

**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 teachers. The Conceptual Framework Elements are the foundation of the teacher preparation programs.

**Conceptual Framework Elements:**

**Element: Prepared**

***Disposition: To think critically about the process of teaching, learning and assessment.***

***Competencies: Candidates who are prepared will:***

P1 - demonstrate strong content and pedagogical preparation in their respective subject area or professional field. (I – 1) (NB – 2)

P2 - use self assessment and analysis as a basis for collaboration with colleagues, continuing professional development and lifelong learning. (I – 9) (NB – 4)

P3- possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or professional field of study and create learning experiences that enable all students to learn. (I-1) (NB-5)

P4- demonstrate an understanding about how students learn and develop (intellectually, socially, and individually) and provide developmentally appropriate curricula, learning opportunities and support. (I – 2) (NB – 1)

P5- demonstrate knowledge about how to use information and technology effectively to foster active inquiry, collaboration, and supportive interaction in educational settings. (I – 6) (NB – 2)

**Element: Able**

***Dispositions: To be creative, challenging, and flexible in teaching/professional practices.***

***Competencies: Candidates who are able will:***

A1 - understand, use and support a variety of instructional strategies to encourage critical and creative

thinking, problem solving, and achievement. (I – 4) (NB – 2)

A2- create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all learners. (I – 5) (NB – 3)

A3- plan, guide, and support instruction using knowledge of subject matter, the learners, the community, and curriculum goals. (I – 7) (NB – 2)

A4- understand and use authentic assessment to evaluate and ensure the continuous development of the learner. (I – 8) (NB – 3)

A5- organize, allocate and manage resources to support learning. (I-5) (NB-3)

**Element: Responsive**

***Disposition: To act in a fair manner that is empathetic, responsive, enthusiastic, inclusive, and reflective in relations with students, parents, peers, and others.***

**Competencies: *Candidates who are responsive will:***

R1- respect the dignity of all persons believing that all children can learn and have the right to an opportunity to do so. (I – 3) (NB – 1)

R2- translate knowledge into creating and supporting meaningful experiences for diverse learners. (I – 1) (NB – 2)

R3-accept responsibility for teaching and working in authentic settings with diverse populations of learners.(I – 3) (NB – 3)

R4- demonstrate a commitment to meet the educational needs of learners in a fair, caring, nondiscriminatory, and equitable manner. (I – 2) (NB – 1)

R5 reflect on practice and continually evaluate the effects of choices and actions on others (students, parents, and other professionals in the learning community). (I – 9)  
(NB – 4)

R6- foster professional relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students. (I – 10)  
(NB – 5)

**Is this the candidate’s first intervention? \_\_\_\_\_ If not, please refer to previous interventions prior to developing the intervention plan outline.**

**Candidate** \_\_\_\_\_ **ID Number** \_\_\_\_\_  
**Program** \_\_\_\_\_ **Course/Instructor** \_\_\_\_\_  
**Date** \_\_\_\_\_ **Competencies to be addressed** \_\_\_\_\_  
**Other reasons for intervention** \_\_\_\_\_

**Reason(s) for Intervention:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Summary of Intervention Planning Session:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_

**Candidate’s Response to the Intervention:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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**Intervention Plan Outline: (This should be a detailed plan outlining what the CANDIDATE will do to improve performance.)**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Signatures:**

\_\_\_\_\_  
Candidate

\_\_\_\_\_  
Date

\_\_\_\_\_  
University Faculty Member

\_\_\_\_\_  
Date

\_\_\_\_\_  
Participant

\_\_\_\_\_  
Position

\_\_\_\_\_  
Date

\_\_\_\_\_  
Participant

\_\_\_\_\_  
Position

\_\_\_\_\_  
Date

Indicate below if a follow-up meeting will be needed.