

**PIEDMONT COLLEGE SCHOOL OF EDUCATION  
EARLY CHILDHOOD UNDERGRADUATE FIELD EXPERIENCE  
DOCUMENTATION**

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

## **UNDERGRADUATE**

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

When visiting schools for field experiences, you are representing Piedmont College and yourself as a professional. Your appearance, behavior, and demeanor should present those qualities that best represent you as a professional. Before you make a 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.

Various forms to assist you in your field experiences may be obtained in the School of Education. When appropriate, you or your professor may select from the following:

- Permission forms – used to seek permission to do a field experience. A permission form should be used and signed each time you conduct a field experience in a school.
- Observation forms – used to record and assess student behaviors.
- Reflection forms – used to reflect on planning, teaching, etc.

Examples of field experiences include:

- ❖ Interviews
  - ◆ Students, teachers, parents, administrators, school personnel, and other professionals
- ❖ Observing, Teaching, and Volunteering in: P-5 General Education Classrooms, Special Education Classrooms, Inclusive Classrooms, Specialty Areas (Music, Art, PE, etc.), and Multicultural Settings
  - ◆ Planning, assisting, interacting
  - ◆ Instructional, motivational techniques
  - ◆ Classroom and behavior management
  - ◆ Organizational skills; assessments
  - ◆ Differentiating 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
  - ❖ Observing in other classes or settings
    - ◆ Working with community after school programs
    - ◆ Attending Board of Education meetings
    - ◆ Participating in school sponsored activities
    - ◆ ETC.

Candidates may record up to 15 of the 80 hours of field experiences outside the program of study when participating in activities related to ECE (P-5) after Admission to Teacher Education. 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
- ◆ America Reads (Homework Center)
- ◆ Working with children in camps
- ◆ ESOL and other tutoring
- ◆ Community activities
- ◆ Working with Boy Scouts or Girl Scouts
- ◆ Attending school events such as PTA, field days, fund-raisers, etc.
- ◆ Others approved by advisor

Only a third of the 15 hours may be counted for the same type experience. For example, up to 5 hours of coaching could be credited toward the documentation of field experiences; anything beyond 5 hours could not. However, candidates are encouraged to document as many varied experiences as possible for the 15 hours instead of relying on just three types of experiences.

The Early Childhood Education undergraduate candidate must document a minimum total of 80 hours of field experiences in grade levels P-K, 1-3, and 4-5 prior to student teaching and in addition to a practicum. 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).

Candidates who transfer courses to Piedmont may count up to 15 hours of field experience from their previous institution if the experiences for a course reflect Piedmont's School of Education Conceptual Framework and are documented (must attach documentation as approved by advisor).

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

Take your Field Experience 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 _____

**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/2<sup>nd</sup> 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.** \_\_\_\_\_

## ECE UNDERGRADUATE FIELD EXPERIENCE DOCUMENTATION

**NOTE: Each CCLO below must be addressed at least once. You could possibly have up to four entries for each CCLO.**

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 #s1, 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 #s1, 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 #2 & 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 #2 & 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 #s2, 5 & 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 #s2, 5 & 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 #3 & SOE SCHOLARLY DISPOSITION)**

**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 #3 & SOE SCHOLARLY DISPOSITION)**

**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 #5 & 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 #5 & SOE SCHOLARLY DISPOSITION)**

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**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 #6 & 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 #6 & 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 #7 & SOE SCHOLARLY DISPOSITION)**

**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 #7 & SOE SCHOLARLY DISPOSITION)**

**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 #8 & 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 #8 & 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 #9 & 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 #9 & 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.** \_\_\_\_\_

**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: \_\_\_\_\_**