

**PIEDMONT COLLEGE SCHOOL OF EDUCATION
DEPARTMENT OF SPECIAL EDUCATION**

Mastering the art of teaching: Preparing proactive educators to improve the lives of all children.

**FIELD EXPERIENCE DOCUMENTATION
MAT: INITIAL CERTIFICATION**

Name: _____ Student ID#: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone (Cell): _____ Phone
(Home): _____

Semester entered Piedmont College: _____

Graduation date: _____

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 Special Education. Field experiences provide opportunities for initial certification candidates to have concrete experiences across grade levels before student teaching. Courses in the SPED 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 visit schools for field experiences, you represent 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.

The Candidates pursuing initial certification in Special Education must document a minimum total of 90 hours of field experiences. In order to enhance your preparation as a teacher, it is important that these experiences are conducted across a diverse range of instructional contexts and considering the following: SES of students, school performance, varied grade levels, and students with varied needs. Consult your course instructor or adviser as necessary to assist with field experience placement and diversity requirements.

Examples of field experiences include:

- Interviews
 - Students, teachers, parents, administrators, school personnel, and other professionals

- Observing and Teaching in Collaborative 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.

Some experiences, no older than two years, prior to admission may be counted towards the minimum 90 hours required by the program. Each experience must be approved by the Department Chair, and a maximum of 30 hours can be attributed to previous life experiences. **The documentation of these experiences must correlate to the CEC 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
- After School programs
- America Reads (Homework Center)
- Working with children in camps
- ESOL and other tutoring
- Community activities
- Others approved by advisor
- Attending workshops, conferences, etc.
- Working with Boy Scouts or Girl Scouts
- Attending school events such as PTA, field days, fund-raisers, etc.

Only 10 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.

Take THIS 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. THIS FORM IS ESSENTIAL AND NECESSARY FOR RECOMMENDATION FOR GRADUATION. IT MUST BE COMPLETED AND SUBMITTED IN FULL ALONG WITH THE GRADUATION APPLICATION.

Summarize the field experience briefly in a few sentences. Then, reflect on what you learned from the experience, citing specific examples, making connections to coursework as appropriate, and making EXPLICIT connections to the CEC learning outcomes. You should explain the connections to the CECLOs in the reflection, and check them in the column to the right. This will help ensure that your experiences are relevant and sufficiently diverse. Below is a sample of what a write-up might look like for a single field experience. You may download a copy of this page and print it for EACH field experience you complete. Compile these in your notebook which you will submit to your adviser before application for graduation. YOU MUST HAVE A SIGNATURE FROM THE COURSE INSTRUCTOR OR THE COOPERATING SCHOOL OFFICIAL OR IT WILL NOT BE COUNTED.

SUMMARY AND REFLECTION	CEC Learning Outcomes	✓	Grade Level	✓
<p>EXAMPLE:</p> <p>As a requirement of EDUC 631, Reading Methods, I observed a guided reading lesson at a local elementary school. This was a third grade class, and the teacher and cooperating special education teacher led the class in using literacy centers during the language arts block. I observed the SPED teacher working with a group of 3 students significantly behind in basic reading skills; Most of these students were working on basic phonics (learning differences). She had organized them at a small table away from distractions and close to the materials they would need (learning environments). The teacher began with a review of the lesson from the previous day, introduced new letter-sounds, and ended by practicing the new sounds with a story book. Very frequently, she checked in with the students to see if they could identify the new sound from text. When they made errors, she was careful to patiently re-teach or change her approach until she could verify mastery (assessment, language). At the end of the phonics lesson, the teacher asked the students to self-assess. I thought this was a great idea since the students were required to consider their level of effort and performance. Ultimately, we want them to take responsibility for their own learning as well as be receptive to our teaching (instructional strategies, learning differences)</p> <p style="text-align: right;"># HOURS: _____</p>	Foundations		(EC) PK-K	
	Development and Characteristics		(EC) 1-3	
	Individual Learning Differences		(EC) 4-5	
	Instructional Strategies		(MS) 4-5	
	Learning Environments and Social Interactions		(MS) 6-7	
	Language		(MS) 8	
	Instructional Planning		(HS) 7-8	
	Assessment		(HS) 9-10	
	Professional and Ethical Practice		(HS) 11-12	
	Collaboration			

School/Location : _____

Life Experience: YES NO

School official or host teacher: _____

Date: _____

Candidate's signature/Date _____

Signature of course instructor or adviser/Date: _____

Summary of Field Experience:

Special Education Masters Candidate Learning Outcomes (SEMCLOs):

- **Foundations:** Teacher candidates will understand the field as an evolving and changing discipline based on philosophies, evidenced-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society.
- **Development and Characteristics of Learners:** Teacher candidates understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individuals with disabilities.
- **Individual Learning Differences:** Teacher candidates are active and resourceful in seeing to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options.
- **Instructional Strategies:** Teacher candidates possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with disabilities.
- Special educators select, adapt, and use these instruction strategies to promote challenging learning results in general and special curricula and to appropriately modify learning environments for students with disabilities.
- **Learning Environments and Social Interactions:** Teacher candidates actively create learning environments for students with disabilities that foster cultural understanding, safety, and emotional well-being, positive social interactions, and active engagement.
- **Language:** Teacher candidates understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and the use of language. Teacher candidates use individualized strategies to enhance language development and teach communication skills to individuals with disabilities.
- **Instructional Planning:** Teacher candidates develop long-range individualized instructional plans anchored in both general and special curricula. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization.
- **Assessment:** Teacher candidates use multiple types of assessment information for a variety of educational decisions. The results of assessments are used to help identify exceptional learning needs and to develop and implement individualized instruction programs, as well as to adjust instruction in response to ongoing learning progress.
- **Professional and Ethical Practice:** Teacher candidates are guided by the profession's ethical and professional practice standards, actively plan and engaging in activities that foster their professional growth and keep them current with evidence-based best practices.
- **Collaboration:** Teacher candidates routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. Special educators promote and advocate the learning and well being of individuals with disabilities across a wide range of settings and a range of different learning experiences; facilitating successful transitions of students with disabilities across settings and services.

Total Hours:

Elementary School	Middle School	High School	Total

***Though no specific minimum hours are required in any one setting, you must represent a "diverse" range in your documentation. Seek help from your adviser if you are unsure.**