

ENTRY 1: Candidate demonstrates the ability to use knowledge of human development and individual differences to analyze the means by which a learning environment provides learning opportunities for all students.

| | |
|--|--|
| 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.*

| Evidence: Required Documentation | | | | Comments | | | | | |
|----------------------------------|--------------------------|---|---|----------|--------|------------------------|--------|--|--|
| Copies of dated Field Notes | | | | | | | | | |
| Entry Report | | | N 0 | E 1 | A 2 | M 3 | D 4 | | |
| 1 | Description | The description provides a logical, detailed yet brief overview. The focus is on reporting <i>what</i> was observed. Context is considered | | | | | | | |
| 2 | Analysis of Principle 2a | The analysis exhibits an understanding of how students learn and grow. | | | | | | | |
| 3 | Analysis of Principle 2b | The analysis exhibits an understanding of how to provide learning opportunities that support intellectual, physical, social, and emotional development. | | | | | | | |
| 4 | Analysis of Principle 3a | The analysis exhibits an understanding of how individuals and groups differ. | | | | | | | |
| 5 | Analysis of Principle 3b | The analysis exhibits an understanding of how to create equitable instructional opportunities. | | | | | | | |
| 6 | 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. | | | | | | | |
| 7 | Analysis of Principle 10 | The analysis exhibits 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. | | | | | | | |
| 8 | 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: 32 | | | Score for this submission: _____ | | | PASS / NOT PASS | | | |

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: | |

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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 | | | <u>N</u> 0 | <u>E</u> 1 | <u>A</u> 2 | <u>M</u> 3 | <u>D</u> 4 | 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:** _____

| 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 | | | N 0 | E 1 | A 2 | M 3 | D 4 | 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. | | | | | | |
| <i>Possible score: 52</i> | | | <i>Score for this submission: _____</i> | | | | PASS / NOT PASS | |

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: | |

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| Evidence: Required Documentation | | | | | | | | Comments |
|----------------------------------|---|--|---|--------|--------|--------|--------|------------------------|
| | Documentation of participation | | | | | | | |
| | List of local & regional resources for youth & families | | | | | | | |
| Entry Report | | | N 0 | E 1 | A 2 | M 3 | D 4 | |
| 1 | Description of Collegueship | 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 |

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: | |

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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 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 | | | N 0 | E 1 | A 2 | M 3 | D 4 | 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:** _____

| 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 | | | $\frac{N}{0}$ | $\frac{E}{1}$ | $\frac{A}{2}$ | $\frac{M}{3}$ | $\frac{D}{4}$ | Comments |
| 7 | Description | The description provides a logical, detailed yet brief description of the community, school, classroom, and students. The focus is on <i>what</i> 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 | | |

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.

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|--|--|
| 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.*

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| 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 | | | N | E | A | M | D | Comments |
| | | | 0 | 1 | 2 | 3 | 4 | |
| 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

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: | |

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| Entry Report Letters | | N 0 | E 1 | A 2 | M 3 | D 4 | 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 |
|---------------------------|---|------------------------|