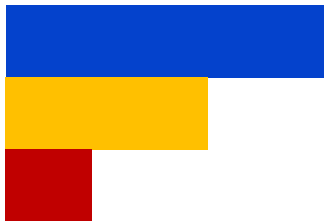


PROJECT P.a.C.E. INTERN TEACHER COACHING AND INFORMAL OBSERVATION TOOL

For an intern teacher, the field supervisor shall conduct six informal observations throughout the internship experience. In accordance with TAC § 228.101, the field supervisor of candidates in an internship assignment shall provide informal observations and ongoing coaching that at a minimum includes:

- (A) At least 3 informal observations that are 15 minutes or more in duration per semester, totaling at least 6 informal observations over the course of the internship assignment. The first informal observation must occur within the first 6 weeks of the internship assignment;
- (B) Informed by written feedback provided during post-observation conferences;
- (C) Provide observation and feedback on targeted skills, with opportunity to follow up on the intern teacher's development in the targeted skills; and
- (D) Implement intervention supports in accordance with evidence collected and targeted feedback.

The field supervisor shall collaborate with the candidate, mentor teacher, and campus administrator throughout the internship experience at least twice per semester and shall provide a copy of all written feedback to the intern's supervising campus administrator and assigned mentor.



PROJECT P.a.C.E. INTERN TEACHER COACHING AND INFORMAL OBSERVATION TOOL

☒ 1/6☐ 2/6☐ 3/6☐ 4/6☐ 5/6☐ 6/6

Intern Teacher Name	Subject/Grade Level	Observation Date	Observation Start Time	Observation End Time
Jane Doe	5th Grade SS/ELA	9/11/2025	8:27am	9:10am

Post Conference Data

Refinement Domain:	Domain 3 - Learning Environment	Refinement Dimension:	3.2 - Managing Student Behavior
---------------------------	---------------------------------	------------------------------	---------------------------------

Observable Skills Aligned to Action Plan for Targeted Skills Identified

Field Supervisor Coaching and Feedback:

Glow (Strength): I really appreciated the way you incorporated student leadership by having a student assist peers once they were finished folding their oragami - this not only kept students engaged but it also built a supportive classroom culture. In addition, your patience and consistent redirection with Jeremiah stood out. You maintained a calm and encouraging tone while keeping him as close to on task as possible, which modeled persistence and care for all students.

Grow (Refinement): Domain 3/Dimension 3.2 - Managing Student Behavior | While student behavior was not an issue in your class, one refinement area is ensuring that all students are giving you their full attention before you begin directions or instructions. At times, only 25-50% of the students responded to the attention signal before you continued. By consistently securing 100% of student attention, you can ensure that everyone is ready to follow along and capture the information being presented. Here are some simple steps you can use to help implement this in your class moving forward (try it tomorrow!)

1. State the attention-getting signal (e.g., "123, all eyes on me").
2. Pause and look around the room to check how many students respond - wait as needed
3. Narrate the students who are following directions ("I see ____ ready with eyes on me").
4. Hold until all students are attentive, then continue with directions or instructions.

This small but powerful adjustment will make your signals more effective, strengthen transitions, and ensure that every student is fully paying attention to you.



Field Supervisor Signature	Date	Intern Teacher Signature	Date
<i>John Doe</i>	09/21/25	<i>Jane Doe</i>	09/21/25