

PIEDMONT COLLEGE SCHOOL OF EDUCATION
EARLY CHILDHOOD MAT FIELD EXPERIENCE DOCUMENTATION
Mastering the art of teaching: Preparing proactive educators to improve the lives of all children.

INITIAL CERTIFICATION

In accordance with the requirements and stated program goals of the MAT program of Piedmont College and the standards of the Georgia Professional Standards Commission, field experiences are required for the Initial Certification candidates in Early Childhood Education. Field experiences provide opportunities for initial certification candidates to have concrete experiences across grade levels before student teaching. Courses in the ECE programs that contain a required field experience are identified in the catalog. The requirements will be specifically defined on each syllabus. The field experiences help candidates link theory to practice and play a major role in the candidate's progress toward becoming a scholarly, proactive, reflective professional educator and a life-long learner.

When you are visiting schools for field experiences, you are representing Piedmont College and yourself as a professional. Your appearance, behavior, and demeanor should present those qualities and dispositions that best represent you as a professional. Before you make your site visit, you must gain permission from the school principal or administration and the classroom teacher, unless pre-arranged by an instructor. Check the "In-Course Field Experiences Procedures and District Requirements" form located under "Field Experiences – (Procedures)" on the School of Education website to determine the procedures for each school system.

The Early Childhood Education initial certification candidate must document a minimum total of 120 hours of field experiences in grade levels P-K, 1-3, and 4-5. In order to enhance your preparation as a teacher, it is important that these experiences reflect a diversity of schools, classrooms, and grade levels, which will be selected in consultation with your professor. Upon completion of the program, the candidate should have documented a minimum of 10 hours of field experiences working with students receiving services in each of the following areas: ESL/ELL/or ESOL (10); Special Education (10); and Gifted Education (10).

Examples of field experiences include:

- ❖ Interviews
 - ◆ Students, teachers, parents, administrators, school personnel, and other professionals
- ❖ Observing and Teaching in Regular and Special Education Classrooms and Multicultural Settings:
 - ◆ Planning, assisting, interacting
 - ◆ Instructional, motivational techniques
 - ◆ Classroom and behavior management
 - ◆ Organizational skills; assessments
 - ◆ Individualized Instruction/Tutoring
 - ◆ Small-group Instruction
 - ◆ Whole-class Instruction
 - ◆ Inclusion

- ◆ Administration of tasks – i.e.: parent conferences, meetings with various school personnel
- ❖ Attending professional conferences and workshops
- ❖ Self Assess experience if with children prior to Admission to Teacher Education
- ❖ Observing in other classes or settings
 - ◆ Working with community after school programs
 - ◆ Attending Board of Education meetings
 - ◆ ETC.

The following forms are available to assist you in your field experiences.

- Permission forms – used to seek permission to do a field experience
- Observation forms – used to record and assess student behaviors
- Reflection forms – used to reflect on planning, teaching, etc.

They will be distributed during Graduate Orientation and are available in the School of Education. Teacher candidates must obtain and complete a *Field Experience Permission Form* from the course professor when experiences are required outside their own classroom. Some school systems have specific requests, guidelines, or requirements. Check with the field placement coordinator and/or your professor to make sure you are submitting the proper *Field Experience Permission Form* to the school principal and classroom teacher for the school and system in which you wish to complete the field experience.

Candidates may record up to 30 of the 120 hours of field experiences outside the program of study when participating in activities related to ECE (P-5) after admission to Piedmont College. Only a third of the 30 hours may be counted for the same type experience. For example, up to 10 hours of coaching could be credited toward the documentation of field experiences; anything beyond 10 hours could not. However, candidates are encouraged to document as many varied experiences as possible for the 30 hours instead of relying on just three types of experiences.

Some experiences, no older than two years, prior to admission may be approved by the department chair. **The documentation of these experiences is to be correlated to the Core Candidate Learning Outcomes of the program.**

Some types of experiences that may be documented include:

- Substitute teaching
- Mentoring
- Coaching
- Child Care
- Chaperoning
- Teaching Sunday School
- Big Brother/Sister
- Attending workshops, conferences, etc.
- Working with Boy Scouts or Girl Scouts
- Attending school events such as PTA, field days, fund-raisers, etc.
- After School programs
- America Reads (Homework Center)
- Working with children in camps
- ESOL and other tutoring
- Community activities
- Others approved by advisor

Take your Field Documentation Form with you to each advising session. During the advisement session you should review your progress and experiences with your advisor. Be sure to date and initial each session.

Advising Session #1 Date _____ Candidate's initials ____ Advisor's initials ____

Advising Session #2 Date _____ Candidate's initials ____ Advisor's initials ____

Advising Session #3 Date _____ Candidate's initials ____ Advisor's initials ____

Advising Session #4 Date _____ Candidate's initials ____ Advisor's initials ____

Advising Session #5 Date _____ Candidate's initials ____ Advisor's initials ____

Advising Session #6 Date _____ Candidate's initials ____ Advisor's initials ____

IT IS YOUR RESPONSIBILITY TO MAINTAIN INFORMATION ON YOUR FIELD EXPERIENCES BY USING THIS FORM. IT MONITORED PRIOR TO ACCEPTANCE FOR STUDENT TEACHING. TURN THE COMPLETED FORM IN TO YOUR ADVISOR WITH YOUR APPLICATION FOR STUDENT TEACHING.

DIRECTIONS: For each of the areas below, document your field experiences and explain how they meet the objectives described. Field experiences must be verified with the course professor's signature. It is your responsibility to obtain the professor's signature prior to the completion of the course.

The field experiences in which you engage through the early part of your program will likely include observations and reflections. As you progress through your field experiences you will have more and more opportunities to create situations for students that you will actually teach. You should include several examples that demonstrate what and how students have learned as a result of your planning and teaching. Include observations and actual experiences in your documentation with an emphasis on actual experiences. The following is a SAMPLE page entry:

DIVERSITY (CCLO #4 & SOE SCHOLARLY and DEMOCRATIC DISPOSITIONS)

6. I am developing an understanding of the concept that each learner is unique. My field experiences have included settings where instruction was differentiated to meet the diverse needs of all students.

6 A. School/Place Migrant School/2nd Grade - Habersham Date July 15, 2012 Hours 1½

EVIDENCE:

I visited the summer migrant school program of Habersham and observed a second grade class. I observed a reading lesson where the teacher was reading a concept book entitled *Fire*. The book dealt with one concept and every picture dealt with that concept. The teacher used the children’s native language as well as English to guide the discussion of the concept. Every student had a copy of the book; therefore, each student could see and practice oral and written English. By encouraging each child to pronounce the English words, each child was actively involved in the lesson.

As a follow up to my observation, I returned to the school and read a story to the same group of children and modeled the strategies I had previously observed.

COURSE PROFESSOR’S SIGNATURE for 6 A. _____

6 B. School/Place _____ Date _____ Hours _____

EVIDENCE:

COURSE PROFESSOR’S SIGNATURE for 6 B. _____

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INITIAL CERTIFICATION

Name _____ Advisor _____

Date of Program Entry _____

LEARNING ENVIRONMENT (CCLO# 1)

- 1. I am developing an understanding of individual and group motivation by observing students in classrooms and/or other settings. My field experiences have included settings that demonstrate a caring learning environment that encourages positive social interaction, active engagement in learning, and self-regulation. I have had opportunities to create such environments.**

1 A. School/Place _____ Date _____ Hours _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 1 A. _____

1 B. School/Place _____ Date _____ Hours _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 1 B. _____

LEARNING ENVIRONMENT (CCLO# 1)

1. I am developing an understanding of individual and group motivation by observing students in classrooms and/or other settings. My field experiences have included settings that demonstrate a caring learning environment that encourages positive social interaction, active engagement in learning, and self-regulation. I have had opportunities to create such environments.

1 C. School/Place _____ Date _____ Hours _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 1 C. _____

1 D. School/Place _____ Date _____ Hours _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 1 D. _____

LEARNING ENVIRONMENT (CCLO #s 1, 4 & SOE DEMOCRATIC DISPOSITION)

2. I am developing an understanding of the ideals of a democratic classroom. My field experiences have included settings where students are treated fairly and justly, provided intellectual challenge, and supported as they pursue knowledge. I have included the ideals of a democratic classroom in my planning and have practiced them with students.

2 A. School/Place _____ Date _____ Hours _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 2 A. _____

2 B. School/Place _____ Date _____ Hours _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 2 B. _____

LEARNING ENVIRONMENT (CCLO #s 1, 4 & SOE DEMOCRATIC DISPOSITION)

2. I am developing an understanding of the ideals of a democratic classroom. My field experiences have included settings where students are treated fairly and justly, provided intellectual challenge, and supported as they pursue knowledge. I have included the ideals of a democratic classroom in my planning and have practiced them with students.

2 C. School/Place _____ Date _____ Hours _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 2 C. _____

2 D. School/Place _____ Date _____ Hours _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 2 D. _____

SUBJECT MATTER (CCLO #s 2, 12 & SOE SCHOLARLY DISPOSITION)

3. I am developing an understanding of the major concepts, assumptions, inquiry processes and types of knowledge that are essential to the academic discipline(s) that I will teach.

3 A. School/Place _____ Date _____ Hours _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 3 A. _____

3 B. School/Place _____ Date _____ Hours _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 3 B. _____

SUBJECT MATTER (CCLO #s 2, 12 & SOE SCHOLARLY DISPOSITION)

3. I am developing an understanding of the major concepts, assumptions, inquiry processes and types of knowledge that are essential to the academic discipline(s) that I will teach.

3 C. School/Place _____ Date _____ Hours _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 3 C. _____

3 D. School/Place _____ Date _____ Hours _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 3 D. _____

SUBJECT MATTER (CCLO #s 2, 5, 12 & SOE SCHOLARLY and PROACTIVE DISPOSITIONS)

4. I am developing an understanding of how to create learning experiences that make subject matter meaningful and engaging for students. My field experiences have included settings where students were engaged in meaningful activities that promote critical thinking and stimulate interest in the subject. I have planned and implemented creative learning experiences for students.

4 A. School/Place _____ Date _____ Hours _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 4 A. _____

4 B. School/Place _____ Date _____ Hours _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 4 B. _____

SUBJECT MATTER (CCLO #s 2, 5, 12 & SOE SCHOLARLY and PROACTIVE DISPOSITIONS)

4. I am developing an understanding of how to create learning experiences that make subject matter meaningful and engaging for students. My field experiences have included settings where students were engaged in meaningful activities that promote critical thinking and stimulate interest in the subject. I have planned and implemented creative learning experiences for students.

4 C. School/Place _____ Date _____ Hours _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 4 C. _____

4 D. School/Place _____ Date _____ Hours _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 4 D. _____

STUDENT LEARNING (CCLO #s 3, 12 & SOE SCHOLARY DISPO9SITION)

5. I am developing an understanding of the ways in which students develop and learn. My field experiences have included settings where students were provided opportunities to grow intellectually, socially, and personally.

5 A. School/Place _____ Date _____ Hours _____
EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 5 A. _____

5 B. School/Place _____ Date _____ Hours _____
EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 5 B. _____

STUDENT LEARNING (CCLO #s 3, 12 & SOE SCHOLARY DISPO9SITION)

5. I am developing an understanding of the ways in which students develop and learn. My field experiences have included settings where students were provided opportunities to grow intellectually, socially, and personally.

5 C. School/Place _____ Date _____ Hours _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 5 C. _____

5 D. School/Place _____ Date _____ Hours _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 5 D. _____

DIVERSITY (CCLO #4 & SOE SCHOLARLY and DEMOCRATIC DISPOSITIONS)

6. I am developing an understanding of the concept that each learner is unique. My field experiences have included settings where instruction was differentiated to meet the diverse needs of all students.

6 A. School/Place _____ Date _____ Hours _____
EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 6 A. _____

6 B. School/Place _____ Date _____ Hours _____
EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 6 B. _____

DIVERSITY (CCLO #4 & SOE SCHOLARLY and DEMOCRATIC DISPOSITIONS)

6. I am developing an understanding of the concept that each learner is unique. My field experiences have included settings where instruction was differentiated to meet the diverse needs of all students.

6 C. School/Place _____ Date _____ Hours _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 6 C. _____

6 D. School/Place _____ Date _____ Hours _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 6 D. _____

INSTRUCTIONAL STRATEGIES (CCLO #s 5, 12 & SOE SCHOLARLY DISPOSITION)

7. I am developing an understanding of varied instructional strategies that encourage student problem-solving, use of instructional technologies, critical thinking, performance skills, and content knowledge to meet required curriculum and program standards. My field experiences have included settings where these skills are effectively practiced.

7 A. School/Place _____ Date _____ Hours _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 7 A. _____

7 B. School/Place _____ Date _____ Hours _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 7 B. _____

INSTRUCTIONAL STRATEGIES (CCLO #s 5, 12 & SOE SCHOLARLY DISPOSITION)

7. I am developing an understanding of varied instructional strategies that encourage student problem-solving, use of instructional technologies, critical thinking, performance skills, and content knowledge to meet required curriculum and program standards. My field experiences have included settings where these skills are effectively practiced.

7 C. School/Place _____ Date _____ Hours _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 7 C. _____

7 D. School/Place _____ Date _____ Hours _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 7 D. _____

ASSESSMENT (CCLO #s 6, 12 & SOE SCHOLARLY and DEMOCRATIC DISPOSITIONS)

8. I am developing an understanding of the use of a variety of formative and summative assessments to evaluate student achievement and inform instructional decision making. My field experiences have included settings where these types of assessments were practiced.

8 A. School/Place _____ Date _____ Hours _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 8 A. _____

8 B. School/Place _____ Date _____ Hours _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 8 B. _____

ASSESSMENT (CCLO #s 6, 12 & SOE SCHOLARLY and DEMOCRATIC DISPOSITIONS)

8. I am developing an understanding of the use of a variety of formative and summative assessments to evaluate student achievement and inform instructional decision making. My field experiences have included settings where these types of assessments were practiced.

8 C School/Place _____ Date _____ Hours _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 8 C. _____

8 D. School/Place _____ Date _____ Hours _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 8 D. _____

COMMUNICATION (CCLO #s 7, 12 & SOE SCHOLARLY DISPOSITIONS)

9. I am developing an understanding of effective verbal and non-verbal communication strategies along with complementary technologies to foster active inquiry, collaboration, and supportive interaction in the classroom. My field experiences have included settings where I had opportunities to implement these strategies.

9 A. School/Place _____ Date _____ Hours _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 9 A. _____

9 B. School/Place _____ Date _____ Hours _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 9 B. _____

COMMUNICATION (CCLO #s 7, 12 & SOE SCHOLARLY DISPOSITIONS)

9. I am developing an understanding of effective verbal and non-verbal communication strategies along with complementary technologies to foster active inquiry, collaboration, and supportive interaction in the classroom. My field experiences have included settings where I had opportunities to implement these strategies.

9 C. School/Place _____ Date _____ Hours _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 9 C. _____

9 D. School/Place _____ Date _____ Hours _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 9 D. _____

RESEARCH (CCLO #s 8, 13 & SOE SCHOLARLY DISPOSITION)

10. My professional practices reflect discerning uses of relevant research, as well as the ability to initiate systematic inquiry into my instructional practices and school wide issues.

10 A. School/Place _____ Date _____ Hours _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 10 A. _____

10 B. School/Place _____ Date _____ Hours _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 10 B. _____

RESEARCH (CCLO #s 8, 13 & SOE SCHOLARLY DISPOSITION)

10. My professional practices reflect discerning uses of relevant research, as well as the ability to initiate systematic inquiry into my instructional practices and school wide issues.

10 C. School/Place _____ Date _____ Hours _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 10 C. _____

10 D. School/Place _____ Date _____ Hours _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 10 D. _____

TECHNOLOGY (CCLO #5)

11. I use technology to enhance my own professional growth and to support instruction in the classroom.

11 A. School/Place _____ Date _____ Hours _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 11 A. _____

11 B. School/Place _____ Date _____ Hours _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 11 B. _____

TECHNOLOGY (CCLO #5)

11. I use technology to enhance my own professional growth and to support instruction in the classroom.

11 C. School/Place _____ Date _____ Hours _____
EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 11 C. _____

11 D. School/Place _____ Date _____ Hours _____
EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 11 D. _____

REFLECTION AND PROFESSIONAL DEVELOPMENT (CCLO #s 9, 12, 14 & SOE REFLECTIVE, PROACTIVE, & RESPONSIBLE DISPOSITIONS)

12. I am a reflective, critical, open minded practitioner who continually evaluates my practices, beliefs, and the effects of my decisions, thereby refining a personal pedagogy to guide my professional practices.

12 A. School/Place _____ Date _____ Hours _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 12 A. _____

12 B. School/Place _____ Date _____ Hours _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 12 B. _____

REFLECTION AND PROFESSIONAL DEVELOPMENT (CCLO #s 9, 12, 14 & SOE REFLECTIVE, PROACTIVE, & RESPONSIBLE DISPOSITIONS)

12. I am a reflective, critical, open minded practitioner who continually evaluates my practices, beliefs, and the effects of my decisions, thereby refining a personal pedagogy to guide my professional practices.

12 C. School/Place _____ Date _____ Hours _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 12 C. _____

12 D. School/Place _____ Date _____ Hours _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 12 D. _____

CONSTRUCTIVIST PRACTICES (CCLO # 11 & SOE DEMOCRATIC and SCHOLARLY DISPOSITIONS)

13. I model and provide opportunities for constructivist practices. (CCLO #11)

13 A. School/Place _____ Date _____ Hours _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 13 A. _____

13 B. School/Place _____ Date _____ Hours _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 13 B. _____

CONSTRUCTIVIST PRACTICES (CCLO # 11 & SOE DEMOCRATIC and SCHOLARLY DISPOSITIONS)

13. I model and provide opportunities for constructivist practices.

13 C. School/Place _____ Date _____ Hours _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 13 C. _____

13 D. School/Place _____ Date _____ Hours _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 13 D. _____

SCHOLARLY (CCLO #13 & SOE SCHOLARLY DISPOSITION)

14. I am active in scholarly endeavors in my field.

14 A. School/Place _____ Date _____ Hours _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 14 A. _____

14 B. School/Place _____ Date _____ Hours _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 14 B. _____

SCHOLARLY (CCLO #13 & SOE SCHOLARLY DISPOSITION)

14. I am active in scholarly endeavors in my field.

14 C. School/Place _____ Date _____ Hours _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 14 C. _____

14 D. School/Place _____ Date _____ Hours _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 14 D. _____

ETHICAL AND LEGAL AWARENESS (CCLO #14 & SOE RESPONSIBLE DISPOSITION)

15. I adhere to and explicate for others the professional ethical standards and abide by laws related to rights and responsibilities related to students, educators, and families.

15 A. School/Place _____ Date _____ Hours _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 15 A. _____

15 B. School/Place _____ Date _____ Hours _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 15 B. _____

ETHICAL AND LEGAL AWARENESS (CCLO #14 & SOE RESPONSIBLE DISPOSITION)

15. I adhere to and explicate for others the professional ethical standards and abide by laws related to rights and responsibilities related to students, educators, and families.

15 C. School/Place _____ Date _____ Hours _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 15 C. _____

15 D. School/Place _____ Date _____ Hours _____

EVIDENCE:

COURSE PROFESSOR'S SIGNATURE for 15 D. _____

**PIEDMONT COLLEGE
DOCUMENTATION OF DIVERSE FIELD EXPERIENCES
ECE UNDERGRADUATE**

NAME: _____

FIELD EXPERIENCES IN CLASSROOMS/SCHOOLS:

1. SCHOOL _____ HOURS: _____
 COUNTY/CITY _____
 GRADE/AGE _____
 OUTCOME(S) ADDRESSED _____
 SUBJECT(S) OBSERVE _____
 SCHOOL DEMOGRAPHICS _____

2. SCHOOL _____ HOURS: _____
 COUNTY/CITY _____
 GRADE/AGE _____
 OUTCOME(S) ADDRESSED _____
 SUBJECT(S) OBSERVE _____
 SCHOOL DEMOGRAPHICS _____

3. SCHOOL _____ HOURS: _____
 COUNTY/CITY _____
 GRADE/AGE _____
 OUTCOME(S) ADDRESSED _____
 SUBJECT(S) OBSERVE _____
 SCHOOL DEMOGRAPHICS _____

4. SCHOOL _____ HOURS: _____
 COUNTY/CITY _____
 GRADE/AGE _____
 OUTCOME(S) ADDRESSED _____
 SUBJECT(S) OBSERVE _____
 SCHOOL DEMOGRAPHICS _____

**DOCUMENTATION OF DIVERSE FIELD EXPERIENCES
CLASSROOMS/SCHOOLS (Cont.)**

5. SCHOOL _____ HOURS: _____
 COUNTY/CITY _____
 GRADE/AGE _____
 OUTCOME(S) ADDRESSED _____
 SUBJECT(S) OBSERVE _____
 SCHOOL DEMOGRAPHICS _____

6. SCHOOL _____ HOURS: _____
 COUNTY/CITY _____
 GRADE/AGE _____
 OUTCOME(S) ADDRESSED _____
 SUBJECT(S) OBSERVE _____
 SCHOOL DEMOGRAPHICS _____

7. SCHOOL _____ HOURS: _____
 COUNTY/CITY _____
 GRADE/AGE _____
 OUTCOME(S) ADDRESSED _____
 SUBJECT(S) OBSERVE _____
 SCHOOL DEMOGRAPHICS _____

8. SCHOOL _____ HOURS: _____
 COUNTY/CITY _____
 GRADE/AGE _____
 OUTCOME(S) ADDRESSED _____
 SUBJECT(S) OBSERVE _____
 SCHOOL DEMOGRAPHICS _____

TOTAL HOURS OF FIELD EXPERIENCES IN CLASSROOMS/SCHOOLS: _____

DOCUMENTATION OF DIVERSE FIELD EXPERIENCES**OTHER SETTINGS**

1. PLACE _____ HOURS: _____
 COUNTY/CITY _____
 AGE LEVEL _____
 OUTCOME(S) ADDRESSED _____
 TYPE OF ACTIVITY _____
 DIVERSITY OF INDIVIDUAL/GROUP _____
2. PLACE _____ HOURS: _____
 COUNTY/CITY _____
 AGE LEVEL _____
 OUTCOME(S) ADDRESSED _____
 TYPE OF ACTIVITY _____
 DIVERSITY OF INDIVIDUAL/GROUP _____
3. PLACE _____ HOURS: _____
 COUNTY/CITY _____
 AGE LEVEL _____
 OUTCOME(S) ADDRESSED _____
 TYPE OF ACTIVITY _____
 DIVERSITY OF INDIVIDUAL/GROUP _____
4. PLACE _____ HOURS: _____
 COUNTY/CITY _____
 AGE LEVEL _____
 OUTCOME(S) ADDRESSED _____
 TYPE OF ACTIVITY _____
 DIVERSITY OF INDIVIDUAL/GROUP _____
5. PLACE _____ HOURS: _____
 COUNTY/CITY _____
 AGE LEVEL _____
 OUTCOME(S) ADDRESSED _____
 TYPE OF ACTIVITY _____
 DIVERSITY OF INDIVIDUAL/GROUP _____
6. PLACE _____ HOURS: _____
 COUNTY/CITY _____
 AGE LEVEL _____
 OUTCOME(S) ADDRESSED _____
 TYPE OF ACTIVITY _____
 DIVERSITY OF INDIVIDUAL/GROUP _____

**DOCUMENTATION OF DIVERSE FIELD EXPERIENCES
OTHER SETTINGS (Cont.)**

- 7. PLACE _____ HOURS: _____
 COUNTY/CITY _____
 AGE LEVEL _____
 OUTCOME(S) ADDRESSED _____
 TYPE OF ACTIVITY _____
 DIVERSITY OF INDIVIDUAL/GROUP _____

- 8. PLACE _____ HOURS: _____
 COUNTY/CITY _____
 AGE LEVEL _____
 OUTCOME(S) ADDRESSED _____
 TYPE OF ACTIVITY _____
 DIVERSITY OF INDIVIDUAL/GROUP _____

- 9. PLACE _____ HOURS: _____
 COUNTY/CITY _____
 AGE LEVEL _____
 OUTCOME(S) ADDRESSED _____
 TYPE OF ACTIVITY _____
 DIVERSITY OF INDIVIDUAL/GROUP _____

- 10. PLACE _____ HOURS: _____
 COUNTY/CITY _____
 AGE LEVEL _____
 OUTCOME(S) ADDRESSED _____
 TYPE OF ACTIVITY _____
 DIVERSITY OF INDIVIDUAL/GROUP _____

- 11. PLACE _____ HOURS: _____
 COUNTY/CITY _____
 AGE LEVEL _____
 OUTCOME(S) ADDRESSED _____
 TYPE OF ACTIVITY _____
 DIVERSITY OF INDIVIDUAL/GROUP _____

TOTAL HOURS OF FIELD EXPERIENCES IN OTHER SETTINGS : _____
TOTAL HOURS OF FIELD EXPERIENCES IN CLASSROOMS/SCHOOLS: _____

GRAND TOTAL OF FIELD EXPERIENCE HOURS: _____ LEARNING