**ENTRY 5: Within the Student Teaching internship, the candidate demonstrates competency in the endorsement area(s) sought and the ability promote learning by planning, implementing, and evaluating instruction that results in confirmed student learning.**

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

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

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

**Notes:**

*Entries 5 & 6 are* ***Summative Entries****. For a Summative Entry to achieve a pass, all items must be present and in the proper format and order. The entry report must be organized, readable, and concise: Each item in the evidence section should be labeled. There may be only occasional GUM errors. 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. Each analysis should be coherent, informative, and insightful. For Distinguished, the entry report should error-free, grounded in the evidence and the literature, provide original insights or generative questions, and transformative personal reflections.*

***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.*

|  |
| --- |
| **Evidence: Required Documentation**  |
|  | Unit Plan that was researched, designed, and implemented |
|  | At least five lesson plans from the unit |
|  | Analyzed samples of student work and other evidence of student learning |
|  | Video, transcription or detailed supervisor’s notes of one lesson |
|  | Samples record keeping of assessment of student work  |
| **Entry Report** | N0 | E1 | A2 | M3 | D4 | Comments |
| 1 | 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. |  |  |  |  |  |  |
| 2 | Analysis of Principle 2 | The analysis demonstrates an understanding of how students learn and grow and an understanding of how to provide learning opportunities that support intellectual, physical, social, and emotional development. |  |  |  |  |  |
| 3 | Analysis of Principle 3 | The analysis demonstrates an understanding of how individuals and groups differ and an understanding of how individuals and groups differ. |  |  |  |  |  |
| 4 | Analysis of Principle 4 | The analysis demonstrates an understanding of a variety of instructional strategies to provide opportunities for all students to meet or exceed the expectations in c. |  |  |  |  |  |
| 5 | Analysis of Principle 5 | The analysis demonstrates 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 6 | The analysis demonstrates that the candidate implements, adapts, revises, and when necessary, creates curriculum based on the VT’s LOs and GEs and Common Core, knowledge of subject matter, and student needs and interests. |  |  |  |  |  |
| 7 | Analysis of Principle 7 | The analysis demonstrates use of multiple assessments to evaluate student growth and to modify instruction to ensure the continuous intellectual, social, physical, and emotional development of every student. |  |  |  |  |  |
| 8 | Analysis of Principle 8 | The analysis demonstrates a thorough understanding of how to integrate students with disabilities into appropriate learning situations. |  |  |  |  |  |
| 9 | Analysis of Principle 9 | The analysis demonstrates an ability to integrate current digital and material technologies in instruction and assessment to enhance student learning. |  |  |  |  |  |
| 10 | Analysis of Principle 10 | The analysis demonstrates 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. |  |  |  |  |  |
| 11 | Analysis of Principle 11 | The analysis demonstrates work as a team member and collaborative relationships with school colleagues, parents, agencies, and others in the broader community to support students’ learning and well-being, and to implement the school’s goals and articulated curriculum. |  |  |  |  |  |
| 12 | Analysis of Principle 12 | The analysis demonstrates recognition of the multiple influences on students inside and outside the school and the will to access appropriate systems of support for students. |  |  |  |  |  |
| 13 | Analysis of Principle 13 | The analysis demonstrates an understanding of laws related to student and educator rights and responsibilities, the ability to apply current state and federal laws and regulations as they pertain to all children, including those who are at risk and those with disabilities, and the conviction to treat students and colleagues fairly and equitably. |  |  |  |  |  |
| 14 | Analysis of Principle 14 | The analysis demonstrates that the candidate grows professionally, through a variety of approaches, to improve professional practice and student learning. |  |  |  |  |  |
| 15 | Analysis of Principle 15 | The analysis demonstrates that the candidate assesses student progression relation to standards and modifies curricula and instruction, as necessary, to improve student learning. |  |  |  |  |  |
| 16 | Analysis of Principle 16 | The analysis demonstrates that the candidate maintains useful records of student work and performance and knowledgeably, responsibly, and effectively communicates student progress in relation to standards in a manner easily understood. |  |  |  |  |  |
|  ***Possible score: 64 Score for this submission: \_\_\_\_\_\_\_* PASS  */ NOT PASS*** |