TEACH PROGRAM REQUIREMENTS

Past TEACH Fellows estimate that time spent in the program was equivalent to approximately 30 – 40 hours per semester, consisting of participation in the following activities and requirements.

TEACHING ASSIGNMENT
TEACH Fellows must maintain an official, regular teaching assignment at TTU in both the fall and spring semesters, since so much of the TEACH Program is about classroom observation and interaction with students. A guest lecture or assisting a professor in the classroom as a teaching or research assistant does not meet the program requirements. Leading a discussion section, teaching a lab or lecture session, or serving as the instructor of record for a class are all acceptable teaching assignments.

WORKSHOPS
TEACH Fellows are required to attend a minimum of 18 hours of TLPDC/TEACH workshops of their choosing over the course of their fellowship. A minimum of 9 workshop hours must be completed by the end of the fall semester, with the remaining hours to be completed by the end of the spring semester. Additional hours completed in the fall will be applied to the spring requirement.

CONSULTATIONS
TEACH Fellows meet with their respective TEACH Consultants several times each semester. At the beginning of each semester, Fellows and Consultants will discuss potential projects as well as schedule appointments for videotaped teaching observations, Instructional Diagnosis (midterm student evaluations), and the follow-up consultations for each. In addition to those required consultations, Fellows are welcome to set up additional meetings with TEACH consultants at any time during the year.

VIDEOTAPED TEACHING OBSERVATIONS
Over the course of the year, TEACH Fellows participate in videotaped teaching observations in which a TEACH consultant will videotape their course, lab, or discussion section without interfering in the session’s progress (at least once each semester). The consultant will take notes throughout the class detailing occurrences and observations, and these notes will be provided at the follow-up consultation. Fellows are expected to review the video in advance, taking note of their teaching, the students’ involvement, etc. Fellows then meet with consultants in a confidential session to discuss the events of the class and teaching issues applicable to their course. Additional observations may be requested by the fellow, or suggested by the consultant, but only one videotaped observation per semester is mandatory.

INSTRUCTIONAL DIAGNOSIS
TEACH Fellows also participate in an Instructional Diagnosis and follow-up meeting once each semester. This is a method of getting anonymous feedback from students midway through the semester. The Instructional Diagnosis takes about 10-15 minutes of class time in which a consultant visits with the
class, without the instructor present, and elicits responses to questions that help identify what is helping students learn and issues that are challenging or less satisfying to them.

The consultant then compiles the students’ responses to discuss the results in a follow-up consultation. The consultant helps interpret the data collected and discusses any potential changes that might be implemented.

**PEER OBSERVATIONS AND SELF-REFLECTION**
Each semester TEACH Fellows work with a small group of other fellows to share resources and experiences. Each Fellow observes at least one group member’s teaching in the fall and spring, and writes a short reflective paper (according to provided guidelines) about their observations which will be shared with group members and consultants. Fellows also participate in a follow-up Peer Group meeting with their group and consultants each semester.

**TEACHING PORTFOLIO**
During the fall semester, Fellows must complete a substantial teaching portfolio that represents their teaching philosophy and experience. The teaching portfolio should be a professional, thoughtful, and reflective document. These portfolios become very beneficial in the future as Fellows venture out into the academic job market.

**NEW COURSE DESIGN/COURSE REDESIGN PROJECT**
During the spring semester, Fellows must complete a teaching and learning project involving the detailed design of a new course or significant redesign of an existing course. Other project ideas are possible, but only with the approval of the TEACH staff. This project should take approximately 20-30 hours to complete.