

**Augusta University  
College of Education  
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 University manifest appropriate pedagogical knowledge, skills, and dispositions. Future educators are expected to demonstrate levels of knowledge, skills, and professional dispositions appropriate for teachers. The INTASC Standards are the foundation of the teacher preparation programs.

***INTASC Standards:***

**The Learner and Learning**

**Standard #1: Learner Development**

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences**

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3: Learning Environments**

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**Content Knowledge**

**Standard #4: Content Knowledge**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content**

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Instructional Practice**

**Standard #6: Assessment**

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**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.

**Standard #8: Instructional Strategies**

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

## **Professional Responsibility**

### **Standard #9: Professional Learning and Ethical Practice**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

### **Standard #10: Leadership and Collaboration**

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

## ***Professional Behaviors and Dispositions:***

### **1. Collaboration**

The teacher or teacher candidate collaborates with others.

### **2. Attitude**

The teacher or teacher candidate demonstrates a positive attitude.

### **3. Relationship with Adults**

The teacher or teacher candidate maintains positive relationships with adults (parents, colleagues, guardians, staff, administration, etc.).

### **4. Communication**

The teacher or teacher candidate communicates effectively.

### **5. Attendance**

The teacher or teacher candidate adheres to policies regarding attendance and punctuality.

### **6. Relationship with Students**

The teacher or teacher candidate interacts appropriately and positively with others.

### **7. Initiative**

The teacher or teacher candidate demonstrates evidence of initiative.

### **8. Professional Appearance**

The teacher or teacher candidate adheres to good hygiene and follows university, school, and/or district policies for professional appearance.

### **9. Legal and Ethical Conduct**

The teacher or teacher candidate adheres to legal and ethical standards for behavior

### **10. Diversity**

The teacher or teacher candidate demonstrates respect for and appreciation for a wide variety of individual differences

### **11. Learning Environment**

The teacher or teacher candidate demonstrates a commitment to creating a positive, low- risk learning environment.

### **12. Time Management**

The teacher or teacher candidate uses time effectively.

### **13. Commitment to Student Learning**

The teacher or teacher candidate demonstrates a commitment to students' learning.

### **14. Commitment to Continuous Improvement**

The teacher or teacher candidate demonstrates a commitment to continuous improvement as an educator.

**Candidate:**

**Student ID Number:**

**Program:**

**Course(s)/Instructor(s):**

**Meeting Date:**

**Standards or Dispositions to be addressed:**

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

**Reason(s) for intervention:**

**Summary of intervention planning session:**

**Candidate's response to the intervention:**

**Intervention Plan Outline: (This should be a detailed plan outlining what the CANDIDATE will do to improve performance.)**

- 1.
- 2.

If a follow-up meeting will be needed please indicate date meeting will be held: \_\_\_\_\_

**Signatures:**

\_\_\_\_\_  
Candidate

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Participant

\_\_\_\_\_  
Position

\_\_\_\_\_  
Date

\_\_\_\_\_  
Participant

\_\_\_\_\_  
Position

\_\_\_\_\_  
Date

