Dear School-Based Teacher Educator,

Thank you so much for agreeing to work with our teacher candidates for their secondary field experience. We are excited to know that there are professionals in our field who understand the importance of field experiences in the development of teachers. Because of colleagues like you, our teacher candidates have the opportunity to learn from master teachers. For many of these candidates, this is the first time they will have worked with secondary students. Therefore, this experience can be very exciting for them but somewhat unsettling, as well. Thus, your time and mentoring is of great value and is much appreciated.

During the upcoming semester, teacher candidates must commit to spending 30 hours at your school, under your supervision. With recent changes to the sequence in our program of study, your teaching candidate has already had 45-60 field experience hours in the schools and is one semester away from student teaching. We encourage our teaching candidates, if their schedule allows, to spend a full day in the school. This way they can immerse themselves in the daily routine of the teacher. Hopefully, after observing and assisting you, by the end of that first day, they may be ready to teach a portion of a class. If the teacher candidate does not have a full day open, then it is expected that they should be at your school 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. Only student contact time will count for the teacher candidate. They may not receive credit for prep periods or lunch hours.

In an effort to make scheduling and attendance expectations more clear-cut for everyone involved, we are asking teacher candidates to sit down with you at the onset of their practicum so as to agree upon a schedule that works for both of you. The students are to fill out the Schedule Agreement with you at this time. This agreement contains a section for contact information for both the teacher candidate and the school-based teacher educator (SBTE) and should be filled out completely prior to the signing of the form. You should keep the original of this form; the teacher candidate will keep one copy and give the other to his/her professor.

As a result of the edTPA -- New York State’s new teacher certification exam -- teacher candidates are required to obtain contextual information about the school including, but not limited to, the learning environment, cultural characteristics of the students and student abilities and disabilities. To gather this information, we are asking teacher candidates to interview you, the SBTE, between their first visit and September 28. If convenient, this brief interview can be completed at the same time as the schedule agreement is signed.
ENCLOSED IN THIS PACKET YOU WILL FIND:

- This introductory letter
- A copy of the student time log (please sign daily, indicating that the teacher candidate has attended the session and provided a lesson plan prior to all lessons)
- Schedule Agreement Form

Important Information on Teaching Expectations:
Based upon feedback from previous SBTEs as well as extensive discussions amongst the Brockport teacher preparation faculty, there have been modifications made in regards to the planning and teaching required of our teacher candidates. In the past, our teacher candidates were required to prepare six individual lesson plans that progressed from a warm up through the teaching of a full lesson. As of Fall 2013 this progression has been modified. Below you will find the new suggested teaching progression. We believe it to be more clear, systematic and sequential. Students should plan their lessons before they teach and present their completed lesson plan to you for feedback so they can make appropriate changes prior to the lesson.

1. **Assist teacher:** To begin with, the teacher candidate 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 teacher candidate meeting the class, taking attendance and ‘settling’ the group.

3. **Teach a) the ‘warm up’, b) the lesson introduction and c) one task/drill**

4. **Teach a) the ‘warm up’, b) the lesson introduction and c) multiple tasks/drills**

5. **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 above or any other experience you feel would be appropriate. Once the progression is completed, you are welcome to have teacher candidates instruct additional lessons.

Additional Notes on Teaching:

- Teacher candidates must present the lesson plan to the SBTE before they are to teach the lesson. The SBTE may provide feedback- written or verbal- if he/she wishes. All lesson plans must be typed on the Brockport lesson plan form and all pertinent sections must be complete when submitted to the SBTE.

- Teacher candidates will perform an interview with the SBTE. At this time, they will ask specific questions in order to learn about the context of the school in which they are performing their field experience. This interview is due October 2.
Please sign the time sheet each day the student works with you (as well as at the completion of the field experience).

Field Experience should be completed by December 4, 2015.

GRADING THE PRACTICUM

- Please note: Students will be given either a Pass or Fail grade for their field experience. Students must pass the field experience in order to pass the class (PEP 442). Please be advised that PEP 442 requires all students to earn at least a C grade in order to pass a course. A letter grade of C- is considered failing. Knowing this information may help you to better evaluate your teacher candidate.

- When determining students’ final grades, please feel free to take into consideration their professionalism. Their field experience grade (and your comments) are good indicators of their readiness for student teaching.

- Any unexcused absence from the field experience will result in a failing grade for the experience.

IMPORTANT INFORMATION ON ASSESSMENT

The assessment will be sent to you electronically early in November. Please complete the assessment on-line and provide anecdotal comments regarding the student’s teaching performance. Please contact me if you have any questions about the assessment.

You can view the online assessment at:

Please only use the ‘viewable’ online assessment as a tool to understand the assessment criteria and to discuss, with a student, their progress throughout the practicum. Please wait for the online assessment to be e-mailed to you in early November before you submit the assessment for a final grade of either pass or fail.

If you find that a student is not meeting your expectations, please let me know as soon as possible. On the other hand if they are doing an excellent job, also please let me know! Thanks 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 myself at (585) 395-2374, streadwe@brockport.edu or Ms. Janet Peluso-Militello, Field Experience Placement Coordinator, (585) 395-5369, jpeluso@brockport.edu. I look forward to working with you this semester!

Sincerely,

Sheri M. Treadwell, Secondary Methods Instructor
Ms. Janet Peluso-Militello, Field Experience Placement Coordinator

rev. (8/19/15)