Intern Name

Elementary Internship Curriculum Competency Card

P = Primary Responsibility   S = Secondary Responsibility

Link to DESE Missouri Educator Evaluation System

Date Met	INSTR	MT	TiR	Competency Documentation Opportunities	Module 1: Communication and Reflection for Success, Growth, and Improvement
					MoSPE 6.1:Verbal and Non-Verbal Communication **8.1: Self-Assessment and Improvement** **9.1: Induction and Collegial Activities** **CAEP-InTASC: 9, 10** **ACEI: 3.2, 3.5, 4.0, 5.1, 5.2** **GP: 2a, 3a, 3c** **DP: 1, 2, 4, 6**
	S	P	S	Website, Newsletter, Open House, Parent-Advisory Committee, Back to School Bash, E-Mail, School Board Meeting, Parent Palooza, Parent-Teacher Conferences, Parent Survey, Student Interest Inventory	Develop strategies for establishing and maintaining rapport and communication with families
		P		Daily Classroom Teaching, Anchor Charts, Google Drive/Classroom	Model verbal, non-verbal, and media communication skills and create visual products to enhance core curriculum and foster student engagement in integrated physically active learning
	P	P	P	Interactions with All Internship Partners/Participants, PLC Meetings, PD Meetings, Staff Meetings, IEP Meetings, RtI Meetings, 504 Meetings, CARE team	Apply effective communication and collaboration skills with all persons to support student learning
		P	P	Poverty Simulation, Leadership, After-School Clubs, C3 Time/Remediation Time, Counselor, Ongoing in the Classroom, 7 Habits of Highly Effective Students, Character Education, Ongoing Classroom Relationship Building, Class Meetings, Daily Classroom Teaching	Interact effectively and respectfully with children and adults from diverse backgrounds and cultures
	S	P	P	Daily Classroom Teaching (whole group/small group), Class Meetings, Attending After-School Sport Activities, Music Program	Relate effectively to group of learners
	S	P	P	Daily Classroom Teaching, Professional Development, Collaboration, Transition Time, Hallway Conversation, Lunch, Before School, During Outside Social Activities (Fall Frolic, Christmas Party)	Establish positive working relationships with school personnel
	S	P	P	Daily Classroom Teaching, Before and After School Functions, Tutoring, Inside and Outside of the School Building	Display and uphold dispositions and personal attributes for teaching
	S	P	P	Daily Classroom Teaching, Working with Other Teachers in the Grade Level	Participate in co-curricular activities
	S	P	P	Daily Classroom Teaching, Classroom Meetings, Class Votes, Data Binders, Goal Tracking	Gain knowledge of purpose/goals in democratic society, a knowledge of self, learner, and pedagogy and their interactions
	P	P	P	Self-Reflection and Sharing within Electronic Platform and Face-to-Face Meetings, Seminar Meetings, PD, PLC	Build collegial relationships in the exchange of new knowledge and professional expertise
		P	P	Weekly Collaboration Early Release Friday	Participate in PLCs to enhance professional growth
		S	P	Evaluation Conferences, Reflections, Feedback from Master Teacher, MSU Instructor, and Teacher in Residence Ongoing, PBIS, Behavior Plans, Daily Reflection, Principal Observations	Seek observations and feedback to improve practice
	P			Seminar, Teacher Research, Pinterest, Lesson Planning within District Curriculum Resources, Collaboration, Round-Table Discussions	Pursue PD and learning opportunities via research literature
	P	P	P	Creation of a Personal Mastery Plan for TiR to Mimic PGP/PDP (Professional Growth Plan/Professional Development Plan) - create with Master Teacher and/or TiR	Conduct professional inquiry into one's professional practice and share results with other professionals.
		S	P	Evaluation Conferences after Observations, Daily Reflections, Conversations with Master Teacher, Daily Classroom Teaching	Demonstrate dispositions/skills to reflect on effectiveness to improve practice
	P	P	P	Daily Classroom Teaching, , Daily Reflections, Observation Notes	Develop positive interests, attitudes, ideas, and techniques of teaching through self-evaluation
	S	P	P	Daily Classroom Teaching, In and Outside of School, PD, PLC	Display and uphold professional attributes
	S	P	P	Daily Classroom Teaching, Analyzing Data within Acuity Scores	Reflect on observation of learners and teaching techniques
	P	P	P	PDSA (Plan, Do, Study, Act), Student Goal Setting, Data Binders, Standard-Based Grading, Student Portfolios,	Apply reflective thinking skills and self-evaluation strategies and use available resources to make modifications in practice leading to continuous lifelong professional growth
	P	P	P	Poverty Simulation, Website, Newsletters, Open House, PTO (Parent Teacher Officers) Meetings, Parent Advisory Committee, Care to Learn, Class Committees, Tiger Totes, etc.	Reflect upon the home-school-community connection and about what linkages are needed to enhance the connection.
	S	P	P	Daily Classroom Teaching, Organizational Skills, Lesson Planning, Time Management, Daily Reflection Punctuality, Rapport with Colleagues,	Demonstrate self-direction and self-discipline
Date Met	**INSTR**	**MT**	**TiR**	**Competency Documentation Opportunities**	Module 2: Building Relationships Task 1

Date Met	INSTR	MT	TiR	Competency Documentation Opportunities	
					MoSPE 5.1: Classroom Management Techniques **5.2: Management of Time, Space, Transitions, and Activities** **5.3: Classroom, School, and Community Culture** **9.3: Cooperative Partnerships in Support of Student Learning** **CAEP-InTASC: 3, 5, 9, 10** **ACEI: 1.0, 3.2, 3.3, 3.5, 5.1, 5.2** **GP: 2a, 3a, 3c** **DP: 1, 2, 4, 5, 6**
	P	P		Daily Classroom Teaching, Individualized Behavior Plans, PBIS Implementation, Class Dojo, Clip-Up/Clip-Down, Classroom Expectations and Procedures, SOAR Bucks, Marble Parties, Signatures, Re-Focus Time, Think-Sheets, Buddy Rooms, Silent Signals (bathroom breaks), 7 Habits (Steven Covey)	Increase knowledge of classroom management and discipline techniques
	P	P		Daily Classroom Teaching, , Probing Questions, DOK Levels of Questions, Bloom's Taxonomy Level Questions, Bean Cards for Math Problem Solving, PBL	Apply best practices that encourage critical thinking, problem solving, and performance skills
		P		Daily Classroom Teaching, Flexibility, Modification, Accommodations, Differentiation	Adapt to evolving issues of change and make wise decisions according to time, place, and population
	S	P	P	PBIS, Leadership Team, Classroom Management PD during Co-Teaching Training, Positive Behavior Support, Daily Classroom Teaching, ConnectED PD	Use classroom management strategies that motivate learning and encourage positive social interaction, active engagement, and self-control.
	S	P	S	BOY Meetings, Faculty Meetings, Collaborations, CARE Team	Understand roles and responsibilities of personnel within the school
	P	P	P	, PTA Meetings/Collaboration, Parent/Teacher Conferences, Care to Learn, Strategic Planning, PD	Understand a school community as a system
	P	P	S	Poverty Simulation, Ongoing Classroom Experiences, Parent Orientation, Parent-Teacher Conferences, Continued Communication, Parent Meetings, Spontaneous Family/Parent Interactions, Parent-Student Scrapbook Session	Understand both traditional and non-traditional families within the context of their communities
	P	P	S	Ongoing, Meet with ESL Teacher, SPED Meetings, PED, Counselor, 504 Meetings, IEP Meetings, Translator for Non-English Speaking Parent Interactions, Poverty Simulation	Demonstrate understanding and sensitivity to differences in family structures including cultural and linguistic diversity.
	P	P	S	, PTA, Counselor, Care to Learn, Parent Palooza, Charity/Fundraising Opportunities, Community Service Opportunities	Understand community as a system/ecology
	S	P	S	Ongoing – Teacher, Counselor, Nurse, Administrator, Care To Learn, Tiger Totes, Backpack Program, Least of These, Nixa Education Foundation	ID students where you need to focus explicitly on home-school-community relationships and work to support those connections.
	S	P	P	Science Night, Math Night, Fine Arts Night, Music Programs, Literacy Night, Flipped Classrooms, After School Clubs (i.e. Lego Robotics, Comic Book Club), Chili Cook-Off Night, McTeacher's Night, Book Fair, Mathletes Club	Collaborate and use interdisciplinary approaches to link the home, school, and community.
	S	P	P	Daily School Immersion, Collaboration, Faculty Meetings	Understand school administrative organizations and functions
Date Met	**INSTR**	**MT**	**TiR**	**Competency Documentation Opportunities**	**Module 3: Student Engagement**
					MoSPE 1.2: Student Engagement in Subject Matter **4.1: Instructional Strategies for Student Engagement in Problem Solving and Critical Thinking** **CAEP-InTASC: 1, 2, 3, 4, 5, 7, 8** **ACEI: 1.0, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 5.1** **GP: 1a, 1b. 1c, 2a, 2b, 3b** **DP: 1, 2, 3, 4, 5, 6**
	P	P		Use of Multiple Intelligences within Regular Classroom, STEaM focus with the "a" for arts, Assessment with Drawing Component	Apply current theories of children's developmental stages of art and music skills to develop and implement appropriate learning opportunities for students
		P		Daily Classroom Teaching, Critical Thinking Questions Classroom Management, Literature Discussion Groups	Use active inquiry and communication strategies in the classroom
	P	P		Movement/PE Integration, STEaM Focus, PBL/IBL (project based learning/inquiry based learning), Reader's Theater, Around the World (learning about other countries during Christmas), Unit Plan, T1 Lesson, T2 Lesson, Specials Log	Plan and integrate music, art, storytelling, poetry, story theater, improvisation, and dance (with particular attention to multicultural materials) as a means of communication to support the teaching and meet national, state, and district standards and objectives.
		P		Observations in Art Class Instruction, Integrated Content, Comparing Photographs from Different Time Periods, Specials Log	Explain how art history, aesthetics, and art criticism can impact student appreciation of the arts in daily living
		P		Daily Classroom Teaching, Family Involvement via Technology, Classroom Newsletter, Silent Signals (bathroom breaks, daily activities, transitions), Collaborations, Kagan Strategies (think-pair-share), Anchor Charts, Video, E-Mail, Google Docs, Google Drive, Google Classroom	Model effective verbal, non-verbal, and media communication skills to foster engagement in learning, collaboration, and interactions
	P	P		Daily Classroom Teaching, Cognitive Engagement Canvashttps://republicschools.instructure.com/courses/33/pages/cognitive-engagement Cooperative Learning Training – New Teacher Induction – Co-teaching, Differentiation of Instruction, , PD, DOK	Apply current theories of child development, motivation, and learning to create learning opportunities to support all students.
	P	S		Movement/PE Integration, Daily Classroom Teaching, Real World/Application/Connections, Brain Breaks	Develop belief that teachers must develop attitudes of life-long learning and physical activity in students

Date Met	INSTR	MT	TiR	Competency Documentation Opportunities	
	P	P	P	Daily Classroom Teaching, Google Apps (Docs, Classroom, Drive), SeeSaw, Front Row, My ON, Tumble Books, Story Line Online, Plickers, Kahoot	Inspire digital age professional models for working, collaborating, and decision-making
	P	P	P	Daily Classroom Teaching, Economics, Classroom Jobs, Classroom Economy, ExploraVision, Genius Hour	Prepare students for future in competitive global job market
	P	P	S	Daily Classroom Teaching, Cooperative Learning Structures, Brain Breaks	Foster student engagement in integrated physically active learning
		P	S	Daily Classroom Teaching, Flexible Seating, PBL/IBL, Technology for each Student (1:1, 1:2 etc.) – Chrome Books, Tablets, etc., Google (Docs, Classroom, Drive), Genius Hour	Design student-centered, project-based, and online learning environments
	P	P	P	Daily Classroom Teaching, ConnectEd Training, 1:1 Technology	Guide systemic change in schools to create digital places of learning
	P	P		Daily Classroom Teaching, PBL/IBL, Inquiry Based Learning, Student Led Discussion, Word Problems, Stories with holes, Shifted Lesson Plans, Tinker Time, Makerspace, Genius Hour, ExploraVision	Improve higher-order thinking skills, such as problem solving, critical thinking, and creativity
	P	P		Daily Classroom Teaching, Group Projects, PBL/IBL, Student Interest Inventories, Inquiry Based Learning	Apply best practice for effective management of student behavior based on knowledge of individual and group motivation
	P	P		Science Units of Instruction, STEaM, Daily Classroom Teaching, , Project Based Learning, ExploraVision	Apply tools of inquiry to support connections among central concepts, skills, and thinking processes for real-world applications.
	P	P	P	PBL/IBL, Blended Learning, Units of Instruction, Support of Ed. Tech. Specialist, SMART Board, 1:1 iPad Integration, Technology Interactive Lesson Integration	Select and apply appropriate audio-visual aids, computer-based technologies, and other media communication
	P	P	P	PBL/IBL, Blended Learning, Units of Instruction, Support of Ed. Tech. Specialist, SMART Board, 1:1 iPad Integration, Technology Interactive Lesson Integration, Lego Robotics (Lego Ladies), Big Bots, Brick Boys, Google Apps	Identify possible uses of technology for instruction

Date Met	INSTR	MT	TiR	Competency Documentation Opportunities	Module 4: Effective Lesson Planning, Design, and Adaptation for All Learners Task 3
					MoSPE 2.4: Differentiated Lesson Design **3.2: Lessons for Diverse Learners** **CAEP-InTASC: 1, 2, 3, 4, 5, 7, 8, 10** **ACEI: 1.0, 3.2, 3.3, 3.4** **GP: 1c, 2a, 2b,** **DP: 1, 2, 3, 4, 5**
	P	P	P	Daily Classroom Teaching, Stations/Groups, Cooperative Learning Structures	Accommodate diversity of all kinds
	P	P	P	Poverty Simulation, Daily Classroom Teaching, , PBL/IBL, Reading/Writing Workshop, Adopt-A-Charity/Adopt-A-Business	Increase knowledge of cultures, society, technology and their interaction
	S	P	P	Daily Classroom Teaching, Longer/Shorter Time Allotments for Assignments, Choice Seating, Assignment Delivery Choice (voice-to-text, type, write), Group Work (individual, partner)	Modify learning environment to accommodate needs of students from diverse backgrounds
	P			ELL Strategies (increased scaffolding, purposeful grouping, additional background knowledge, extended discussion, treating cultural/linguistic differences as resources, etc.), Daily Classroom Teaching, ELL Classroom Teacher (pull out), Collaboration with Other Teachers	Develop a repertoire of strategies to work with ELLs
	P			ELL Strategies (increased scaffolding, purposeful grouping, additional background knowledge, extended discussion, treating cultural/linguistic differences as resources, etc.), Daily Classroom Teaching	Understand effective collaborative and communicative professional practices in serving ELLs in schools
	P			ELL Strategies (increased scaffolding, purposeful grouping, additional background knowledge, extended discussion, treating cultural/linguistic differences as resources, etc.), Daily Classroom Teaching	Develop skills and knowledge to differentiate instruction for ELLs at various levels of English language proficiency
	P			ELL Strategies (increased scaffolding, purposeful grouping, additional background knowledge, extended discussion, treating cultural/linguistic differences as resources, etc.), Daily Classroom Teaching	Develop background knowledge about requirements for ELL services and the issues faced by districts providing instruction for ELLs
	P			ELL Strategies (increased scaffolding, purposeful grouping, additional background knowledge, extended discussion, treating cultural/linguistic differences as resources, etc.), Daily Classroom Teaching	Understand second language acquisition theory for scaffolding academic language embedded in content and make comprehensible to ELLs
		P		Daily classroom teaching	Apply knowledge of diverse cultures to content
	P	P		Poverty Simulation, PBL, Blended Learning, Units of Instruction, Support of Ed. Tech. Specialist, EdConnect, Khan Academy, Website, Individualized Learning Dependent on the Master Teacher, SMART, Brain POP, Discovery Kids, EdSite, Scholastic, NewsELA, Resource Library, ReadWorks, Guest Speakers, Field Trips, TedTalk	Use informational resources beyond the classroom to support students
	P	P	P	Daily Classroom Teaching, Kagan's Cooperative Learning, Google, Stations/Groups, Videos, Co-Teaching, SMART Board, Chromebooks, Class Callbacks, You Tube/Teacher Tube, TedTalk	Utilize a variety of teaching techniques, strategies, and media technologies, especially the computer, in the classroom.

Date Met	INSTR	MT	TiR	Competency Documentation Opportunities	Module 5: Assessment for Learning Tasks 2, 4
					MoSPE 7.1: Effective Use of Assessments **7.2: Assessment Data to Improve Learning** **7.5: Communication of Student Progress and Maintaining Records** **CAEP-InTASC: 6, 7** **ACEI: 4.0** **GP: 2c, 3b** **DP: 3, 6**
	P	P	S	Weekly Collaboration During Early Release Fridays, Standard-Based Grading, Integration of Student Portfolios, MAP Data Meetings. LNW, Flexible Math Groupings, PDSA's (Plan-Do-Study-Act), GLIPs (Grade Level Improvement Plans), BLIPs (Building Level Improvement Plans), BOY (Beginning of Year) MAP data analysis, PDPs (Professional Development Plans), Common District Assessment Data, Acuity, SRI (Scholastic Reading Inventory), , Weekly Grade Level Collaboration, AR (Accelerated Reader)	Apply principles of assessment including formal and informal assessment strategies to plan, evaluate, and modify instruction promoting continuous intellectual, social, emotional, and physical development
	P	P		Units of Instruction include Formative Assessments, Technology Integration within Assessments (Kahoot Quizzes, GoFormative, Socrative, QuizStar), Canvas Instructional Strategies (Formative Assessment Tab) https://republicschools.instructure.com/courses/33/pages/formative-assessment, , Exit Slips	Create formative assessments aligned with learning goals and objectives that are integral parts of instruction
	P	P	P	Daily Classroom Teaching, , AR (Accelerated Reader) Goals, Differentiated Assessments, Verbal/Written Feedback, Correction of Mistakes	Use assessment to positively influence student learning to ensure high levels of achievement in all learners
	P	P	P	Daily Classroom Teaching, Evaluations, Reflections, Feedback from Master Teacher, MSU Instructor, and Teacher in Residence Ongoing, , Classroom Teacher Research Integration	Strengthen instruction promoting continuous intellectual, social, emotional, and physical development
		P		Daily Classroom Teaching, Leader in Me, Class Jobs, Creating Classroom Expectations Together	Analyze complex and diverse concepts and use reasoning, judgment, and imagination to exercise ethical leadership in the classroom
	P	P	S	Classroom Teacher Research Integration, Scope and Sequence, I Can Statements, Learning Goals, Formative/Summative Assessments	Demonstrate knowledge of ways and ability to develop and carry out plan to gather/analyze data to answer a question
	P	P	P	Evaluations, Reflections, Feedback from Master Teacher, MSU Instructor, and Teacher in Residence Ongoing, , Classroom Teacher Research Integration	Generate data-based claims supported by evidence about own teaching practices and applications to specific circumstances
	P	S	S	Classroom Teacher Research Integration, Daily Classroom Teaching/Reflection, Collaboration among Building Teachers	Generate and hone research questions appropriate for practical teacher research
Date Met	INSTR	MT	TiR	Competency Documentation Opportunities	Module 6: Enhancing Content Knowledge through Curriculum Implementation Task 4
					MoSPE 1.1: Content Knowledge and Academic Language **3.1: Implementation of Curriculum Standards** **CAEP-InTASC: 1, 2, 3, 4, 5, 6, 7, 8** **ACEI: 1.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 4.0** **GP: 1a, 1b, 1c, 2a, 2b, 2c,** **DP: 3, 5**
	P	P	P	Units of Instruction, Curriculum Development Committees, Small Group Instruction, LNW, Guided Math, Canvashttps://republicschools.instructure.com/courses/33/pages/instructional-strategies(Instructional Strategies)	Develop a unit plan that effectively applies theories of child development, motivation, learning, K-6 subject matter content, and principles of curriculum development
	P	P	P	Units of Instruction (Created with the Master Teacher, but with support of the Teacher in Residence), Focus on Alignment of LGs with Curriculum Standard(s) in Multiple Subject Areas, Project Based Units Integrating Multiple Subjects	Write standards-based learning goals for an inquiry-based social studies or other integrated unit
	P	P	P	Units of Instruction (Planned and Created with the Master Teacher) Guided by the Scope and Sequence of Content Related Standards within the Curriculum Mapping Developed per Grade Level.	Develop a unit plan than spans a defined length of time and includes multiple lessons guided by a project based assessment with rubric
	P	P	P	Science Units of Instruction and PBL or other Units of Instruction and adding additional content areas for integration (i.e. science unit vs. literacy unit using science content)	Differentiate between an integrated unit and other units of instruction
	P	P	P	Unit of Instruction with an Overarching Theme, Unit with Real World Tasks, Unit with Assessment where End Goal Solves a Real World Problem, Unit Relating Historical Figures to Own Life (character trait emphasis)	Create a Big Understanding to guide inquiry in a social studies or other integrated unit
	P	P	P	Units of Instruction (Created with the Master Teacher, but with Support of the Teacher in Residence), Using a Concept Web as a Model or Option for Presentation of a Subject/Topic	Create a concept web that supports a social studies or other integrated unit.
	P	P	P	Lesson Plans within Units Created with the Master Teacher throughout the Academic Year to Include Engagement, Incorporating Questioning in the Explore Phase, and with Students Working Together and Independently on an Assessment	Use 5 phases of inquiry in developing lessons in a social studies or other integrated unit

	P	P	P	Daily Classroom Teaching (multiple content areas) Planning/Developing Long and Short Term Goals,	Write and implement unit and daily lesson plans
	P	P	P	Daily Classroom Teaching (multiple content areas) with Objectives Posted on Board and on Google Classroom,	State instructional objectives
	P	P	P	Daily Classroom Teaching, , Build Content Knowledge with Research	Gain broad general content knowledge in area of certification
	P	P	P	Daily Classroom Teaching Following Scope and Sequence of the Curriculum,	Apply planning skills that contribute to sequences of active learning opportunities to meet national, state, and district standards
	P	P		Units of Instruction include Summative Assessments Aligned with Learning Goals and Objectives, End of Quarter Benchmarks, PBL/IBL	Design a summative unit assessment aligned with learning goals and objectives