

**Augusta State University
College of Education
Department of Teacher Education
Conceptual Framework Intervention Plan**

An important responsibility of the educator preparation programs in the College of Education is to ensure that those who prepare to become teachers at Augusta State University manifest appropriate pedagogical knowledge and skills. Future educators are expected to demonstrate levels of knowledge and skills appropriate for beginning teachers. The ten Conceptual Framework Principles are the foundation of the initial teacher preparation program.

Conceptual Framework Principles:

1. Understands the central concepts, tools of inquiry, and structures of the discipline(s) and is able to create learning experiences that make these aspects of subject matter meaningful for learners.
2. Understands how students learn and develop and is able to provide developmentally appropriate learning opportunities that support their intellectual, social, and personal development.
3. Understands how students differ in their approaches to learning and is able to create instructional opportunities that are adapted to diverse learners.
4. Understands and uses a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.
5. Uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. Uses knowledge of effective verbal, nonverbal, and information technology techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. Plans instruction based on knowledge of subject matter, the learners, the community, and curriculum goals.
8. Understands and uses authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9. Is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally.
10. Fosters relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

Student _____ **ID Number** _____

Program _____ **Course** _____

Instructor _____ **Date** _____

**Augusta State University
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Intervention Plan**

An important responsibility of the educator preparation programs in the College of Education is to ensure that those who prepare to become teachers at Augusta State University manifest appropriate professional qualities. Students are expected to demonstrate responsibility, effective communication/social interaction skills, ethical character, and integrity. The Intervention Plan exists to provide students with feedback when behavior is inconsistent with professional qualities and expectations.

Professional Qualities:

- | | |
|-----------------------------------|------------------------------------|
| 1. Maturity/Responsibility | 11. Interaction with colleagues |
| 2. Punctuality | 12. Interaction with students |
| 3. Dependability | 13. Ability to deal with criticism |
| 4. Professional appearance | 14. Sense of humor |
| 5. Initiative | 15. Correct use of language |
| 6. Resourcefulness | 16. Integrity/honesty |
| 7. Emotional Stability | 17. Confidentiality |
| 8. Flexibility and adaptability | 18. Poise and Confidence |
| 9. Attitude towards learning | 19. Advanced lesson planning |
| 10. Respectfulness towards others | 20. Effective communication skills |
| | 21. Other _____ |

Disposition Elements for Teacher Education: Candidates are

1. Critical thinkers about the process of teaching and learning.
2. Creative, challenging, and flexible in the teaching process.
3. Empathetic, responsive, and enthusiastic in relations with students, parents and peers.
4. Inclusive and reflective in planning, teaching, and assessment.

Reason(s) for Intervention: _____

Summary of Intervention Planning Session: _____

Intervention Plan Outline:

1. _____
2. _____
3. _____
4. _____

Signatures:

Student

University Faculty Member

Participant

Position

Participant

Position

____ Satisfactorily Completed ___ Unsatisfactory Date _____
Initials of intervention participants: _____