

Course Artifacts & Reflections as Evidence (CARE) Guidelines for Teacher Candidates

The UNCP Teacher Education Program is structured around six standards that teacher candidates are expected to meet by the time their program of study is completed. You will find the six standards described fully in a file entitled, *UNCP Teacher Education Program Candidate Standards*. Your EDN 302 instructor has probably reviewed the Standards with you already; if not, please take a moment to read them over before continuing.

Did you notice that each Standard specifies what related “knowledge” and “dispositions” will be acquired as you progress through your program of study? Did you also notice that a set of "performances" was listed for each Standard? Performances typically refer to the ways one uses knowledge to do something (e.g., to design a lesson, develop curriculum, or identify resources for learning). The assignments and projects you complete in your required courses are examples of "performances" (i.e., original products that show what you know and are able to do). For example, if you were asked to prove that you knew how to use presentation software, you could show a PowerPoint presentation you created on the computer. If you were asked to prove that you knew how to use email, you could send an email message. These are performances—actual products created by the learner.

Is there another way you are generally asked to prove what you know and can do? That's right. Paper and pencil tests are used regularly to assess what a student knows and can do. Which evidence, in your opinion, is more reliable—an objective test on how to create a PowerPoint presentation or an actual PowerPoint presentation created by the student? Most people would choose the presentation, because most people know from their own experiences as students that it is possible to pass a paper and pencil test and not really understand the material.

In CARE, you select a product of learning from one of your courses and present it as evidence that you have met the performance indicators for each standard. **You do not create anything new or extra**; you simply select an assignment or project that you completed for a course and explain how it relates to the performance indicator. The example above of creating a PowerPoint presentation would look like this when entered into the CARE matrix for Standard IV:

Standard IV	The candidate applies technology to increase productivity.
<i>Artifact/Course</i>	<i>The Human Skeletal System</i> , a lesson plan developed in EDN 455, in partial fulfillment of course requirements.
<i>Reflection</i>	I have used Microsoft Word to compose documents for a long time. Now, I developed a lesson plan using Word, and learned how to use various functions in Word that I had not utilized before. I inserted tables into my lesson plan document to organize some of the important facts that I wanted students to learn. I was able to insert hyperlinks into my lesson plan that would take me to the websites I used as resources for the lesson. By doing this, I could link quickly and easily from my Word document to the relevant web page to view information I wanted to include in my lesson plan. I also used Word to create one of the worksheets that I wanted students to use to record data during the lesson. By using Word to create my lesson plan, I can revise it after I teach the lesson, if I find there are things I want to change. Using technology in this way helps me to be more productive and efficient in lesson planning.

It sounds too easy. What's the point?

The CARE process is easy and quick but has many important benefits for your professional development and prepares you for more challenging tasks in the future. CARE will help you in the following ways:

- ▶ to become familiar with the UNCP Teacher Education Program Standards I-VI;
- ▶ to see how things are connected—how course assignments relate to course competencies and how course competencies relate to course content and how course content relates to the Teacher Education Program Standards;
- ▶ to understand how all of the curriculum parts of your program of study fit together;
- ▶ to become consciously aware of the fact that some areas of teacher candidate knowledge and skill, called *curricular threads*, are taught in every course, not just in one course;
- ▶ to learn how to reflect critically on professional experiences and professional growth;
- ▶ to begin to understand, through your own experience, that all learners construct their own knowledge;
- ▶ over time, to accumulate persuasive evidence that you are a capable and competent person who possesses a lot of knowledge and knows how to use that knowledge to do a lot of things; in other words, the CARE process should progressively improve your sense of professional efficacy.

CARE Format

Selected performance indicators for each of the six UNCP Teacher Education Program Standards are organized into six matrices. You select course-generated products of learning as evidence, in part, that the performance indicators for each standard are met and record that product of learning in the matrix for the appropriate standard. Then, write a reflection on your reasons for selecting that product and explain how it relates to that performance indicator. The six matrices are in a file entitled, *CARE Matrices for Standards I-VI*.

Procedure

1. Complete the matrices for the six standards as you progress through the Teacher Education Program.

- ▶ *On your own:* You are welcome to add products and reflections to your matrices anytime you want. You can add as many products as you want to a single performance indicator. In particular, you could work on Standard IV (Instructional Technology) and Standard V (Professionalism) on your own. But you don't have to if you are not comfortable with the process or simply prefer to have a professor's guidance.
- ▶ *In your required courses:* Certain courses have been designated by your program coordinator as the place where parts of the matrices will be completed. When you take each of these courses, you will see a course requirement on the syllabus that says you have a CARE assignment for the course. The assignment will be to complete some parts of the matrices. By the time you are ready for the internship semester in your senior year, the matrices will be almost complete. The courses designated for CARE matrix processing are listed below:

Course Designations for CARE Matrix Processing by Program Area

Program Area	B-K	EE	MG	SS	ENG	MAT	BIO	SCI	SED	PED	ART	MUS
Standard I	ECE 301	EDN 421	EDN 405	SSE 365	EED 379	CSC 405	SCE 301	SCE 301	SED 341	PED 325	ART 308	MUS 405
Standard II	EDN 302 306 350 408 430	EDN 302 307 350 410 430	EDN 302 308 350 419 430	EDN 302 308 350 419 430	EDN 302 308 350 419 430	EDN 302 308 350 419 430	EDN 302 308 350 419 430	EDN 302 308 350 419 430	EDN 302 308 350 409 430	EDN 302 308 350 419 430	EDN 302 308 350 419 430	EDN 302 308 350 419 430
Standard III	ECE 340	EDN 455	EDN 476	SSE 400	EED 384	MAT 400	SCE 400	SCE 400	SED 470 / 471	PED 400	ART 400	MUS 405
Standard IV	all	all	CSC 405	all	all	CSC 405	all	all	all	all	all	all
Standard V	all	all	EDN 405	all	all	all	all	all	all	all	all	all
Standard VI	TCWS	TCWS	TCWS	TCWS	TCWS	TCWS	TCWS	TCWS	TCWS	TCWS	TCWS	TCWS

2. Midpoint Progress Review

- ▶ When you are ready to apply for permission to enroll in the professional semester (during the second semester of your junior year), you will attend a meeting at which you will receive instructions and an application form. At that time, you will need to print a hard copy of all six matrices and take them to your program coordinator for review. Your program coordinator will assess your progress to date using the rubric below:

Program Progression Midpoint Assessment

CARE Standards Progression	The teacher candidate is identifying course products of learning that show how the performance indicators for Standards I-V are being met.	The teacher candidate is making valid connections between the products of learning selected and the performance indicators.	The teacher candidate's discussion of each product reflects an understanding of the relationship between program expectations and his or her own professional development.
Program Coordinator Verification	<input type="checkbox"/> making satisfactory progress <input type="checkbox"/> unsatisfactory	<input type="checkbox"/> making satisfactory progress <input type="checkbox"/> unsatisfactory	<input type="checkbox"/> making satisfactory progress <input type="checkbox"/> unsatisfactory
Recommendation based on CARE progress only	<input type="checkbox"/> <i>approved</i>	<input type="checkbox"/> <i>conditional approval</i>	<input type="checkbox"/> <i>denied</i>

3. Final Review

- ▶ At the end of your internship semester, you will place a hard copy of the completed six matrices in *Appendix A* of your Teacher Candidate Work Sample. Your final product will be evaluated at that point. A rubric will be used to evaluate your completed matrices. You will receive a rating from 0-3 on four criteria; the ratings will be averaged, and you will receive a mean score on the CARE process.