**ENTRY 6: Candidate demonstrates the ability to reflect upon and analyze her or his teaching and to make plans for professional development.**

**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.*

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| **Entry Report Letters** | N0 | E1 | A2 | M3 | D4 | Comments |
| 1 | 14a | The entry report demonstrates thorough connections between the student’s experiences as documented in the portfolio and appropriate theoretical constructs. The student should generate an overarching professional theme and demonstrate how it is grounded in the portfolio. |  |  |  |  |  |  |
| 2 | 14b | The entry report demonstrates thorough analysis of the congruency between one’s experiences as documented in the portfolio and h/h beliefs about teaching and student learning. |  |  |  |  |  |
| 3 | 14c | The entry report demonstrates thorough evidence that the student uses his/her experiences and theoretical understandings to identify areas of professional growth to improve teaching and student learning. |  |  |  |  |  |
| ***Possible score: 12 Score for this submission: \_\_\_\_\_\_\_* PASS  */*  *NOT PASS***  |