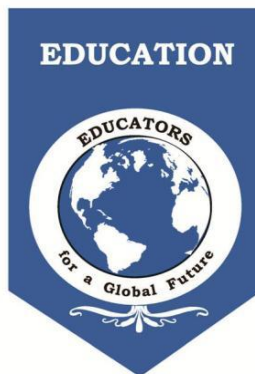


# Athens State University College of Education



## Field Experience Handbook

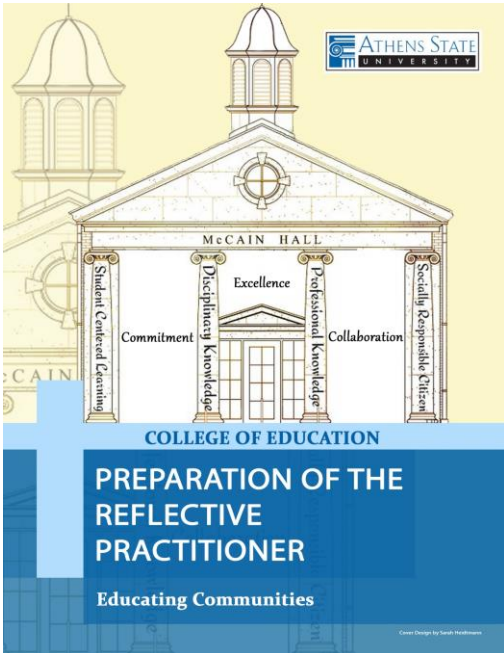


Athens State University

300 North Beaty Street

Athens, AL 35611

Revised 2020



Dear Clinical Faculty,

The College of Education at Athens State University is delighted to have you join us in preparing our candidates to make a positive difference in the lives of students. Your expertise in teaching and learning will provide a myriad of opportunities for our candidates to bridge the gap between theory and practice. Please engage the candidate assigned to you in a wide range of responsibilities.

The Conceptual Framework, consisting of the theme, "Preparation of the Reflective Practitioner," and the purposes, outcomes, and professional dispositions, acquaints candidates with behaviors necessary for the teaching profession.

Candidates are required to provide evidence that the components are adhered to throughout their programs of study. Please become familiar with the Conceptual Framework and provide opportunities for your candidate to put them into practice.

For many years, your school has graciously accepted ASU teacher candidates for field experiences. Many valuable lessons have been learned. Field placement involves providing a block of time for candidates to work in a school setting under the guidance of a clinical faculty member and an Athens State faculty member. We are excited about this venture and are delighted to have you assist us.

Thank you for helping us prepare those who will touch the future.

Sincerely,

Faculty and Staff  
Athens State University

Athens State University  
College of Education

# Field Experience Handbook

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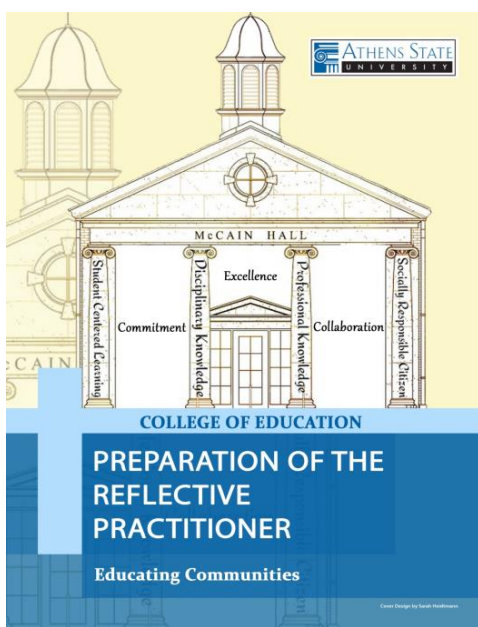
Field Experience and Internship Office

(256) 216-6620

[field.experience@athens.edu](mailto:field.experience@athens.edu)

College of Education/ Teacher Education Services / Field Experience Link @

<http://www.athens.edu/education/field-experiences/>



# Conceptual Framework

## College of Education

### Preparation of the Reflective Practitioner

Athens State University, College of Education's (COE) mission is to prepare teacher candidates to be *reflective practitioners* who are knowledgeable, collaborative professionals. They will have a rich knowledge of content with an understanding of how people learn in various ways combined with the ability to apply that knowledge to assure student success.

### Goals

The College of Education educates pre-service teachers who embrace student-centered learning, maintain a comprehensive knowledge of content knowledge, possess an excellent foundation of professional and pedagogical knowledge, and model social justice through social responsibility. Our graduates can do this through adherence to institutional, state, and national standards that support the conceptual framework

#### Student-Centered Learning

To nurture meaningful learning, our candidates must understand the importance of a *student-centered philosophy to learning*. They must know how learners are diverse and grow and develop differently as well as embrace the learning that comes from experience. They must recognize that patterns of learning and development vary individually in the context of culture and place and within and across the cognitive, linguistic, social, emotional, and physical areas. Our candidates must be able to design and implement developmentally appropriate and challenging learning experiences that motivate diverse children and adolescents representing a range of abilities

#### Disciplinary Knowledge

Knowledge of the discipline includes a broad general foundation in the arts and sciences as well as a depth of knowledge appropriate for expertise in a specific field. Knowledge of the discipline is essential for our candidates as they make appropriate pedagogical decisions for diverse groups of learners, for using technological applications to support learning, and for tapping into both the cognitive and emotional intelligence of the learner.

#### Professional Knowledge

To ensure excellence in professional knowledge, our students use the central concepts, tools of inquiry, and structures of the discipline that he/she teaches. Our candidates can create learning experiences that make the discipline accessible and meaningful to ensure students' mastery of the content (INTASC 4). Our candidates understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.

**Pedagogical Knowledge**

Practical educators who are theory-based understand that their students need a chance to experiment, work with projects, engage in problem-based learning, participate in opportunities to discover and explore, and then refine their thinking based on their experimentation.

**Socially Responsible Citizens**

As reflective practitioners, our graduates will use interpretive, normative, and critical perspectives in understanding the relationship between school and society as well as address emerging issues in education. They will exhibit social responsibility by facilitating opportunities to engage in teamwork and cooperation, study civic liberties, participate in citizenship; ponder ethical questions; and teach a democratic life (Rothstein & Jacobsen, 2009). Our teacher candidates are committed to educating diverse communities and responding to experiences as *socially responsible citizens*.

**Professional Dispositions**

Dispositions reflect the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities. Dispositions are guided by beliefs and attitudes that affect student learning, motivation, and the candidate's professional growth.

Throughout a professional program, exemplary candidates for the teaching profession should:

- participate in positive interactions,
- show respect for self and others,
- assume responsibility,
- exhibit interest in the learner and the learning process,
- exhibit stewardship of diversity,
- advocate the use of technology, and
- exhibit fairness and the belief that all students can learn.

# Field Experience

A central component of all teacher education programs at Athens State is the provision of quality field experiences. Field experiences are defined as the formal, required school and community activities within the teacher preparation program. These experiences broaden the teacher candidate's understanding of effective classroom instruction and establish a platform for the transfer of theory and translation of research into practice.

Field experiences are designed to provide teacher candidates with opportunities to view the entire scope of teaching in a classroom setting and to develop the skills and self-confidence necessary to be effective teachers. With this goal in mind, field experiences begin with observations and build gradually to full responsibility as a student teacher under the close supervision of expert teachers and university supervisors. In the context of actual classrooms, experienced professionals from schools in our field network help prepare candidates to be reflective practitioners. These carefully planned field experiences are woven into every aspect of the teacher education program.

Throughout the teacher education program, field experiences are connected to specific courses. These courses will integrate assignments (known as Critical Assignments) that align with state standards and prepare teacher candidates to become proficient educators. As part of the course, faculty will teach and model the tasks required; during field experience, teacher candidates will perform the tasks as part of the course completion. Successful completion of all four critical assignments prepares teacher candidates for the expectations that accompany the culminating clinical practice of the Internship.

The following levels of field experience are incorporated throughout each program of study:

## **Introductory Level I Critical Assignment 1**

Early field experiences provide pre-service teachers with diverse opportunities to observe and interact with students in surrounding school districts. These placements constitute between 21 and 49 hours minimum of field experience (see program-specific Overview Chart). Critical Assignment 1 is embedded in the specific courses, modeled in the field, and assesses the context of learners.

## **Intermediate Level II Critical Assignments 2 & 3**

These field experiences build on earlier field experiences and situate candidates in the role of a classroom teacher. These experiences include planning instruction, peer teaching and evaluation, small group and/or whole class teaching, assisting clinical faculty, and case studies. These placements constitute 70 hours minimum of field experience (see program-specific Overview Chart). Both Critical Assignments 2 & 3 are embedded in the specific courses, are modeled in the field, and assess teaching & instruction, as well as, learning analysis.

## **Intermediate Level III – Critical Assignment 4**

These field experiences continue to build on earlier field experiences and situate candidates in the role of a classroom teacher. University faculty will accompany small groups of candidates. These experiences include peer teaching and evaluation, small group and/or whole class teaching, assisting clinical faculty, case studies, and instruction analysis. These placements constitute 35 to 70 hours of field experience (see program-specific Overview Chart). Critical Assignment 4 is embedded in the specific courses, is modeled in the field, and assesses teaching & instruction, as well as, learning analysis.

## Field Experience Requirements

**ABI/FBI Fingerprinting Background Clearance:** Candidates seeking a degree that leads to certification in a College of Education program, or a College of Arts and Sciences program with a minor in Education are required to complete an ABI/FBI Background Clearance upon admission to ASU and **before** applying for Field Experience.

Read More at: <http://www.athens.edu/education/fingerprinting-background-clearance/>

**Tuberculosis (TB) Skin Test:** Candidates seeking a degree that leads to certification in a College of Education program, or a College of Arts and Sciences program with a minor in Education are required to submit a current negative tuberculosis skin (TB) test to the Teacher Education Department upon admission to ASU. (Negative TB Skin tests are current for 3 years effective from the date read.)

Read More at: <http://www.athens.edu/education/field-experiences/tb-skin-test-information/>

**SL&L:** SL&L (Student Learning & Licensure) is an online web-based learning assessment. Candidates seeking a degree that leads to certification in a College of Education program, or a College of Arts and Sciences program with a minor in Education are required to purchase SL&L and upload various field assignments and verification forms as a course requirement.

**Enrollment in Courses:** Candidates seeking a degree that leads to certification in a College of Education program, or a College of Arts and Sciences program with a minor in Education are required to be enrolled in courses during the semester in which field experience placements are completed. The Overview Chart shown below indicates courses that currently require Field Experience days.

### Field Experience Overview

PROGRAM	Context of Learners CL1	Lesson Plan CL2	Teach/Assess CL3	Teach/Assess/Reflect <b>*CL4 Instructor Led*</b>
Art <i>23 Total Days</i>	ED 302 (3 days) Case Study	AR 454 (5 days) ED 360 (5 days)		ED 359 (5 days) AR 455 (5 days)
Early Childhood <i>22 Total Days</i>	ED 302 (3 days) Case Study	ER 319 (7 days)	ER 330 (7 days)	ER 470 (5 days)
Elementary <i>22 Total days</i>	ED 302 (3 days) Case Study	EL 321 (7 days)	EL 324 (7 days)	EL 484 (5 days)
Elem/Collab <i>28 Total Days</i>	ED 302 (3 days) Case Study	EL 321 (7 days)	EL 324 (7 days) SE 355 (3 days Collab)	EL 484 (5 days ELE) SE 435 (3 days Collab)
Health & PE <i>23 Total Days</i>	ED 302 (3 days) Case Study	HPE 429 (4 days)	HPE 390 (3 days) HPE 324 (3 days)	HPE 421 (5 days) HPE 430 (5 days)
PE <i>22 Total Days</i>	ED 302 (3 days) Case Study	HPE 429 (7 days)	HPE 324 (7 days)	HPE 430 (5 days)
Collab K-6 Collab 6-12 <i>Total Days TBD</i>	ED 302 (3 days) Case Study)	SE 355 (10 days) *subject to change AY23-24*		SE 435 (5 days)
Secondary <i>23 Total Days</i>	ED 302 (3 days) Case Study	SC 400 (10 days)		SC 401 (10 days)
<p>Must <b>apply</b> online for field experience placement each semester enrolled in one of the courses listed above; based on your major. (ASU Online / Student Tab) ED302 <b>must</b> have a TB test and FBI fingerprint clearance on file <b>no later than week 3 of the semester enrolled</b>, to <b>apply</b>.            Submit the <b>FE Verification Form</b> prior to semester exam week to receive credit for FE days. Submit the form in <b>SL&amp;L</b> in your field experience course.  <b>*All Summer FE &amp; CA4 Instructor-Led placement will be assigned at Athens State partner sites during the 2-week course release days only*</b></p>				

# General Procedures

## Application

An online Field Experience Application must be submitted to the Field Experience Office each semester in which the candidate is requesting placement for field experience. Go To ASU Online. Enter Username and Password. Go To *Student Tab / College of Education Field Experience Application*. Select the Term. Select school preferences. Confirm the course you are enrolled in. Click Continue. Review your application. Submit. NOTE: Specific schools are assigned during Summer semesters and instructor-led courses.

## Application Dates

Go To <http://www.athens.edu/education/news/field-experience-announcements>

## Placement

Candidates are placed under the instruction, supervision, and assessment of P-12 school and higher education clinical faculty with exceptional experience as noted & assigned by the LEA's representative. Required field experience consists of a minimum of 154 clock hours (22 days) before the internship. The majority of field experiences must occur in P-12 schools, span all of the grades for which certification is sought and at least half of the field experiences must be in the candidate's teaching field. To **view** your placement, return to the application site.

Field Experience placements are made based on the following information:

- Candidate's major (See chart below.)
- Candidate's address
- Candidate's school system requests
  - On-the-job field experience requests must be approved by the Director of Clinical Experiences and be in the appropriate area of certification with specific assessments
- Location and diversity settings of previous field experience assignment(s)
- Professor site recommendations, including Professional Development Schools (partnerships)

Every effort is made for field experience and internship to include the opening and closing of a school year. However, it is necessary to work within the academic calendars of the public school and Athens State. Field experience and internship placements are completed before exam week for each academic semester.

<i>Placement Guideline</i>	
<b>Major</b>	<b>Grade Placement</b>
<b>Early Childhood</b>	Grades P-3 – Two Placements Childcare centers or homes/Head Start/ P3 (2 of 3)
<b>Elementary</b>	Grades K-6 – Two Placements Upper Grade Range & Lower Grade Range
<b>Elementary/Collaborative K-6</b>	Grades K-6 – Two Placements ELE Setting & Collaborative Setting
<b>Health &amp; Physical Education</b>	Grades 6-10 / Grades P-12 – Two Placements Health Education Setting & PE Setting (ELE or MS/HS)
<b>Physical Education</b>	Grades P-12 – Two Settings ELE Setting & MS/HS Setting
<b>Art Education</b>	Grades P-12 – Two Settings ELE Setting & MS/HS Setting
<b>Arts &amp; Science Lic and Cert</b>	Grades 6-12- One Placement The content area must match the major



<b>Special Education Collaborative K-6</b>	Grades K-6 – Two Placements Lower-Grade Range & Upper-Grade Range
<b>Special Education Collaborative 6-12</b>	Grades 6-12 – One Placement Collaborative Setting

## Diversity

Candidates will be placed in varying diverse settings throughout with clinical faculty based on principal recommendation; clinical faculty are P-12, have three years of teaching experience, and/or hold a Master’s Degree.

Diversity Code	Description of Code	% Percentages
<b>MINB</b>	Low Minority Population	1/3 or less minority population - under 33%
<b>BLND</b>	Blended Population	1/3 - 2/3 minority population - 34-67%
<b>MINA</b>	High Minority Population	2/3 or more minority population - 68-100%
<b>DUAL</b>	Dual Gender School	
<b>SING</b>	Single Gender School	
<b>URBAN</b>	City school system	
<b>RURAL</b>	County school system	
<b>PRIVATE</b>	Private school	
<b>LRED</b>	Low Racial/Ethnicity Diversity Level	68%-100%
<b>MRED</b>	Middle Racial/Ethnicity Diversity Level	34% - 67%
<b>HRED</b>	High Racial/Ethnicity Diversity Level	0 – 33%

## Professionalism

- Candidates should be polite when calling schools to schedule their days. Find out what time school begins and where to park.
- Candidates are required to wear their ASU ID badge at all times during field experience placements. Badges are obtained through the Athens State University Security Office
  - Location: ASU Campus Security
  - Hours 8:00 – 4:00 PM
  - Information: 256-233-8222
- Sign in at the front office immediately upon entering the school each day. Candidates are also required to sign out at the end of each day.
- Dress and act professionally.
- Arrive promptly. Be on time or early.
- Exhibit a positive, courteous attitude. (Field Experience students are guests in the school.)
- Abide by all school rules. (especially those dealing with food, beverages, and cell phones)
- Be positive, and refrain from any negative comments, derogatory remarks, or comments toward or about the school, its personnel, or its students either verbally or nonverbally (such as Facebook).

- Candidates are to contact the school office and classroom teacher immediately if they must miss a scheduled day.
- Check Athens State email regularly during Field Experience. (This is a MUST! Important information is often sent during the 2-week course release timeframe.)

## Instructor-Led Field Experiences

Small groups of candidates accompanied by an Athens State instructor will conduct field experiences in designated Professional Development Schools (PDS). These PDS sites are innovative partnerships formed between Athens State and P-12 schools. Candidates will be required to travel in/near the Athens area to complete these special field experiences.

## Field Experience Assessments

All Athens State candidate field experience placements require the completion of the professional disposition assessments in Student Learning & Licensure (SL&L) by the hosting classroom teacher.

Faculty leading field experiences will be required to complete two online SL&L assessments:

(1) Professional Dispositions Assessment and (2) COE Observation Form (see Rubric pg11).

## Verification Forms – credit for field experience completion

To earn credit for completion of field experience, you must upload a completed Field Experience Verification Form (see Form page before exams week of the semester you conducted your field experience to the following locations:

- (1) SUBMIT to the Field Experience Office using the Student Learning & Licensure (SL&L) FE Submission Link.
- (2) UPLOAD to your Education Course container.
- (3) SAVE in your SL&L account for future reference.

## COE Formal Observation

Teacher Candidate:	Target	Acceptable	Unacceptable	Grade/Subject: Date:
I. Lesson Implementation	2	1	0	Comments
Preparedness InTasc Std 7	All lesson materials are readily available and are appropriate for the specific lesson based on the context for learning.	Lesson materials are somewhat available and are somewhat specific to the lesson based on the context for learning.	Availability and preparedness for the lesson based on the context for learning was not evident.	
Questioning/Prompts InTasc Std 7, 8	Utilizes open-ended questions that elicit detailed, individualized responses through prompts & questioning.	Utilizes open-ended questions that elicit whole/small group responses through prompts & questioning.	The utilization of open-ended questions that elicited responses through prompts & questioning was not evident.	
Critical Thinking InTasc Std 7, 8	Utilizes a high level of critical thinking, problem-solving, analysis, creativity & other skills.	Utilizes a moderate level of critical thinking, problem-solving, analysis, creativity & other skills.	Utilization of critical thinking, problem-solving, analysis, creativity & other skills was not evident.	
Prior Knowledge InTasc Std 5, 7, 8	Highly effective at capturing students' interest and activating prior knowledge needed to build on the lesson & to motivate students to learn.	Moderately effective at capturing students' interest and activating prior knowledge needed to build on the lesson & to motivate students to learn.	Capturing students' interest and activating prior knowledge needed to build on the lesson & to motivate students to learn was not evident.	
Stimulating Interest InTasc Std 5, 7, 8	Utilizes multiple varieties of strategies that elicit a high level of student engagement & participation.	Utilizes a few strategies that elicit a moderate level of student engagement & participation.	The utilization of strategies that elicits effective student engagement and/or participation was not evident.	
Communication InTasc Std 3, 8, 10	Utilizes proper oral & written communication that promotes a high level of communication with the learners.	Utilizes oral & written communication that promotes a moderate level of communication with the learners.	The utilization of oral & written communication that promotes effective communication with the learners was not evident.	
Planned Supports/Scaffolding InTasc Std 1, 2, 7, 8	Implements all planned supports and/or scaffolding defined in the lesson plan to support diverse learners.	Implements a minimal level of planned support and/or scaffolding defined in the lesson plan to support diverse learners.	Implementation of planned supports and/or scaffolding during the lesson was not evident.	
Lesson Pace InTasc Std 3, 7, 8	Utilized the allotted time effectively with all learners engaged & participating throughout the lesson.	Utilized the allotted time with learners engaged & participating throughout most of the lesson.	Utilization of the allotted time was minimal, resulting in gaps in the learning.	
Academic Language InTasc Std 3, 4, 5	Utilizes multiple/varied academic language demands which support the lesson content.	Utilizes academic language demands that minimally support the lesson content.	Utilization of academic language demands which supports the lesson content was not evident.	
Formative/Summative Assessments InTasc Std 6, 7, 8-10	Utilizes multiple formative and/or summative assessments to inform teaching practices & provide student feedback.	Utilizes minimal (one) formative and/or summative assessment to inform teaching practices & provide student feedback.	The utilization of formative/summative assessments is not used to inform teaching practices or to provide student feedback.	
Specific feedback InTasc Std 4, 5, 6	Utilizes feedback that is specific and related to the lesson objectives.	Utilizes feedback that is somewhat general and/or not related to the lesson	Utilization of feedback related to the lesson objectives is not evident.	

		objectives.		
<b>II. Management</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>Comments</b>
Behaviors InTasc Std 3	Provides an environment with a high level of respect through reinforcement and positive interactions.	Provides an environment with a minimal level of respect through reinforcement and/or positive interactions.	An environment demonstrating respect through reinforcement and/or positive interactions was not evident.	
Problem Intervention InTasc Std 3	Demonstrates the ability to effectively monitor classroom management issues & intervene when appropriate.	Demonstrates the ability to minimally monitor and/or intervene when classroom management issues occur.	Allows disruptive student behavior(s) to interfere with the learning process.	
Community cohesion. InTasc Std 3	Provides an environment with a high level of understanding & appreciation for rules & procedures for an effective learning environment.	Provides an environment with a minimal level of understanding & appreciation for rules & procedures for an effective learning environment.	An environment demonstrating an understanding & appreciation for rules & procedures was not evident.	
Student Rapport InTasc Std 3	Demonstrates a high level of rapport, encouragement, and engagement with all learners.	Demonstrates a minimal level of rapport, encouragement, and engagement with all learners.	Rapport, encouragement, and engagement with all learners were not evident.	
Acknowledging Student Responses InTasc Std 3	Acknowledges student responses through the use of respectful, positive, & specific phrases.	Acknowledges student responses through the use of phrases that consist mostly of "Good Job".	Acknowledgment of student responses through the appropriate use of respectful, positive, & specific phrases was not evident.	
Classroom Conditions (i.e. horseplay, inappropriate use of classroom materials, bullying, etc.) InTasc Std 3	Demonstrates the ability to effectively monitor & respond to unsafe classroom conditions.	Demonstrates the ability to minimally monitor & respond to unsafe classroom conditions.	The ability to appropriately monitor & respond to unsafe classroom conditions was not evident.	
<b>III. Differentiation</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>Comments</b>
Diverse Learner Materials InTasc Std 1, 2	Utilizes appropriate materials that effectively differentiate instruction to meet the needs of all learners.	Utilizes materials that differentiate instruction to meet the needs of most learners.	The utilization of materials that differentiate instruction for the learners was not evident.	
Instructional Strategies InTasc Std 1, 2, 6, 7, 8	Utilizes multiple and varied instructional strategies resulting in a high level of engagement & student interaction by all learners.	Utilizes minimal instructional strategies resulting in a minimal level of student engagement & interaction(s).	Utilization of varied instructional strategies was not evident.	
Technology InTasc Std 3, 4-5, 8, 9	Utilizes multiple/varied technologies resulting in a high level of student engagement & reflective practices.	Utilizes technology resulting in a minimal level of student engagement & reflective practices.	Utilization of technology resulting in student engagement & reflective practices was not evident.	
<b>IV. Content</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>Comments</b>
Content Knowledge (e.g. genre, sets) InTasc Std 4, 5	Demonstrates a strong understanding of specific content knowledge throughout the lesson.	Demonstrates a minimal understanding of specific content knowledge throughout the lesson.	Understanding and/or delivery of specific content knowledge was inadequate.	
Content comparisons & examples InTasc Std 4, 5	Demonstrates a high level of varied examples and illustrations to link specific content to student experiences.	Demonstrates a minimal level of varied examples or illustrations to link specific content to student experiences.	The utilization of varied examples or illustrations to link specific content to student experiences was not evident.	
Assignment Procedures InTasc Std 4, 5	Demonstrates in-depth knowledge of specific content to carry out all procedures of the lesson.	Demonstrates generalized knowledge of specific content to carry out procedures of the lesson.	Knowledge of specific content needed to carry out the procedures of the lesson was not evident.	

Displays ability to identify, understand and analyze errors in student learning InTasc Std 4, 5	Demonstrates a strong ability to effectively identify, understand and analyze misconceptions and/or errors in student learning.	Demonstrates a minimal ability to identify, understand and analyze misconceptions and/or errors in student learning.	The ability to identify, understand and analyze misconceptions and/or errors in student learning was not evident.	
Content Connections InTasc Std 4, 5	Demonstrates ability to make in-depth, authentic connections to the content knowledge in multiple ways.	Demonstrates ability to make generalized connections to the content knowledge.	The ability to make connections to the content knowledge was not evident.	
<b>Total Score</b>				

# FIELD EXPERIENCE VERIFICATION FORM

**SUBMIT** in **Student Learning & Licensure (SL&L)** before exam week in your field experience course.

**Note:** The form must be signed and completely handwritten, and all information must be included.

**STUDENT INFORMATION**

**NAME** \_\_\_\_\_ **STUDENT ID NUMBER** \_\_\_\_\_

**EMAIL** \_\_\_\_\_ **PHONE** \_\_\_\_\_

**MAJOR** \_\_\_\_\_ **TERM** \_\_\_\_\_ **NUMBER OF COMPLETED FE DAYS** \_\_\_\_\_

**COURSE INFORMATION** (Provide course(s) that require field experience)

Course CRN	Course Code	Title of Course

**Assigned School Information** (Provide all schools assigned & days completed on ONE form)

School System(s)	School(s)	Grade/Subject	Cooperating Teacher

**Note:** The signature of the cooperating teacher/s **verifies** the student completed the required amount of time in the classroom. Fall and Spring Semesters: Each day assigned equals **7 hours**, for example, 8:00 a.m. – 3:00 p.m.

Date	Time In	Time Out	Teacher's Signature

