



Teacher Education Committee

Tuesday, October 25, 2022

3:30 PM Special Meeting by Zoom

Minutes

Present: Dan Clark, Carrie Ball, Amanda White, Annie Liner, Chris Drew, Christine Taylor, Debra Knaebel, Della Thacker, Kandace Hinton, Emily Brewer, Janet Brosmer, Lynn Scott, Myung-ah Lee, Rebecca Addleman, Richmond Amakye

Ex-Officio Present: Linda Sperry, Judy Sheese, Brad Balch, Kara Harris, Malea Crosby, Peggy Weber, Kent Games, Dennis Ballard, Susan Goode

1. Call to Order, 3:32 p.m.
2. Approval of Minutes for October 18, 2022 (M. Lee/D.Knaebel, approved 11-0-0)
3. Old Business - Length of Student Teaching Placements (Judy Sheese) – Motion: For Spring 2023, implement 2, 6-week placements for student teaching with no early releases. (J. Sheese/D. Thacker, passed 12-1-0).
 - a. Some course syllabi and catalog course descriptions state that student teaching is 16 weeks. Catalog changes will need to be initiated promptly through Curriculog. In practice, we are already releasing students early despite the catalog language. We need to bring the catalog into alignment with our practice. There was discussion about the possibility of amending the motion for a 6-week and 10-week placement with the possibility of early release, but this was determined not to be necessary. It would be advisable to consult with ORR to ensure curricular integrity through this transition process.
 - b. There was discussion about whether this could be considered a pilot for Spring 2023, followed by discussion about what that would mean. It would be helpful to have data regarding how many students require and extension of student teaching beyond 12 weeks during Spring 2023. There was general recognition that catalog changes will need to be initiated during next semester, which may preclude the possibility of a true pilot. If the shortened placements are not successful, there is always the possibility of making additional changes.

- c. It should be possible to propose catalog language that does not specify a particular number of weeks for student teaching, thus allowing future flexibility in response to student, program, and/or field-based needs.
- d. Questions were raised regarding student input and the benefit of this decision to students. There has only been positive feedback from students who have been released early, and the ability of students to be compensated for substituted teaching in the latter part of the semester is a significant benefit. We can add an item to this effect to our completer survey in the future. The appropriateness of shorter placements was discussed from a student learning perspective at the previous meeting, which was the basis for the recommendation of a 12-week (rather than a 10-week) experience. There was general consensus that keeping the experience at 12 weeks (above the state minimum) was preferred.
- e. A question arose regarding our contact with students after student teaching ends until the end of the semester. It was noted that, even after student teaching has ended, students often have culminating projects and other course-related responsibilities for the remainder of the semester.
- f. This process for making a decision was not optimal. An earlier conversation would have been preferred, since the problems we are trying to solve have been ongoing. In addition, the curricular change, which requires revisions to the catalog, was not initiated within the home department(s) that oversee the curriculum. Using the standard process would have allowed more opportunity to properly gain input from faculty and other stakeholders.

4. Adjournment, 4:34 p.m.

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