

# TEAC Meeting

## Spadoni College of Education and Social Sciences

---

Zoom 4/26/2022 | 4:00 PM

---

### In Attendance

---

Amanda Brian, Ashley Cameron, **Betsey Costner**, **Kristal Curry**, Amanda Darden, **Kristy Floyd**, **Becky Hubbard**, **Wayne Radcliff**, **Jamia Richmond**, **Cathy Scott**, **Keith Price**, **Mandy Scogin**, **Matthew Doherty**

*Note Taker: Cathy Scott*

---

### Discussion Items

---

#### Meeting Overview

- Review of agenda
- Vote on minutes from 11.2.21 meeting
- Discuss old and new business

#### Old Business

- Updates regarding ideas for teacher induction model
  - Betsey shared the panel and how representatives

#### New Business

- New faculty
- What does the ideal sequence of field experiences look like?
  - Differences by program?
  - What skills should teacher candidates have by the end of their first, second, third, and final field experience?

First year – go out right away, see what they like, go into other classrooms

Kristy – giving opportunities to observe other teachers – giving them an opportunity to see multiple math teachers, how is the management handled in different schools and places, if I knew a teacher with a particular management student that fits their intern's personality, the more opportunity they have to reflect

Making sure students think about it – how would you do it if it was you?

Mandy – SPED – that the interns (not just during internship, but earlier on), get experiences seeing related services, particularly those in low-incidence classes (go to speech, go to OT – you can't just pick goals and go with the classroom, you need to collaborate and make sure you're meeting those related service goals too).

TWS – part of their internship – confusion over what is exactly needed in the TWS – disconnect between mentor and instructor

Love the way they pull the 4.0 rubric into the classroom field experience

A lot of paperwork for mentors – the two rubrics to be completed all 4 times (one for the college, and the actual rubric)

Interns were so well-cared for, in Horry and Georgetown

“Live in the land of the 3. Celebrate a 4 when it comes”

2 – not where they need to be, but where you can work and improve

Ron – teaches in G/T – many of the young teachers have voiced concerns about student engagement – some of the first/second year students have trouble gaining the attention of the student

- Jamia – engagement strategies, high leverage practices from the state, how they fit in, have to create interest inventories to develop a list of reinforcers/ABA, issue is related to classroom management, and how we keep them engaged. Our students need more support practice and applying it, not just learning the theory
- Hsing-Wen doing some research with first year math teachers - they have difficulties implementing classroom management. They have good content knowledge, but management is the big issue. TPAC (technology content and pedagogy knowledge) – they don’t have enough ideas of the technology around them.
  - o They know how to do it, but they don’t have the equipment around them. Curious about the classrooms
  - o Bandwidth is an issue in GCSD – do drop wi-fi on occasion. It was only about a month ago when teacher got the Aquos board, so there was a lack of missing materials. GCSD just had a push for the Aquos boards, so they are being put in the classroom to replace outdated tech. I don’t know if our school districts can keep up with it –
  - o Betsey – does tech always lead to student engagement? I don’t know that it does. We are dealing with students who have had opportunities to be disengaged as a result of the pandemic, from being on the screen.
    - Mandy 100% agrees, the pandemic has impacted our behavior management strategies – it’s hard to come back for kids who haven’t been in classroom sitting, or around other kids, etc.

- Kristy – teaches an instructional strategies for management and motivation workshop – looking when you are designing and implementing a lesson – the advantages of stations and rotations even in high school, differentiation to meet student needs, if you are doing it regularly and consistently enough – your classroom management strategies can be a behavior may
  - How the interns keep their logs
- Working with teacher identity, bias, and an inclusive classroom
  - Differentiation - IDRA training for all teachers
  - Making sure we address these concerns consistently and regularly
  - If they aren't getting that experience and that exposure, they are left out in their own
  - Lots of PD on multilingual students and ELL in Horry County – strategies they could implement right away
  - SPED department it is a huge push – that is what special education is – we have to look at everyone individually and determine what we need to do to reach that child. There are probably some good points that can be taken from the SPED department on diversity/assessment practices
- What can we do to support you?
  - More interns
  - Communication – Betsey – we continuously need from our partners, is when we have students that are struggling, we need to know as soon as it happens. Share the word about your good experiences – please let folks know about the joyous experiences you've had
  - Professional Development – new teachers – teachers regarding differentiation by the need/desire to do it, knowing what to do and how to help. Jamia – maybe we reach out to school administration teams to find, when we look across the district, to help them be successful. Can we help with PD days/in-service/CEUs? Kristal – supporting brand new teachers in their induction period. They get so much feedback and support during the internship, but if they continued to have the relationship with the institution that might be helpful with them. Hsing-Wen – the first years, the teachers really need the support from the district and university. I learn a lot from the teacher. They have some difficulty and confusion because I work with them, so I understand some kind of issue and provide some of my knowledge and skill so they can overcome their issue and skill.
  - Wayne – can't assume that they will receive support in the school where they are – may be too timid to ask, or administrators are busy.

**For good of order:**