**ENTRY 2: Candidate demonstrates an understanding of how to identify and accommodate students with special needs for an equitable learning environment. This includes an understanding of laws, policies, and procedures.**

**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 for First Student** | | | | | | | | | |
|  | Copies of fieldnotes providing a summary of needs and accommodations. | | | | | | | | |
|  | Copies of interview notes from conference with classroom teacher or special education teacher. | | | | | | | | |
| **Entry Report: First Student** | | | | N0 | E1 | A2 | M3 | D4 | Comments |
| 1 | | Description | The description provides an overview of the history of services, the referral process, the classroom and instruction, support services and Information from the classroom and/or special education teachers. |  |  |  |  |  |  |
| 2 | | Analysis of Principle 3a | The analysis demonstrates an understanding of how individuals and groups differ. |  |  |  |  |  |
| 3 | | Analysis of Principle 3b | The analysis demonstrates an understanding of how to create equitable instructional opportunities. |  |  |  |  |  |
| 4 | | Analysis of Principle 8 | The analysis demonstrates a thorough understanding of how to integrate students with disabilities into appropriate learning situations. |  |  |  |  |  |
| 5 | | Analysis of Principle 13a | The analysis demonstrates a thorough understanding of laws related to student and educator rights and responsibilities. |  |  |  |  |  |
| 6 | | Analysis of Principle 13b | The analysis demonstrates a thorough understanding of how to apply current state and federal laws and regulations as they pertain to all children, including those at risk and those with disabilities. |  |  |  |  |  |

**ENTRY 2, Page 2**

**Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Reviewer ID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Evidence: Required Documentation for Second Student** | | | | | | | | | |
|  | Summary of needs and accommodations. | | | | | | | | |
|  | Copies of interview notes from conference with classroom teacher or special education teacher. | | | | | | | | |
| **Entry Report: Second Student** | | | | N0 | E1 | A2 | M3 | D4 | Comments |
| 7 | | Description | The description provides an overview of the history of services, the referral process, the classroom and instruction, support services and Information from the classroom and/or special education teachers. |  |  |  |  |  |  |
| 8 | | Analysis of Principle 3a | The analysis demonstrates an understanding of how individuals and groups differ. |  |  |  |  |  |
| 9 | | Analysis of Principle 3b | The analysis demonstrates an understanding of how to create equitable instructional opportunities. |  |  |  |  |  |
| 10 | | Analysis of Principle 8 | The analysis demonstrates a thorough understanding of how to integrate students with disabilities into appropriate learning situations. |  |  |  |  |  |
| 11 | | Analysis of Principle 13a | The analysis demonstrates a thorough understanding of laws related to student and educator rights and responsibilities. |  |  |  |  |  |
| 12 | | Analysis of Principle 13b | The analysis demonstrates a thorough understanding of how to apply current state and federal laws and regulations as they pertain to all children, including those at risk and those with disabilities. |  |  |  |  |  |
| 13 | | Reflection | The reflection demonstrates an ability to use literature & experience to rethink one’s beliefs toward the improvement of teaching and student learning. |  |  |  |  |  |
| ***Possible score: 52 Score for this submission:* \_\_\_\_\_\_\_ PASS / NOT PASS** | | | | | | | | | |