

## C.A.R.E. Model Video Transcript

The College of Education at The University of Texas at Austin

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- 0:00 So, our program supports cooperating teachers and pre-service teachers who are working together. The pre-service teachers are learning to teach and the cooperating teachers are learning to be mentors to them.
- 0:11 The model that we use as a model called C.A.R.E., and the acronym C.A.R.E stands for critical, appreciative, reflective, and experiential.
- 0:22 So the critical part of our model is that there's always problems that come up in teaching especially when a person is learning to teach and the model is centered on locating problems of practice, engaging in those problems practice, and then the other critical part of the model is that, traditionally the cooperating teacher
- 0:45 holds more of the power in the mentoring relationship, and often teaches the pre-service teacher by providing them evaluative feedback, like that went well that didn't go well, so the other critical piece is that the C.A.R.E. model levels the playing field,
- 1:02 and by leveling the playing field, we mean that both are participants both are learners in the process and so the critical piece is the disruption of that traditional power relationship between the cooperating teacher and pre-service teacher.
- 1:17 The appreciative part of the model is that we always start with what's going well and what strategies and strengths the pre-service teachers is bringing to you her practice. So we ask the cooperating teachers to locate a successful moment in the pre-service teaching and to identify some of the strategies or and or what that pre-service teacher was bringing to that particular moment,
- 1:44 and to start in a rather than starting with something that didn't go well or a problem with classroom management or some other difficulty.
- 1:52 and the reflective part of the care model is that we're constantly engaged in both reflection in action and reflection on action. So the cooperating teachers and pre-service teachers are talking about decisions that they make in moments practice so that's the reflection in action piece. And then later after
- 2:12 the teaching is finished they are focused on the learners, what the learners were able to do during the lesson, and reflecting on the choices that they were making in the moment. And so, both the cooperating teacher and the pre-service teacher are and engaging in that kind of reflective practice.

- 2:34 All of our work is experiential. The "E" in C.A.R.E. is how we remind ourselves that we're always focused on experience, we're always focused on practice, we're always focused on real contexts, so traditionally mentoring and learning to teach has centered around models of teaching that might come from videos online or on the internet or on demonstrations of teaching.
- 3:03 Our focus is on practice and so our models of teaching that we're exploring are the ones that are happening right in front of us in the classroom so the experiential piece of the model is that it's very embedded in the fabric and the everyday life teaching in the classrooms that we're working in.