**ENTRY 4: Candidate demonstrates the ability to plan and teach two in-depth, standards-based lessons in the endorsement area sought. Candidate reflects on student learning and h/h teaching and growth over time.**

**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 Lesson 1** | | | | | | | | |
|  | Lesson Plans. | | | | | | | |
|  | Samples of student work with (assessment) and analysis. | | | | | | | |
|  | Video, transcription or detailed supervisor’s notes of lessons taught. | | | | | | | |
|  | Evaluation of lesson by supervisor or cooperating teacher. | | | | | | | |
| **Entry Report: Lesson 1** | | | N0 | E1 | A2 | M3 | D4 | Comments |
| 1 | Description | The description provides a thorough description of the lesson and classroom context. |  |  |  |  |  |  |
| 2 | Analysis of Principle 1 | The analysis demonstrates knowledge and skills in the content of the endorsement at a level that enables students to meet or exceed the expectations in VT’s LOs and GEs and Common Core. |  |  |  |  |  |
| 3 | Analysis of Principle 4a | The analysis demonstrates an understanding of a variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations. |  |  |  |  |  |
| 4 | Analysis of Principle 4b | The analysis demonstrates the ability to use of a variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations. |  |  |  |  |  |
| 5 | 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. |  |  |  |  |  |
| 6 | Analysis of Principle 7 | The analysis demonstrates the ability to use multiple assessment strategies to evaluate student learning. |  |  |  |  |  |

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

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| **Evidence: Required Documentation for Lesson 2** | | | | | | | | |
|  | Lesson Plans | | | | | | | |
|  | Samples of student work with (assessment) and analysis | | | | | | | |
|  | Video, transcription or detailed supervisor’s notes of lessons taught | | | | | | | |
|  | Evaluation of lesson by supervisor or cooperating teacher | | | | | | | |
| **Entry Report: Lesson 2** | | | N0 | E1 | A2 | M3 | D4 | Comments |
| 7 | Description | The description provides a logical, detailed yet brief description of the community, school, classroom, and students. The focus is on *what* you observed. |  |  |  |  |  |  |
| 8 | Analysis of Principle 1 | The analysis demonstrates knowledge and skills in the content of the endorsement at a level that enables students to meet or exceed the expectations in VT’s LOs and GEs and Common Core. |  |  |  |  |  |
| 9 | Analysis of Principle 4a | The analysis demonstrates an understanding of a variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations. |  |  |  |  |  |
| 10 | Analysis of Principle 4b | The analysis demonstrates the ability to use of a variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations. |  |  |  |  |  |
| 11 | 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. |  |  |  |  |  |
| 12 | Analysis of Principle 7 | The analysis demonstrates the ability to use multiple assessment strategies to evaluate student learning. |  |  |  |  |  |
| 13 | Reflection on  Both Lessons | The reflection exhibits an ability to use one’s experiences to rethink beliefs toward the improvement of teaching and student learning. |  |  |  |  |  |  |
| ***Possible score: 52 Score for this submission: \_\_\_\_\_\_\_* PASS  */*  *NOT PASS*** | | | | | | | | |