

## COURSE ARTIFACTS and REFLECTIONS as EVIDENCE (CARE) MATRICES for the SIX STANDARDS of the UNCP TEACHER EDUCATION PROGRAM

**Standard I:** The candidate commands essential knowledge and understandings of the academic discipline(s) from which school subject matter is derived and integrates that knowledge into personally meaningful frameworks.

<b>Performance Indicator:</b>	(a) The teacher candidate conducts self-selected, self-directed inquiry in the discipline domain.	(b) The teacher candidate comprehends, interprets, and critiques discipline-related scholarship.	(c) The teacher candidate can construct an informed, defensible position on a discipline-related issue.	(d) The teacher candidate can locate, evaluate, document, and integrate discipline-related sources, including Internet sources.	(e) The teacher candidate uses discipline knowledge and skills to create or design original products.	(f) The teacher candidate expresses discipline related ideas fluently in both speaking and writing.
<b>Artifact/Course:</b>						
<b>Reflection:</b>						
<b>Artifact/Course:</b>						
<b>Reflection:</b>						

**Standard II.** The candidate has acquired a professional knowledge base about public schooling in a democratic society, learners, language, learning, and learning environments and integrates that knowledge into personally meaningful frameworks.

	School & Society		Profession	Learners		
<b>Performance Indicator:</b>	(a) The candidate understands the public school mandate to both assure and increase social equity.	(b) The candidate can profile a school, community, and district demographically, culturally, and structurally.	(c) The candidate demonstrates awareness of professional identity, ethics, dispositions, development, and affiliation.	(d) The candidate demonstrates understanding and respect for learners from cultural backgrounds different from their own.	(e) The candidate can identify a learner's stage of development and use that knowledge to predict learner needs and responses.	(f) The candidate knows how to refer a student for testing, how to work with a resource teacher, and how to modify lessons to meet the needs of diverse learners.
<b>Artifact/Course:</b>						
<b>Reflection:</b>						

	Learning			Language & Literacy		Environment
<b>Performance Indicator:</b>	(g) The candidate uses knowledge of competing learning theories to analyze and interpret teaching and learning episodes in case studies and/or clinical settings.	(h) The candidate designs learning experiences, environments, and feedback systems that nurture learner self-efficacy.	(i) The candidate understands the principles of constructivism as applied to practice.	(j) The candidate designs lessons that enable students to learn content and simultaneously develop reading, writing, listening, and speaking proficiency.	(k) The candidate understands the relationship between language and thinking and knows strategies to stimulate both critical and creative thinking.	(l) The candidate uses knowledge of human motivation and behavior to construct a developmentally appropriate plan for classroom management.
<b>Artifact/Course:</b>						
<b>Reflection:</b>						

**Standard III.** The candidate commands essential knowledge and understandings about curriculum, instruction, and evaluation in the subject matter area(s) and integrates that knowledge into personally meaningful frameworks.

<b>Performance Indicator:</b>	(a) The candidate knows the phases of the teaching cycle—planning, implementation, and reflection.	(b) The candidate knows the North Carolina SCOS as a curriculum model and understands how select discipline knowledge, structure, concepts, and tools of inquiry define the scope and sequence of school subject matter therein.	(c) The candidate constructs sound, defensible lesson and unit plans and aligns those plans with the SCOS.	(d) The candidate knows how to formulate short-range and long-range goals based on the SCOS.	(e) The candidate chooses instructional strategies and assessment instruments appropriate for the learning process and the learning outcomes.	(f) The candidate integrates appropriate technologies into learning designs.	(g) The candidate knows how to pre-assess student prior learning and how to post-assess learning gains.	(h) The candidate knows how to summarize, analyze, interpret, and present assessment data.
<b>Artifact/Course:</b>								
<b>Reflection:</b>								

**Standard IV:** The candidate commands essential knowledge and understandings of instructional technology and integrates that knowledge into personally meaningful frameworks

	<b>Technology Concept and Operations</b>		<b>Planning and Designing Learning Environments and Experiences</b>				
<b>Performance Indicator:</b>	(a) The candidate demonstrates introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Educational Technology Standards for Students).	(b)The candidate demonstrates continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.	(a) The candidate designs developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.	(b) The candidate applies current research on teaching and learning with technology when planning learning environments and experiences.	(c) The candidate identifies and locates technology resources and evaluates them for accuracy and suitability.	(d) The candidate plans for the management of technology resources within the context of learning activities	(e) The candidate plans strategies to manage student learning in a technology-enhanced environment
<b>Artifact/Course:</b>							
<b>Reflection:</b>							

	Teaching, Learning, and the Curriculum				Assessment and Evaluation		
<b>Performance Indicator:</b>	(a) The candidate facilitates technology-enhanced experiences that address content standards and student technology standards.	(b) The candidate uses technology to support learner-centered activities that address the diverse needs of students.	(c) The candidate applies technology to develop student's higher order thinking skills.	(d) The candidate manages student learning activities in a technology enhanced environment.	(a) The candidate applies technology in assessing student learning of subject matter using a variety of assessment techniques.	(b) The candidate uses technology resources to collect and analyze data, interpret results, and communicates findings to improve instructional practice and maximize student learning.	(c) The candidate applies multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.
<b>Artifact/Course:</b>							
<b>Reflection:</b>							

	Productivity and Professional Practice				Social, Ethical, Legal, and Human Issues				
<b>Performance Indicator:</b>	(a) The candidate uses technology resources to engage in ongoing professional development and lifelong learning.	(b) The candidate continually evaluates and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.	(c) The candidate applies technology to increase productivity.	(d) The candidate uses technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.	(a) The candidate models and teaches legal and ethical practice related to technology use.	(b) The candidate applies technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.	(c) The candidate identifies and uses technology resources that affirm diversity.	(d) The candidate promotes safe and healthy use of technology resources.	(e) The candidate facilitates equitable access to technology resources for all students.
<b>Artifact/Course:</b>									
<b>Reflection:</b>									

**Standard V.** The candidate has a clearly defined sense of professional identity (roles, responsibilities, ethics, and dispositions), professional purpose, and affiliation with the professional community

<b>Performance Indicator:</b>	(a) The candidate aligns his or her behavior with professional codes of ethics and conduct.	(b) The candidate conducts him or herself professionally in interactions with students, parents, and professional colleagues.	(c) The candidate nurtures learner self-esteem and respect for self and others.	(d) The candidate models learning processes and shares enthusiasm for the subject(s)taught.	(e) The candidate asks questions about what is learned, observed, and experienced in written reflections on class and clinical experiences.	(f) The candidate's written reflections evidence the integration of new knowledge, understandings, and technical terminology into his or her language system and frame of reference.	(g) The candidate's decisions about teaching and learning are referenced to his or her emerging conceptual framework.	(h) The candidate's professional purpose is clearly defined in a written mission statement.
<b>Artifact/Course:</b>								
<b>Reflection:</b>								

**Standard VI.** The candidate uses content, pedagogical, and professional knowledge, skills, and dispositions to design, implement, and evaluate meaningful learning experiences for all students in a clinical setting.

<b>Performance Indicator:</b>	(a) Professionalism in Context	(b) Cultural Context and Environment for Learning <ul style="list-style-type: none"><li>• knowledge of learners</li></ul>	(c) Content Area Knowledge in Context	(d) Planning Instruction <ul style="list-style-type: none"><li>• purpose</li><li>• rationale</li><li>• goals</li><li>• learning objectives</li></ul>	(e) Implementing Plans	(f) Reflection on Student Learning	(g) Reflection on Teaching	(h) The candidate's decisions about teaching and learning are referenced to his or her emerging conceptual framework.
<b>Artifact/Course:</b>	Teacher Candidate Work Sample (TCWS)	Teacher Candidate Work Sample (TCWS)	Teacher Candidate Work Sample (TCWS)	Teacher Candidate Work Sample (TCWS)	Teacher Candidate Work Sample (TCWS)	Teacher Candidate Work Sample (TCWS)	Teacher Candidate Work Sample (TCWS)	Teacher Candidate Work Sample (TCWS)
<b>Reflection:</b>								