



The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

Department of Kinesiology, Sport Studies and Physical Education

Spring 2012

Dear School-Based Teacher Educator,

First of all, thank you so much for agreeing to work with our students for their secondary field experience. Because of colleagues like you, our students have the opportunity to learn from master teachers. It thrills us to know that there are professionals in our field who understand the importance of these field experiences in the development of teachers. Your time and mentoring is greatly appreciated. For many of these students, it is the first time they will have worked with secondary students. Therefore, this experience can be very exciting, but also, somewhat unsettling for them.

During the upcoming semester, students must commit to 30 hours at your school, under your supervision. They should be at your school weekly (preferably twice a week) to meet with classes. In order to spread out the experience over the course of the term, they should meet with you no more than six hours during a given week for a minimum of six weeks. At this point in our students' career, they need to spend time processing their work with you as opposed to 'speeding through' the experience, not taking adequate time to reflect upon it.

Obviously, the timing of their visits will be determined according to your schedule. If there are extenuating circumstances that require a student to miss an assigned time, a make-up has to be worked out with you.

NOTE: THE STUDENT WILL MEET WITH YOU TO DETERMINE THE EXACT DAYS & TIME SLOT/PER WEEK

ENCLOSED IN THIS PACKET YOU WILL FIND:

- This introductory letter
- An evaluation sheet
- A copy of the student time log (please sign daily)

Based on feedback from physical education teachers as well as extensive discussions amongst the Brockport teacher preparation faculty, there have been modifications made with regard to the planning and teaching required of our students. In the past, our teacher candidates were required to prepare some combination of 12 partial or six full lesson plans. As of Fall 2006 the 'progression' has been delineated with more precision. Following are the 'new' teaching requirements. As mentioned, we believe them to be more clear, systematic and progressive.

1. **Assist teacher:** To begin with, the student will help you in any fashion you feel appropriate (e.g. taking attendance, setting up equipment, working with individual students, working with small groups, working, informally, with the whole class).

No written plans are required from the student during this part of the practicum experience.

2. **Teach the 'warm up':** This may or may not involve the student meeting the class, taking attendance and 'settling' the group.
3. **Teach a second 'warm up':** As with #2 (above) this may or may not involve the student meeting the class, taking attendance and 'settling' the group.
4. **Teach a) the 'warm up' and b) the lesson introduction:**
5. **Teach b) the 'warm up', b) the lesson introduction and c) one task/drill**
6. **Teach c) the 'warm up', b) the lesson introduction and c) multiple tasks/drills**
7. **A 'full' lesson (including closure)**

Instruction can involve lessons that teacher candidates have already observed you teaching or, with your approval, a new skill. If you believe that candidates require additional practice in any area prior to teaching the one full lesson, please feel free to incorporate learning experiences as needed. This may involve repeating any of the steps listed below, or any other experience you feel would be appropriate. Once the following progression is completed, you are welcome to have teacher candidates instruct additional lessons.

- For numbers 2 through 7, typed lesson plans (using the Brockport format) are required.
- Students will present the lesson plan to you prior to their teaching. You may choose to provide them with feedback - written or verbal – as you wish.
- Each student will submit all of his or her lesson plans to me ([Dr. Brusseau](#)) at the end of the field experience.

GRADING

- You will assess the student using the criteria described in each category on the 'evaluation sheet'. This sheet can be found at: <http://www.brockport.edu/pes/undergrad/teached/fteaching/courses.html>
- When determining their final grade, please feel free to take into consideration other aspects of their work you deem important.
- The grade and comments assigned to the student should be a true representation of the quality of their commitment to the field experience in their role as a pre-practicum student. Their field experience grade is a good indicator of their readiness for student teaching.
- I would appreciate having the completed evaluation form returned to me as close to the end of the experience as possible. You may email it to tbrussea@brockport.edu, fax it to (585)395-5005, mail it to *Tim Brusseau, Department of Kinesiology, Sport Studies and Physical Education, 350 New Campus Drive, Brockport, NY 14420*, send it in a sealed envelope with the student or call me to make other arrangements.
- **An unexcused absence from the field experience will result in a failing grade for the experience.**

If you find that a student is not meeting the expectations, please let me know ASAP. Likewise, if they are doing a *terrific* job, that's always nice to hear! *Thank you* once again for your willingness to provide this invaluable learning opportunity to our students. The importance of your role in preparing *tomorrow's* teachers is immeasurable.

If you have any questions or concerns, please do not hesitate to contact either:

Dr. Tim Brusseau, Secondary Methods Instructor, (585)395-5979, tbrussea@brockport.edu.

Ms. Janet Peluso-Militello, Field Experience Placement Coordinator, (585)395-5369, jpeluso@brockport.edu.

Tim Brusseau

Dr. Tim Brusseau, Secondary Methods Instructor

Janet A. Peluso-Militello

Ms. Janet Peluso-Militello, Field Experience Placement Coordinator