the teacher candidate to improve his or her performance as a classroom teacher.

**Planning**

- 3** Develops strong well-integrated lessons that meet and extend grade-level curriculum
- 2** Evidences strong content knowledge and conceptual development in planning and teaching
- 1** Evidences correct and grade-appropriate content knowledge in planning and teaching
- 1** Exhibits some errors/problems/omissions in content knowledge in planning or teaching

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Materials**

- 3** Employs a variety of high-quality materials that accelerate instruction
- 2** Prepares interesting and grade-appropriate materials and uses them effectively
- 1** Employs appropriate materials that are well prepared, ready, and utilized for student learning
- 1** Fails to prepare or provide appropriate materials or employ them effectively

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Content**

- 3** Enriches grade-level curriculum with interdisciplinary content and strong application components
- 2** Meets grade-level curriculum and makes connections across subject areas
- 1** Presents content accurately and meets grade-level curriculum
- 1** Merely reviews/practices previous content, rather than add new information or skills/Not grade-appropriate

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Instructional Delivery**

- 3 Effective instruction of significant objectives employing a variety of methods and adapting for diversity
- 2 Meets planned objectives/Employs a variety of developmentally appropriate strategies and techniques
- 1 Meets basic objectives/Demonstrates adequate instructional pedagogy and activities
- 1 Fails to execute lesson to achieve stated objectives

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Management**

- 3 Direct large and small group work efficiently and productively, maintaining class-room standards for behavior
- 2 Explores a variety of grouping options that enhance student learning and encourage appropriate behavior
- 1 Manages time, materials, and students for successful learning/Complies with classroom standards
- 1 Not well prepared/Wastes time or does not use time effectively/Does not direct students well

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Student Engagement**

- 3 High level of student involvement and student success, including effective modifications
- 2 Adapts instruction to engage all students and attends to learner diversity
- 1 Involves all students in learning tasks and monitors off-task behavior
- 1 Only marginally involves students, some students not on task

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Assessment**

- 3 Utilizes valuable assessment instruments to diagnose and monitor student performance
- 2 Evidences ongoing assessment and monitors student learning to modify lesson
- 1 Includes assessment that aligns well with lesson objectives and is grade-appropriate
- 1 Fails to include appropriate assessment or mismanages evaluation

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Lesson Efficiency**

- 3 Meets important objectives and attends to students needing remediation and enrichment
- 2 Paces lesson well and completes instructional activities within the stipulated timeframe
- 1 Meets instructional goals within stipulated time frame and promotes student success
- 1 Lesson's objectives unclear/Contributes to or does not attend to student confusion; reduces student success/Lesson poorly paced

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Personal Manner**

- 3 Enthusiastic concern for cognitive and affective elements/Excellent language model
- 2 Is respectful, enthusiastic and models strong professional demeanor and communication
- 1 Show interest in students and content/Models respect and uses correct grammar and standard English
- 1 Lacks enthusiasm for teaching and learning/Lacks rapport with students or Models poor language with errors in speech or grammar

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Technology**

- 3 Demonstrates innovative and well-integrated technological resources that enhance lessons
- 2 Explores ways to incorporate technology and employs various resources into lesson
- 1 Incorporates basic technological resources into instruction if appropriate
- 1 Fails to consider and incorporate technology that could enhance teaching and learning

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Final Score: (Add circled point values)** \_\_\_\_\_



**Observation SUMMARY FORM**  
**KENNESAW STATE UNIVERSITY**  
**Bagwell College of Education**

**Student's Name:** \_\_\_\_\_ **KSU Course:** \_\_\_\_\_ **Semester:** \_\_\_\_\_  
**Collaborating Teacher:** \_\_\_\_\_ **University Supervisor:** \_\_\_\_\_  
**School:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Beg. Time:** \_\_\_\_\_ **End. Time:** \_\_\_\_\_

**Observer:** \_\_\_\_\_ **Circle One:** *University Supervisor*  
*Collab. Teacher   SMT   Self   Peer*

**Description of Situation:** Brief description of environment, subject area, type of activity, description and number of learners, etc.

**Directions:**

When completing this summary form, please indicate strengths and areas for improvement.  
 For greater detail, please consult the Conceptual Framework Reference Guide that describes the proficiencies in each outcome.

**Subject Matter Expertise:** *(knows content; connects to other disciplines; knows and represents content accurately; uses content and pedagogical knowledge)*

**Facilitation of Learning:** *(knowledge of learners; knowledge of society and culture; well-managed learning environment; sets high expectations for all students; designs and implements effective instruction; assesses student learning and evaluates instruction)*

**Collaborative Professional:** *(reflects on professional performance; builds collaborative and respectful relationships; uses effective communication skills; maintains professional and ethical behavior)*

Student's Signature

Date

Observer's Signature

Date



CANDIDATE PERFORMANCE INSTRUMENT – Pre-Student Teaching (TOSS)

FINAL EVALUATION FOR TOSS/Practicum

BAGWELL COLLEGE OF EDUCATION AND PROFESSIONAL TEACHER EDUCATION UNIT

KSU Candidate \_\_\_\_\_

KSU Supervisor \_\_\_\_\_

Collaborating Teacher \_\_\_\_\_

Grade Level/Subject \_\_\_\_\_

Semester \_\_\_\_\_

Candidate Degree Program \_\_\_\_\_

School \_\_\_\_\_

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

Candidate \_\_\_\_\_ Collaborating Teacher \_\_\_\_\_ KSU Supervisor \_\_\_\_\_

(Check One)

Collaborative Development of Expertise in Teaching and Learning: The Kennesaw State University teacher education faculty is committed to preparing teachers who demonstrate expertise in facilitating learning in all students. Toward that end, the KSU teacher education community strongly upholds the concept of collaborative preparation requiring guidance from professionals within and beyond the university. In tandem with this belief is the understanding that teacher expertise develops along a continuum which includes the stages of preservice, induction, in-service, and renewal; further, as candidates develop a strong research-based knowledge of content and pedagogy, they develop their professional expertise in recognizing, facilitating, assessing, and evaluating student learning.

This evaluation instrument contains the 18 proficiencies that our KSU professional teacher educators and school professionals agree represent the knowledge, skills and dispositions our undergraduate candidates should have by the completion of their programs. Since TOSS/Practicum and student teaching are the culminating comprehensive experience for all candidates just prior to graduation, it is altogether appropriate to formally assess our candidates' proficiencies at this time. KSU requests that the team consisting of the collaborating teacher, KSU supervisor and candidate complete this form independently of each other at the end of the term. Self-assessment is important for the candidate in developing a realistic view of personal competency and professional growth.

Note: Candidates must attain at least a Level 2 (L2) for all proficiencies to advance to student teaching. Receiving a rating of less than L2 on any proficiency shall prompt a plan developed by the program area for remediating the performance.

Signatures:

Final: \_\_\_\_\_
Candidate Collaborating Teacher KSU Supervisor Date



Candidate: \_\_\_\_\_



## CANDIDATE PERFORMANCE-- TOSS

### Rubric and Supporting Explanation

Candidate Proficiencies - L1-L4 Performance Characteristics

The purpose of this rubric is to provide guidance in the evaluation of the candidate's performance during TOSS/Practicum and student teaching. The basis for judgment should be evidence from multiple sources such as (but not limited to) assignments, journal entries, lesson plans, observations of teaching, portfolio products, projects, service-learning projects, teacher work samples, unit plans, etc. When determining the proficiency level demonstrated by the candidate, take into account all the evidence relating to the proficiency and strive to make a holistic judgment based upon the sufficiency and quality of the evidence. The goal is to make accurate judgments and ones that are consistent with the judgments of all evaluators.

The rubric contains descriptors that describe the criteria for each level. With each subsequent rating beginning with the lowest rating of L1 to the highest rating of L4, the criteria show a progression toward more compelling and better quality evidence. Apply these criteria in your judgment of the candidate's performance as revealed through the various sources of evidence. Additional information that follows each rating's criterion is provided to help you make an accurate judgment. Due to the developmental nature of the KSU program, the candidate may not have the opportunity during the pre-student teaching experiences to address all proficiencies to the extent they will during student teaching. Thus, it is rare for a candidate to receive a L4 rating prior to student teaching. It is more likely that a candidate will receive a score of L2 or L3 during TOSS/Practicum/IDA.

**Please record the dates of the mid-term and final evaluations in the appropriate rating box for each proficiency.**

#### Level 1 – L1

The candidate's performance offers **little or no evidence** of achieving the proficiency. Although there may be occasional points that vaguely suggest the candidate has achieved the expected proficiency, viewed as a whole the candidate's performance provides little or no evidence of meeting the proficiency. If evidence is presented, the evidence suggests that the actions of the candidate have been carried out solely to fulfill course requirements. Candidate is unable to assess impact on student learning or adjust practice accordingly. Negative opinions and behaviors about students, parents, or other professionals are evident.

#### Level 2 – L2

The candidate's performance provides **limited evidence** that the proficiency has been met. Performance may occasionally hint at a higher level of practice but viewed as a whole the candidate's performance is either inconsistent, partial, inadequate or incomplete. Candidate shows difficulty identifying the impact of instruction on student learning and has difficulty adjusting practice. Evidence shows that while the candidate may have met course requirements, the candidate fails to meet performance expectations.

#### Level 3 – L3

The candidate's performance provides **evidence that the proficiency has been met. Performance is coherent, complete, consistent and accurate.** Candidate demonstrates the ability to assess the impact of instruction on student learning and adjust practice accordingly. Evidence shows that candidate learning extends beyond course requirements and expectations. These extensions reflect the application of best practices from research. Positive opinions and behaviors about students, parents, or other professionals are evident.

#### Level 4 – L4

The candidate's performance provides **consistent, and convincing evidence that the proficiency has been met.** The performance of this individual is exceptional, with multiple examples of extensions beyond course requirements and expectations. These extensions reflect the daily application of research-based, best practices. Candidate consistently and accurately assesses the impact of instruction on student learning and demonstrates multiple examples of adjusting practice accordingly. Candidate interacts positively with students, parents, or other professionals; and is positive about the ability to teach all students.

Candidate: \_\_\_\_\_



## CANDIDATE PERFORMANCE-- TOSS

*Please add any additional comments on the back of the page.*

<b>OUTCOME 1: SUBJECT MATTER EXPERTS</b>				
<b>Proficiency 1.1:</b> Candidate demonstrates broad, in-depth, and current knowledge of discipline content.	L1	L2	L3	L4
<b>Proficiency 1.2:</b> Candidate represents content accurately.	L1	L2	L3	L4
<b>Proficiency 1.3:</b> Candidate connects content to other disciplines and applies it to common life experiences.	L1	L2	L3	L4
<b>Proficiency 1.4:</b> Candidate uses pedagogical content knowledge effectively.	L1	L2	L3	L4
<b>Notable Strengths:</b>				
<b>Areas for Improvement:</b>				

Candidate: \_\_\_\_\_



## CANDIDATE PERFORMANCE-- TOSS

*Please add any additional comments on the back of the page.*

<b>OUTCOME 2: FACILITATORS OF LEARNING</b>				
<b>Proficiency 2.1:</b> Candidate demonstrates knowledge of how learners develop, learn and think.	L1	L2	L3	L4
<b>Proficiency 2.2:</b> Candidate successfully motivates students to learn.	L1	L2	L3	L4
<b>Proficiency 2.3:</b> Candidate creates and implements instruction that embodies multiple cultures and a rich, diverse curriculum.	L1	L2	L3	L4
<b>Proficiency 2.4:</b> Candidate creates effective, well-managed and active learning environments.	L1	L2	L3	L4
<b>Proficiency 2.5:</b> Candidate creates environments that reflect high expectations for student achievement.	L1	L2	L3	L4
<b>Proficiency 2.6:</b> Candidate designs effective instruction.	L1	L2	L3	L4
<b>Proficiency 2.7:</b> Candidate implements effective instruction that positively impacts the learning of all students.	L1	L2	L3	L4
<b>Proficiency 2.8:</b> Candidate uses a variety of methods, materials, and technologies.	L1	L2	L3	L4
<b>Proficiency 2.9:</b> Candidate utilizes a variety of strategies to assess student learning.	L1	L2	L3	L4
<b>Proficiency 2.10:</b> Candidate uses the results of assessments to improve the quality of instruction.	L1	L2	L3	L4
<b>Notable Strengths:</b>				
<b>Areas for Improvement:</b>				

Candidate: \_\_\_\_\_



## CANDIDATE PERFORMANCE-- TOSS

*Please add any additional comments on the back of the page.*

<b>OUTCOME 3: COLLABORATIVE PROFESSIONALS</b>				
<b>Proficiency 3.1:</b> Candidate communicates effectively orally and in writing	L1	L2	L3	L4
<b>Proficiency 3.2:</b> Candidate reflects upon and improves professional performance.	L1	L2	L3	L4
<b>Proficiency 3.3:</b> Candidate builds collaborative and respectful relationships with colleagues, supervisors, students, parents and community members.	L1	L2	L3	L4
<b>Proficiency 3.4:</b> Candidate displays professional and ethical behavior.	L1	L2	L3	L4
<b>Notable Strengths:</b>          				
<b>Areas for Improvement:</b>          				

## Assessment of Areas of Concern

### Department of Elementary and Early Childhood Education

Candidate \_\_\_\_\_ Course \_\_\_\_\_ Semester \_\_\_\_\_

Instructor \_\_\_\_\_

**Please indicate the area(s) of concern by checking the appropriate item(s) and providing specific, relevant comments as well as suggestions for positive improvement.**

**There is/are concern(s) with the candidate's:**

- Completing responsibilities in a timely manner and maintaining punctuality as a professional standard. (This includes avoiding tardiness, absences, early leaving taking, and the late completion or failure to complete all assignments.)
- Modeling of high standards and expectations.
- Making and maintaining a commitment to becoming a teacher and to the profession of helping students learn.
- Demonstrating enjoyment of learning and enthusiasm toward working with students to facilitate their learning.
- Reflecting on and assessing performance and effectiveness for self-improvement.
- Learning from experiences and showing improvement over time.
- Managing interpersonal relationships in a mature and professional manner.
- Respecting and interacting with others with courtesy and civility.
- Working collaboratively and professionally with professional colleagues and faculty.
- Accepting responsibility for actions and non-actions, placing the locus of control upon self rather than shifting blame or claiming inability to control outside factors.
- Dressing and appearing appropriately for the professional context of teaching and learning.
- Promoting and modeling standards of academic honesty and integrity.
- Other

**Comments:**

**Suggestions for positive improvement(s):**

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<b>Instructor</b>	<b>Date</b>	<b>Candidate</b>	<b>Date</b>
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**NOTE:**

**If you would like more information about any aspect of the TOSS experience in the Department of Elementary and Early Childhood Education at Kennesaw State University, please feel free to review the TOSS Handbook at <http://www.kennesaw.edu/education/eece/TOSS/index.html> . Or, you may wish to call Dr. Cherry Steffen, TOSS Coordinator at (770)423-6927 or email at [csteffen@kennesaw.edu](mailto:csteffen@kennesaw.edu).**