

Teacher Candidate: \_\_\_\_\_

Instructor: \_\_\_\_\_

Artifact: \_\_\_\_\_

Semester/ Year: \_\_\_\_\_ Course: \_\_\_\_\_

Portfolio Stage:  Initial  Admission to Student Teaching  Transition to Teaching

"Please note that this form is now aligned to the InTASC Educator Standards, as mandated by the WI DPI. During the transition period from the WI Educator Standards (WES) to the InTASC Standards the alignment will be provided for ease in uploading artifacts for each InTASC Teaching Standard."

**InTASC Standard 7- Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. **WES 7** – Able to plan different kinds of lessons. **COEHS** - Understanding curriculum, Being a skillful practitioner, Knowledge of content, Understanding pedagogy, Knowledge of learning.

1	2	3	4	5
<b>Minimal</b> Teacher candidate demonstrates minimal skill in:	<b>Emergent</b> Teacher candidate demonstrates inconsistent skill in:	<b>Progressing</b> Teacher candidate demonstrates somewhat consistent skill in:	<b>Proficient</b> Teacher candidate demonstrates highly consistent skill and the competence expected of a beginning teacher:	<b>Advanced</b> Teacher candidate demonstrates highly consistent skill and performance indicative of an exemplary teacher:
* using provided curriculum materials and content standards to identify measurable learning objectives based on target knowledge and skills	* using provided curriculum materials and content standards to identify measurable learning objectives based on target knowledge and skills	* using provided curriculum materials and content standards to identify measurable learning objectives based on target knowledge and skills	* using provided curriculum materials and content standards to identify measurable learning objectives based on target knowledge and skills	* using provided curriculum materials and content standards to identify measurable learning objectives based on target knowledge and skills
*planning a variety of resources and learning experiences that build cross-disciplinary skills and are matched to the experience, needs, and interests of individuals and groups	*planning a variety of resources and learning experiences that build cross-disciplinary skills and are matched to the experience, needs, and interests of individuals and groups	*planning a variety of resources and learning experiences that build cross-disciplinary skills and are matched to the experience, needs, and interests of individuals and groups	*planning a variety of resources and learning experiences that build cross-disciplinary skills and are matched to the experience, needs, and interests of individuals and groups	*planning a variety of resources and learning experiences that build cross-disciplinary skills and are matched to the experience, needs, and interests of individuals and groups
* planning ways to support learners in taking responsibility for identifying learning challenges and using resources to support their progress	* planning ways to support learners in taking responsibility for identifying learning challenges and using resources to support their progress	* planning ways to support learners in taking responsibility for identifying learning challenges and using resources to support their progress	* planning ways to support learners in taking responsibility for identifying learning challenges and using resources to support their progress	* planning ways to support learners in taking responsibility for identifying learning challenges and using resources to support their progress
* incorporating technology in a variety of innovative ways in planning (e.g., managing learner records, expanding options for learner choice, and documenting performance)	* incorporating technology in a variety of innovative ways in planning (e.g., managing learner records, expanding options for learner choice, and documenting performance)	* incorporating technology in a variety of innovative ways in planning (e.g., managing learner records, expanding options for learner choice, and documenting performance)	* incorporating technology in a variety of innovative ways in planning (e.g., managing learner records, expanding options for learner choice, and documenting performance)	* incorporating technology in a variety of innovative ways in planning (e.g., managing learner records, expanding options for learner choice, and documenting performance)

**Rubric Score** (whole numbers only): \_\_\_\_\_

\_\_\_\_\_ Unacceptable **Must be redone and resubmitted to receive a score**

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Make a copy of this form and submit it, along with each assignment being graded, to your instructor.**