TEACH supervisors & Dr. Quintanilla or her representative, enter the TEACH Teacher's classroom to 1st, assist & guide, and 2nd. to observe between five to seven-times during the internship period. Dr. Quintanilla conducts at least two walk-throughs and the TEACH Field Supervisor conducts five –observations in a Teacher of Record’s classroom. TEACH Field Supervisor & Dr. Quintanilla enter the Student Teacher (Clinical Teaching Experience) classroom at least four-times over the 14-week internship period.

**Introduction Meeting**

The Introduction MTG sets the stage for and creation of the student teacher Scope & Sequence, or the expectations for the Teacher of Record. The Introduction Meeting includes, Dr. Quintanilla, TEACH Field Supervisor, the campus cooperating teacher, and the TEACH Teacher. Usually, the school administrator is invited to attend the Intro MTG, but attendance is not required.

The TEACH Field Supervisor will enter TEACH Teacher's classroom five-times throughout the internship--more if required. The Mentor (or cooperating teacher) observes, officially, the TEACH Teacher's classroom at least three-times submitting forms by email or post during the life of the internship.

**T-TESS Framework**

**Observation Tools**

TEACH utilizes the T-TESS Framework, SBEC Support System. The framework, developed by Region 13 and SBEC, applies four performance standards to the beginning teacher’s 1st-year’s performance: Dimension #1 Planning for Learner-centered Instruction; Dimension #2 Achieving Expectations; Dimension #3 Learning Environment; and Dimension #4 Professional Demeanor.

**Connections**

Field Supervisor or Director may conduct a walk-through at nay time during the internship period without notification. Pre & post conferences are conducted by Field Supervisor with TEACH teacher. TEACH Field Supervisor sends an email to campus principal soon after observation visit. TEACH Principal Facilitator, Annette Stephens, usually connects, through email, to all principals in November and February.

With nearly 400-years of classroom experience among TEACH Field Supervisors, they observe the TEACH Teacher’s performance at least five times during the internship period. In September (or 1st-two-weeks of internship), twice, using the T-TESS Dimension #3 focusing on discipline and classroom management rather than #1, Planning. It is expected that a TEACH Teacher should hold skills of T-TESS #1, planning, before they secured the teaching position. Other Dimension Forms follow after throughout the internship.

On the contrary, a novice teacher may require supervisor tweaking his/her classroom management knowledge & skills during the 1st-two-weeks of teaching. Thus, the following observation schedule is followed: Dimension #3, #2, #1. Dimension #4 requires no formal observation rather Field Supervisor completes form based on observations conducted during the three observations during the specific internship semester. TEACH Teachers are expected to, daily, in the classroom and on the campus conduct themselves in a manner consistent with the culture of teaching & learning. Consult #15.Internship Agreement Form.

**Holistic Observation Added to each T-TESS Observation Form**

In addition, TEACH Field Supervisors while in agreement with the specific T-TESS Dimension Form standards, required additional observation standards to nurture the TEACH Teacher efficiently & effectively through the internship. Thus, the TEACH Field Supervisors developed a Holistic Observation set of standards which more accurately & helpfully reflect holistically how the TEACH Teacher was progressing during each visit.

**TEACH Visitation Schedule**

**Teacher of Record Internship**

**Field Supervisor Visits**:   
Fall Semester (1st semester of internship): September, two-observations; November, one-observation. If required, additional visits scheduled.  
Spring Semester: January, one observation visit; March, one observation visit. If required, additional visits scheduled.

**Director:**  Fall Semester: one-observation; Spring: one-observation.

**Clinical Experience (Student Teacher) Placement**

**Field Supervisor Visits**:  
Three observation visits beginning with the 3rd week of internship after start date.

**Director:**  If required, enters the 4th-week after start date or sooner.

**In Jeopardy:** If Field Supervisor or director (or campus administrator) suspect that teacher experiences challenges in the classroom, Dr. Quintanilla connects to campus principal via phone and email explaining TEACH *In Jeopardy* process. It is expected that such a call for additional guidance occurs immediately after the 1st month of teaching (September or October).   
  
Soon after 1st communication with campus administrators, the TEACH Support Team is assembled. A clinical supervisor enters three-times a week for two-weeks. Field Supervisor continues with observation visits. Dr. Quintanilla enters twice-week. Clinical supervisor arranges an *In Jeopardy* meeting with principal at the end of the 1st week of observations. If all agree, at *In Jeopardy* meeting, teacher is removed from the placement or a Growth Plan with specific deadlines and performance benchmarks is created. TEACH teacher is monitored by TEACH Support Team for next two-weeks.   
  
Experience has shown that the intense modeling period is sufficient to launch the TEACH Teacher into a more effective & efficient performance growth period. The teacher, concretely, establishes new performance techniques during the two-week Growth Plan period. Support Team members include, but not limited to, campus principal, mentor & campus et. al; TEACH Field Supervisors, TEACH Clinical Supervisor, and Dr. Quintanilla.

**Completion Meeting**

Near the end of the internship, the TEACH Teacher Field Supervisor arranges for a Completion Meeting  to include, the TEACH Field Supervisor, Cooperating Teacher, and TEACH Teacher to discuss his/her performance in the classroom and recommendations offered for improvement.