**ENTRY 1: Candidate demonstrates the ability to use knowledge of human development and individual differences to analyze the means by which a learning environment provides learning opportunities for all students.**

**Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Submitted: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Campus Undergrad Grad/PB EDP**

**Reviewer ID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_ 1st Assessment 2nd Assessment 3rd Assessment**

**Notes:**

*Entries 1-4 are* ***Formative Entries****. For a Formative Entry to achieve a Pass, all items must be present and in the proper format and order. The entry report must be organized and readable. There may be a few GUM errors throughout. The report must demonstrate an understanding of the four elements of analysis: unpack the principle, relate an episode from the evidence, connect to educational literature, and gauge the degree of correspondence. A few elements of the analysis might be light or weak. In some places, details might be insufficient. The Description or Reflection might be superficial in spots. Constructive feedback is warranted.*

***Scoring****: In order to achieve a Pass, the majority of items for an entry must be scored as Meets Standard (M) or Distinguished (D) while a few may be scored as Approaching (A): No items may be scored as Emergent (E) or No Evidence (N). Each entry is scored by two independent reviewers. Reviewers will mark an entry as Pass or Not Pass. Reviewers may also request revisions for entries that demonstrate slight errors but are otherwise passable. A reviewer may grant an entry up to three assessments, with revisions after the first and second.*

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| **Evidence: Required Documentation** | | | | | | | | **Comments** |
|  | Copies of dated Field Notes | | | | | | |  |
| **Entry Report** | | | N0 | E1 | A2 | M3 | D4 |
| 1 | Description | The description provides a logical, detailed yet brief overview. The focus is on reporting *what* was observed. Context is considered |  |  |  |  |  |
| 2 | Analysis of Principle 2a | The analysis exhibits an understanding of how students learn and grow. |  |  |  |  |  |
| 3 | Analysis of Principle 2b | The analysis exhibits an understanding of how to provide learning opportunities that support intellectual, physical, social, and emotional development. |  |  |  |  |  |
| 4 | Analysis of Principle 3a | The analysis exhibits an understanding of how individuals and groups differ. |  |  |  |  |  |
| 5 | Analysis of Principle 3b | The analysis exhibits an understanding of how to create equitable instructional opportunities. |  |  |  |  |  |
| 6 | Analysis of Principle 5 | The analysis exhibits an understanding of the conditions and actions which create a classroom climate that encourages respect for others, positive social interaction and personal health and safety. |  |  |  |  |  |
| 7 | Analysis of Principle 10 | The analysis exhibits an understanding of the conditions and actions which tend to discriminate against students on the basis of sex, race, color, creed, age, sexual orientation, disability or national origin. |  |  |  |  |  |
| 8 | Reflection | The reflection exhibits an ability to use literature & experience to rethink one’s beliefs toward the improvement of teaching and student learning. |  |  |  |  |  |
| ***Possible score: 32 Score for this submission: \_\_\_\_\_\_\_* PASS  */*  NOT PASS** | | | | | | | | |