**ENTRY 3: Candidate demonstrates the ability to work as a team member and to advocate for students and families.**

**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 |
|  | Documentation of participation |
|  | List of local & regional resources for youth & families |
| **Entry Report** | N0 | E1 | A2 | M3 | D4 |  |
| 1 | Description of Colleagueship | The description provides a detailed yet brief overview of the candidate’s work with colleagues in a higher education, school, work or volunteer setting. |  |  |  |  |  |  |
| 2 | Analysis of Principle 11 | The analysis demonstrates appropriate work as a team member to support student learning and well-being. |  |  |  |  |  |
| 3 | Description of Advocacy | The description provides a detailed yet brief overview of the candidate’s experiences advocating for students and families. |  |  |  |  |  |
| 4 | Description of Resources | The description provides a detailed yet brief overview of local and regional resources available to students and families. |  |  |  |  |  |
| 5 | Analysis of Principle 12a | The analysis demonstrates a thorough understanding of the multiple influences on students inside and outside of school. |  |  |  |  |  |
| 6 | Analysis of Principle 12b | The analysis demonstrates a thorough understanding of appropriate systems of support for students. |  |  |  |  |  |
| 7 | 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: 28 Score for this submission: \_\_\_\_\_\_\_* PASS  */*  *NOT PASS*** |