



**pennsylvania**  
DEPARTMENT OF EDUCATION

**GUIDELINES**

**For**

**Project-Based Field Experience**

**PENNSYLVANIA DEPARTMENT OF EDUCATION**

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## WHY QUALITY TEACHER PREPARATION PROGRAMS ARE IMPORTANT

The fundamental purpose of a teacher preparation program approved by the Commonwealth of Pennsylvania is to admit, prepare, and support candidates for the teaching profession who, upon graduation, have the knowledge, understanding, and skills to enable Pre K-12 students in Pennsylvania to achieve academic success. Pennsylvania's preparation of new teachers is one component of a standards-based instructional system.



**The six components of the Standards Aligned System do not stand in isolation as supports for Pre K-12 student achievement in the Commonwealth of Pennsylvania. Design and delivery of high quality teacher preparation programs are functions of an aligned instructional system; institutional success in producing new teachers with the knowledge, understanding, and skills to promote student learning is the ultimate outcome of the overall system. High quality teacher preparation programs are an essential part of Pennsylvania's efforts to build capacity for an aligned Pre K-16 system.**

## **Project-Based Field Experience**

### **PURPOSE**

A project-based field experience (PBF) provides teacher education candidates with a Stage 3 (pre-student teaching) experience with children/adolescents in a setting(s) outside of the typical classroom. Through the project-based field experience, the candidate will have the opportunity to apply competencies related to the cognition, behavior, and development of typical and atypical learners, as well as competencies related to motivational strategies and managing a learning environment in various settings.

### **DEFINITION**

The project-based field experience is one in which the candidate is placed in an environment outside of the regular classroom or school day learning environment, (e.g., museums, clubs, youth centers, state parks, summer day programs, social case work, etc.) where they will take on some of the responsibilities of the leader, under supervision of a mentor. The project will offer the candidate an opportunity to work with learners in settings outside of typical classrooms, thus providing opportunity to enhance perspectives on the factors that underlay and affect student motivation, interest, performance, etc.

The candidate defines a goal for the project-based field experience related to the application of any number of required professional core competencies from the Program Guidelines. Through a project planning guide and monitoring/feedback from a college/university field experience supervisor, the candidate will be evaluated on his/her growth in understanding the related professional core competencies. A summative statement written by the candidate about the impact of the PBF will become part of an exit portfolio.

The project-based field experience, like all other field experiences, is not a for-pay experience, and is not completed as part of a candidate's employment. The project-based field experience is offered as an option to completing a portion (up to 50 hours) of the required 150 hours of Stage 3 placement inside a classroom while still gaining relevant experience in the social, cognitive, emotional, physical, and behavioral development of children/adolescents.

### **GENERAL GUIDELINES**

Project-based field experiences require a minimum placement of 25 hours and may extend up to 50 of the required 150 hours of Stage 3 field experiences, although the project itself might possibly take more than 50 hours to complete.

Project-based field experiences will contain experiential similarities to more standard pre-student teaching field experiences, with some adjustments based on the setting, the learning atmosphere, and the length of the project as the following list suggests. More specific examples are described beginning on page 5.

- Assist other professionals who either work with children/adolescents (museums, social agency) or in a content-related industry (factory tours)
- Development and use of artifacts. Creating learning materials (e.g., brochures and exhibits etc.) suited for the particular age group and then using them with the children/adolescents. This project must include direct work with children/adolescents and evaluation of the effectiveness of materials developed.
- Development of age-appropriate activities at an alternative site (e.g., outdoor education center, summer playground, hospital pediatric center)
- Presentation (e.g., student groups touring a museum)
- Whole class or small group instruction/management over a series of days (e.g., after school clubs, youth athletic coaching, etc.)

Due to the nature of project-based field experiences, some of the projects may be scheduled to occur during a time period that is outside of the actual course in which it is embedded (i.e., during summer or holiday breaks).

## **EXAMPLES OF PROJECT-BASED FIELD EXPERIENCES**

The following are a few ideas of placements that could become part of the project-based field experience. The activities are suggestions and their level of complexity will depend on the amount of time that the candidate spends in the placement and the particular activities that are open to them. The expectations of assessment, similarly, will depend upon the length and structure of the particular placement.

### **Example Placement A:**

Xxxxxx Hospital – **In-patient adolescent psychiatric unit**

#### **Theme:**

Mental Health experience of adolescents and how it impacts learning

#### **Key skills:**

- Structure and provision of mental health system to adolescents
- Empathetic interaction with adolescents at varying stages of mental illness
- Mental health diagnosis overview (maybe an understanding of one or two, i.e., depression, bi-polar disorder, ADHD, eating/dysmorphic disorders, suicidality, anti-social behavioral disorders) and how that impacts learning

#### **Activities:**

##### **Direct contact**

- Assist in general running of unit
- Attend formal group therapeutic sessions
- Assist in provision of social activities and informal therapeutic sessions (e.g., games and outings)
- Conduct interview with selected patients (e.g., social, educational history)
- Observe and assist in classroom/education department (may include lead or co-teaching lessons, as appropriate)

##### **Indirect contact**

- Attend case conferences and staffing meetings
- Assist in planning of social and therapeutic activities
- Assist in development of teaching plans
- Liaison with home/school personnel
- Interview with key individuals (e.g., child psychiatrist, psychiatric nurse, social worker/therapist, teacher)
- Research into selected relevant psychiatric disorders (see key skills above)

**Prerequisites:**

- Understanding of ethical behavior and confidentiality issues (within institution, between agencies, between patients, HIPAA-FERPA, etc.)

**Evaluation:**

- Time/activity log
- Reports from mentor and selected staff (e.g., teacher)
- Case study of student(s) including understanding of clinical, social and educational aspects of their diagnosis. May also include social history and interview.
- Reports of therapeutic, social and educational activities completed, indicating the candidate's role (e.g., participant observer, observed, assisted, led)
- Artifacts – e.g., Directory of local mental health resources, informational brochure developed for educators, students or parents

**Example Placement B:**

Xxxxxx Township Parks and Rec. – **Summer Youth Program**

**Theme:**

How the recreation experiences of children impacts socialization and educational achievement

**Key skills:**

- Planning and leadership of summer leisure activities for children
- Empathetic interaction with adolescents
- Appropriate use of leadership and authority in structured and semi-structured activity program
- Understand how to engage students without coercion

**Activities:**

**Direct contact**

- Assist in general running of program
- Assist and/or direct selected activities
- Conduct interviews with selected participants (e.g., social, educational history) to understand the context and benefits of summer programming for youth
- Address issues related to diversity and needs of special groups within participant population

**Indirect contact**

- Attend planning and staffing meetings

- Assist in development of teaching plans. Align plans with perceived developmental level(s) of participants.
- Liaison with participants' parents/guardians (as appropriate)
- Interview with key individuals (e.g., center leader, community police officer, parent, administrator from local school)

**Prerequisites:**

- Understanding of ethical behavior and confidentiality issues (within institution, between agencies, with parents, participants, etc.)

**Evaluation:**

- Time/activity log
- Reports from mentor and selected staff
- Case study of student(s) including understanding of social and cultural background and value of summer programming to their social and educational success
- Reports of social and educational activities completed, indicating candidate's role (e.g., participated, planned, observed, assisted, led)
- Artifacts – e.g., Informational brochure developed for educators, students or parents

**Example Placement C:**

Hxxxxx Dxxxxn Motorcycle Plant – **Factory Museum and Tour Program**

**Theme:**

Educational potential of worksites  
Differentiated presentation to children and adults

**Key skills:**

- Leadership of factory tours and informational presentations and activities for children and adults
- Empathetic interaction with adolescents and their families
- Appropriate use of leadership and authority in a structured (and potentially dangerous) work site
- Develop presentations differentiated to the diverse needs of group

**Activities:**

**Direct contact**

- Assist in general running of program
- Assist and/or lead presentations and tours of the plant and museum
- Relate content to student needs, e.g., curriculum (social studies, science, career education, etc.)
- Address issues related to diversity and needs of special groups within participant population

**Indirect contact**

- Attend planning and staffing meetings

- Assist in development of programs for selected groups. Align plans with perceived developmental level(s) of participants, e.g., informational hand-outs or activity sheets for various ages of children
- Interaction with parents/guardians (as appropriate)
- Interview with key individuals (e.g., plant manager, PR-Educational coordinator)

**Prerequisites:**

- Understanding of ethical behavior (towards both visitors and employees) and safety issues

**Evaluation:**

- Time/activity log
- Reports from mentor and selected staff
- Reports of educational activities completed, indicating the candidate’s role (e.g., participated, planned, observed, assisted, led)
- Artifacts – e.g., informational brochure developed for educators, students or parents
- Review of current educational/informational material and adaptation to make it better suited to the needs of selected age/developmental groups

**THE PROJECT AND THE RESPONSIBILITIES OF THE CANDIDATE**

Like standard field experiences, the project’s ultimate aim is to help prepare the candidate to deliver standards-based education in a standards aligned system. However, candidates will complete a project that can only be accomplished through participation in the project-based field experience.

The project is developed in conjunction with the professional core competencies included in the coursework within each certification program. Aligning the site, learning objectives/outcomes, teaching competencies, standards, and assessments early in the process will be the key to success in making the project-based field experiences work.

The IHE may suggest example projects, but candidates should be encouraged to modify the design of the project or develop a different project—one that meets the same requirements. The project plan will be subject to an advisory process which may lead to revision.

Each project should be aligned with one or more professional core competencies, and should seek to gain insight into an area of cognitive, emotional, behavioral, social, and/or physical development. The candidate will demonstrate that these competencies and areas may be better understood through the project than through a traditional in-school placement. Projects should also seek to create an opportunity for candidates to design, implement, and assess some aspect of learning with the participants. Since this is a Stage 3 field experience, it is expected that the primary participants be within the age range of the intended certificate, i.e., Secondary Education certification candidates work primarily with students of ages corresponding with grades 7-12.

**STUDENT’S INITIAL CONCEPT PROPOSAL**

Project-based field experiences should allow candidates to create a project within a structure provided by the IHE and the field experience site. The structure includes three phases:

- 1) Proposal
- 2) Implementation and
- 3) Assessment.

## **PROJECT-BASED FIELD EXPERIENCE PROPOSAL**

The first phase allows the candidate to identify a potential site and submit an outline of the proposed PBFE. This Initial Concept Proposal allows the Program Provider (PP) supervisor(s) and the field experience site supervisor to identify any major barriers related to implementation of the project in the earliest phases of development. Upon approval by the field experience site supervisor and the PP supervisor, the candidate develops a full proposal for the experience. This proposal will include a more detailed description of the learning goals, planned activities, and intended outcomes for the field experience. The proposal will also include copies of the rubric(s) to be used to assess the learning outcomes. A sample Initial Concept Proposal for PBFE follows in Appendix A.

## **SUPERVISION BY THE PREPARATION PROGRAM**

The supervision of a project-based field experience is similar to supervision of other Stage 3 field experiences. A college/university supervisor, familiar with the certification program competencies, is expected to visit the site(s) to verify that the candidate is appropriately engaged with the mentor and children/adolescents; feedback should be provided in a face-to-face manner.

The Program will develop a performance rubric to assess the candidate's application of professional competencies, i.e., the project (See **Appendix B Sample Rubric**). At the beginning of the PBFE, the site mentor will sign off on the project plan and the rubric, affirming that the standards of quality performance are known.

In cases where the PBFE takes place in an area at considerable distance from the Program, e.g., a summer camp or the candidate's hometown, the Program must determine a suitable alternative to supervision, which will include the required observation and feedback.

## **EVALUATION**

Project-based field experiences will be evaluated on the basis of professional growth evidenced by the candidate throughout the duration of the experience. A sample rubric for evaluation is included as Appendix B. Examples of products that evidence professional growth include:

- Guided reflection logs

- Video or other artifacts
- Presentation to classmates
- A Statement of Impact, focusing on how the experience affected the candidate's insight about instruction, student motivation, group/individual management, content relevance, confidentiality, empathy, and diversity

The Program determines the type of assessment that best demonstrates the candidate's professional growth. Course credits for the course in which the PBF is embedded should await the completion of the project.

## **ASSESSMENT ACTIVITIES FOR PROJECT-BASED FIELD EXPERIENCES**

The project-based field experience option often entails the use of non-traditional settings and non-traditional tasks to meet the field experience requirement. Emphasis is placed upon meeting core competencies related to standards in the education area of focus for the candidate participating in these experiences.

Candidate assessment includes projects designed to measure and document knowledge, skills and dispositions. Required assessments should span multiple standards and efficiently document completion of requirements using a method prescribed by the certification Program. Rubrics and explicit criteria differentiating levels of performance are required to assess candidate knowledge, skills, and dispositions. Examples of common assessment activities are presented below.

**NOTE:** All activities should address the issues of working with individuals of mixed ability levels, and all activities must address core competencies.

- 1. Progression of teaching skills demonstration.** Following an initial period of orientation, the candidate develops a lesson plan and assessment rubric, reviews the plan with a supervisor and presents the lesson. This can be an evolving process via increasing the size of the class, the length of time of the presentation, etc., as identified and agreed upon by the site supervisor, candidate, and supervising PP.
- 2. One-to-one teaching.** The candidate engages with one or more students on a one-to-one basis to provide academic support related to a content area.
- 3. Group presentation.** The candidate will develop an activity and/or presentation plan for a group served by the supervising site.
- 4. Mentoring.** Students, particularly at-risk students, benefit from the modeling offered from mentoring relationships. Mentoring projects should be focused upon helping individuals reach academic goals, encouraging positive behaviors, and providing support while exploring alternatives related to career, college or other types of decision-making.
- 5. Coaching experience.** Coach athletes or provide similar co-curricular instruction intended to support student development and refine skills in leadership and modeling

required of a coach. Evidence includes skills teaching, documented group leadership of team activities, or similar measurable experiences.

**6. Diversity project.** Create an activity that focuses on diversity and assure that accommodations or adaptations are included for students with exceptionalities and/or ELLs. Accommodations must be appropriate, clearly identified and a comprehensive rationale should be included in the activity plan demonstrating appropriateness for all students including linguistically and culturally diverse students.

**7. Technology-based project.** The focus of this project would be the development of technological literacy in one or more areas. Technological literacy is the ability to use, manage, assess, and understand technology. It involves the application of knowledge and abilities to real world situation. (Source: International Technology Education Association (2003) *Technology for all Americans: A rationale and structure for the study of technology.* Reston, VA.)

**8. Academic content area supplementary project.** These projects form a direct link between the competency in a content area and effective teaching. For example, a Secondary Social Sciences/History major may document an affiliation with Gettysburg National Park Service and provide evidence of the value added to the content knowledge based upon this experience. Examples of evidence may include a video recording of a tour provided to Park visitors, an update of Park publications, or a similar outcome agreed upon by the site supervisor, certification program supervisor and candidate.

## **ADDITIONAL RESPONSIBILITIES OF THE PREPARATION PROGRAM**

A memorandum of understanding should be used to document the expectations agreed upon between the project site, candidate, mentor, and the Program (See **Appendix D Sample MOU**). Examples of such expectations are the number of hours, the number and types of evaluations and/or visits by field experience supervisors, orientation to the site/institution provided to the candidate prior to beginning the project, etc.

Programs will be responsible for investigating specific clearances, entrance requirements, and behavioral expectations that candidates need prior to beginning the field experience. Programs will share those requirements with candidates. The Program will develop and maintain a list of possible sites/mentors available.

Programs will provide training to partner sites and mentors participating in the project-based field experiences. Training may consist of a mix of face-to-face meeting(s) and printed documents and should be repeated when necessary. Components of the training for mentors of project-based field experiences should include:

- Information about the PP and its mission related to teacher preparation
- Program goals and design
- Value of the partnership to all stakeholders
- Expectations for the project-based field experiences
- Elements of supervision and ethics
- Elements of Standards Aligned Systems
- Risk management – safety, liability
- Ethical behavior and dealing with “grievances”

## **POTENTIAL PLACEMENT SITES**

The following list represents examples of potential locations that could be brokered into a placement with meaningful contact with school-aged children. Placements can also be narrowed to fit in with a subject area:

### Abuse Prevention Programs; Domestic Violence Shelters

Family counseling; casework; educational support

### Alternative Education

Parent involvement; dropout prevention programming; social skills

### Children, Youth, & Family Services

Casework; developmental screening/ psychology; family support; education services

### Community Centers

After-school programming; community education efforts; family programming; recreation; after school tutoring

### Criminal Justice Placements/Residential Facilities for Adjudicated Youth

County Probation Departments; Detention Center; Wilderness Program; At-risk youth education; partial hospitalization programs; disruptive youth programming; dropout prevention

### Community Library

Children's outreach programs; story hours

### Drug and Alcohol Services

Education and family support services; casework support; community education

### Factory Tours

Chocolate Factory; Bologna Factory; Motorcycles Factory; etc.

### Historic Locations/Museums

Battlefields; Historic sites; Military Heritage Center; Antique Automobile Museum; National Museums located in PA

### Hospitals

Pediatrics; nutrition; education divisions

### Intermediate Units

Specialized education services; therapy support services

### Mental Retardation and Mental Health Services

In-Patient Psychiatric Units; Out-patient day treatment programs; Residential program; casework; counseling support

### Outdoor Activity (trail/activity guide)

Summer Adventure Programs; Aquatic activity clubs; Hiking Trail clubs

Recreational Leisure Facilities and Amusement Parks

Educational outreach programs; hands-on learning opportunities

School Districts

Non-classroom; after-school programming; coaching; tutorials

Social Welfare

County Children and Youth Departments; Catholic Charities; Homeless Shelters that cater to youth and families; Rape Crisis Centers; Ronald McDonald House; juvenile crime and delinquency education programs within residential facilities

State and Federal Agencies

State Capitol Tours; PA State Museum; State Parks; Fish and Boat Commission; National Parks Service

Summer Recreation Programs

Most municipality Parks and Recreation departments; School Districts; Church groups (and YMCA etc.); Boy and Girl Scouts; etc.

Workforce Development

Local youth council; teen pregnancy, dropout, PA CareerLink and other activities

Zoos

Zoo America, Lake Tobias (Halifax,PA)

**APPENDIX A**

**Sample 1. PROJECT-BASED FIELD EXPERIENCE (PBFE) INITIAL CONCEPT PROPOSAL**

**Name of Candidate:** Dorothy Randalls

**Certificate Area:** Pre K-4

**Brief narrative stating the purpose of the PBFE --** This project was designed to meet the core teaching competencies and standards outlined below. I would like to work with children who are in the C, F, and Y system to gain a better understanding of how abuse or neglect may impact learning and potentially create learning differences. I would also like to gain supervised mentoring experience of a child who comes from this background.

Agency and Division	Core Competency Description	Proposed Activities	Project Assessment	# Proposed Hours	Supervisor Identified Yes or No
Children Youth & Families  Casework/ Education	Category – Social Development  Apply principles in social competence, social withdrawal, and social role by the ability to: 1. Demonstrate knowledge of and competence in understanding the social characteristics of Pre K – 4 students; 2. Identify the multiple interacting influences on children’s development and learning	<ul style="list-style-type: none"> <li>• C, Y, and F orientation;</li> <li>• Participation in developmental screening process;</li> <li>• Obtain parental permission for prescribed mentoring activities;</li> <li>• Mentoring of child</li> </ul>	#4 Mentoring  Artifacts to include: <ul style="list-style-type: none"> <li>• Plan for mentoring;</li> <li>• Mentoring Rubric completed at site;</li> <li>• Parent Evaluation;</li> <li>• Video of mentoring session(s)</li> </ul>	40	Yes  Name: Joe Smxxxth  Contact #: (XXX) XXX-XXXX

**Approval Signatures**

Authorized Site agency signature/title/date \_\_\_\_\_

IHE supervisor signature/title/date \_\_\_\_\_

Student signature/date \_\_\_\_\_

**Sample 2. PROJECT-BASED FIELD EXPERIENCE (PBFE) INITIAL CONCEPT PROPOSAL**

**Name of Candidate:** Max Estefan      **Certificate Area:** Secondary Ed. – Earth & Space Science

**Brief narrative stating the purpose of the PBFE --** This project was designed to meet the core teaching competencies outlined below. My focus during the field experience will be to develop a more complete understanding of the impact of adult and peer relationships upon learning and development. Specifically, I will be looking at family involvement with an individual child and assess the impact of that family upon his/her school readiness and performance.

<b>Agency and Division</b>	<b>Core Competency Description</b>	<b>Proposed Activities</b>	<b>Project Assessment</b>	<b># Proposed Hours</b>	<b>Supervis or Identified Yes or No</b>
City X Community Center	Organizational Structure of the High School: Interact with various professionals that serve adolescents (e.g., social service workers);  Adolescent Development: Identify how the development of all adolescents occurs in the context of classrooms, families, peer groups, communities, and society	<ul style="list-style-type: none"> <li>• Community Center Orientation;</li> <li>• Assist with planning and Implementation of after school recreation and academic activities;</li> <li>• Work with one student and student’s family related to community center participation</li> </ul>	#6 Diversity project  Artifacts to include: <ul style="list-style-type: none"> <li>• Planning documents for activities;</li> <li>• Video of leadership of activity;</li> <li>• Anonymous, individual mini-case study outlining family history; family involvement; adult interaction; peer interaction, and perceived impact of each on learning and development</li> </ul>	25 hours	Yes  Name: Julia Smxxxth  Contact #: (XXX) XXX-XXXX

**Approval Signatures**

Authorized Site agency signature/title/date \_\_\_\_\_

IHE supervisor signature/title/date \_\_\_\_\_

Student signature/date \_\_\_\_\_

**Sample 3. PROJECT-BASED FIELD EXPERIENCE (PBFE) INITIAL CONCEPT PROPOSAL**

**Name of Candidate:** Roger Xue                      **Certificate Area:** K-12 Music Education

**Brief narrative stating the purpose of the PBFE --** This project was designed to meet the core teaching competencies outlined below. I am interested in refining my teaching abilities as they relate to providing instruction on specific skill development. I view my abilities in this area as transferable to the classroom environment and the teaching of specific academic skills. I also view the coaching experience as an opportunity to focus upon the development of positive relationships with students.

Agency and Division	Core Competency Description	Proposed Activities	Project Assessment	# Proposed Hours	Supervisor Identified Yes or No
KYZ Area School District-Athletics	<p>Instructional Strategies: Employ teaching strategies that take into consideration and capitalize upon the developmental characteristics of all young adolescents; Create positive, productive learning environments where developmental differences are respected and supported, and individual potential is encouraged;</p> <p>Professionalism: Act as positive role models, coaches, and mentors for all young adolescents</p>	Candidate will assist coaching staff in skill assessment & instruction for individual or small group of athletes	<p># 5 Coaching Experience</p> <p>Artifacts to include:</p> <ul style="list-style-type: none"> <li>• Video of skills instruction;</li> <li>• Record of skills assessment sheets</li> </ul>	30 hours	<p>Yes</p> <p>Name: Dr. Fred Smxxxth</p> <p>Contact #: (XXX) XXX-XXXX</p>

**Approval Signatures**

Authorized Site agency signature/title/date \_\_\_\_\_

IHE supervisor signature/title/date \_\_\_\_\_

Student signature/date \_\_\_\_\_

**Sample 4. PROJECT-BASED FIELD EXPERIENCE (PBFE) INITIAL CONCEPT PROPOSAL**

**Name of Candidate:** Takisha Wainright      **Certificate Area:** Grades 4-8: Social Studies Concentration

**Brief narrative stating the purpose of the PBFE --** This project meets the core teaching competencies related to PA Academic Standards in History outlined below. I am interested in American history related to the Civil War. A field experience at Gettysburg will allow me to deepen my understanding of that battle and bring that understanding to future students. I will present a segment of my newly acquired knowledge to a tour group at Gettysburg under the supervision of a Park Service educator.

Agency and Division	Core Competency Description	Proposed Activities	Project Assessment	# Proposed Hours	Supervisor Identified Yes or No
Gettysburg National Park Service	Subject-Matter Content and Pedagogy- - Social Studies: Demonstrate the ability to incorporate into instructional planning the local, Pennsylvania, and national learning standards, grades 4 through grade 8, for social studies; Develop, implement, assess and modify lessons as evidenced by the ability to apply the thematic Social Studies strand of Time, Continuity, and Change (helping students to know how to understand and reconstruct the past).	<ul style="list-style-type: none"> <li>• National Park Service Orientation;</li> <li>• Candidate will learn detailed history related to the Gettysburg battle of the Civil War;</li> <li>• Presentation to tour group</li> </ul>	# 8 Academic Content Area Supplemental Project  Artifacts to include: <ul style="list-style-type: none"> <li>• Portfolio of content information;</li> <li>• Video tape of presentation.</li> </ul>	25 hours	Yes  Name: Doris Smxxth  Contact #: (XXX) XXX-XXXX

**Approval Signatures**

Authorized Site agency signature/title/date \_\_\_\_\_

IHE supervisor signature/title/date \_\_\_\_\_

Student signature/date \_\_\_\_\_

## **APPENDIX B**

### **PROJECT-BASED FIELD EXPERIENCE SAMPLE RUBRIC**

The Project-based Field Experience (PBFE) sample rubric is meant to provide a tool that identifies and measures the important components required within such field experiences. This rubric may be modified to suit the needs of the Program, but consideration must still be given to the key elements required by the Pennsylvania Department of Education.

The sample rubric includes assessment of the following criteria:

- Placement Hours
- Project Planning
- Educational Goals and Curriculum (weighted x3)
- Evaluation Plan with Assessments (weighted x2)
- Presentation of Artifacts Related to PBFE(s)
- Journal Related to PBFE
- **Note:** Two of the criteria are weighted more heavily than the others (Educational Goals and Curriculum and Evaluation plan with assessments) indicating the emphasis upon teacher training.

### Sample Project-based Field Experience (PBFE) Rubric

Criteria	3 points	2 points	1 point	0 points
<b>Placement Hours</b>	<p>Evidence indicates that the candidate completed a minimum of 25 hours, extending up to 50 hours, in one or two placements external to typical school-day classroom settings;</p> <p>AND</p> <p>All necessary clearances, permissions were secured prior to start of the Project-based Field Experience(s) (PBFE).</p>	<p>Evidence indicates that the candidate completed a minimum of 25 hours, extending up to 50 hours, in three or more different placements external to typical school-day classroom settings;</p> <p>AND</p> <p>All necessary clearances, permissions were secured prior to start of the Project-based Field Experience(s) (PBFE).</p>	<p>Evidence indicates that the candidate completed fewer than the minimum number of hours in placements external to typical school-day classroom settings;</p> <p>OR</p> <p>At least one necessary clearance and/or permission was not secured prior to start of the Project-based Field Experience(s) (PBFE).</p>	<p>Evidence indicates that the candidate committed to, <b>but did not complete</b>, a minimum of 25 hours in one or more placements external to typical school-day classroom settings.</p> <p>OR</p> <p>At least one necessary clearance and/or permission was not secured prior to start of the Project-based Field Experience(s) (PBFE).</p>
<b>Project Planning</b>	<p>Submitted proposal includes adequate description of the Project, including a) name and location of the placement site/agency and Supervisor; b) learning goals aligned with professional core competencies; c) age-appropriate activities related to achievement of PA Academic Standards or PA Alternative Standards; and d) intended outcomes for the PBFE(s);</p> <p>AND</p> <p>The proposal includes a copy of an adequate rubric(s) to be used to assess the learning outcomes.</p>	<p>Submitted proposal includes description of the Project containing three of the four required components;</p> <p>AND</p> <p>The proposal includes a copy of the rubric(s) to be used to assess the learning outcomes;</p> <p>AND</p> <p>The rubric is adequate for assessing the goals of the Project.</p>	<p>More than one of the planning considerations is missing from the Project proposal or the components are insufficiently described;</p> <p>OR</p> <p>The proposal omits a copy of the rubric(s) to be used to assess the learning outcomes;</p> <p>OR</p> <p>The rubric is inadequate for measuring the success of the Project.</p>	<p>Submitted proposal omits several important components demonstrating an inadequate Project plan;</p> <p>AND</p> <p>The proposal omits a copy of the rubric(s) to be used to assess the learning outcomes;</p> <p>OR</p> <p>The proposal was not submitted prior to the beginning of the PBFE.</p>

<b>Criteria</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>	<b>0 points</b>
<b><i>Educational Goals and Curriculum (Weight X 3)</i></b>	<p>Appropriate educational goals for the PBFE are included. Objectives and project are aligned to provide candidate and participant(s) with specific learning outcomes;</p> <p>AND</p> <p>Learning outcomes reflect an awareness of age-appropriate PA Academic Standards or PA Alternative Standards.</p>	<p>Appropriate educational goals for the PBFE included. Objectives and project are indirectly aligned, diminishing the opportunity to anticipate specific outcomes;</p> <p>AND</p> <p>Learning outcomes reflect an awareness of age-appropriate PA Academic Standards or PA Alternative Standards.</p>	<p>Educational goals for the PBFE are not clear;</p> <p>OR</p> <p>Objectives are not in alignment with Professional Core Competencies;</p> <p>AND</p> <p>Learning outcomes reflect an awareness of age-appropriate PA Academic Standards or PA Alternative Standards.</p>	<p>Appropriate educational goals not included for the PBFE;</p> <p>OR</p> <p>Objectives or project learning outcomes do not reflect an awareness of age-appropriate PA Academic Standards or PA Alternative Standards.</p>
<b><i>Evaluation Plan with Assessments (Weight X 2)</i></b>	<p>Plan for evaluation of objectives, instruction, and project is appropriate, reasonable;</p> <p>AND</p> <p>Assessment instruments are aligned with objectives and standards.</p>	<p>The plan for evaluation of objectives and project is appropriate and reasonable;</p> <p>OR</p> <p>Assessment instruments are aligned with some objectives or standards but do not address all stated objectives and standards.</p>	<p>Plan for evaluation of objectives and project is unreasonable given the available time or availability of other resources;</p> <p>OR</p> <p>Alignment of Assessment instruments with objectives or standards is questionable or unclear.</p>	<p>Plan for evaluation of objectives is inappropriate, unreasonable, or not included;</p> <p>OR</p> <p>Assessment instruments are not included.</p>
<b><i>Presentation of Artifacts related to PBFE</i></b>	<p>Multiple artifacts (e.g. video, candidate-created materials, etc.) from the PBFE are presented to classmates as evidence of Project completion.</p> <p>AND</p> <p>Artifacts indicate evidence of</p>	<p>One artifact (e.g. video, candidate-created materials, etc.) from the PBFE is presented to classmates as evidence of Project completion.</p> <p>AND</p> <p>Artifacts indicate evidence of site-specific, appropriate levels</p>	<p>Artifacts (e.g. video, candidate-created materials, etc.) from the PBFE are submitted to instructor as evidence of Project completion.</p> <p>AND/OR</p> <p>Artifacts indicate little evidence</p>	<p>Artifacts (e.g. video, candidate-created materials, etc.) from the PBFE are not submitted for review.</p>

<b>Criteria</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>	<b>0 points</b>
	site-specific, appropriate levels of interaction between candidate and participant(s).	of interaction between candidate and participant(s).	of site-specific, appropriate levels of interaction between candidate and participant(s).	
<b><i>Journal related to PBFE</i></b>	Journal provides clear insight into and analysis of the professional relevance of the PBFE in a reflective, self evaluative manner; elements of professional growth, commitment to project goals, and collaboration with staff are among those evidenced in writing. Analysis of experience shows strengths <b>and</b> weaknesses.	Journal provides historical record of PBFE and analysis of one or more of the required elements; Analysis of experience shows strengths <b>or</b> weaknesses but may not be comprehensive. Self reflection and evaluation are evidenced in the journal.	Journal provides little more than an historical record of the experience. Reflective writing not fully evidenced. Lacks analysis of the experience.	Journal does not include elements of reflective analysis and evaluation. No self evaluation is evident.

The Sample PBFE Rubric was developed by Dr. Nate Hosley and Mr. Peter Fidgett, with contributions from other educators.

## **APPENDIX C**

### **VALUE OF PROJECT-BASED FIELD EXPERIENCES**

The following text may be used with partner sites as a means to encourage their support for accepting the responsibility of hosting candidates for project-based field experiences. It was written by Dr. Jane Hershberger, Ed.D., Supervisor, Migrant Education Programs for Southeastern Pennsylvania, Chester County Intermediate Unit and Carmen Medina, Chief, Bureau of Community and Student Services, Division of Student Services and Migrant Education, Pennsylvania Department of Education.

*There are occasions when the sum of a series of items is not the natural total. Under the right circumstances, timing and placement is such that elements of an extra-curricular or summer program not only add a number of predictable benefits but can also multiply them exponentially! One great example is when a program intentionally adds the catalyst of effective, caring higher education student volunteers. Higher education students who participate as partners in the positive influence of students can become super heroes, easily able to exert the force of many individuals!*

***This is true because higher education students bring with them some unique tools and qualities:***

- 1. The broad brush of caring relationships demonstrated in intentional mentoring relationships*
- 2. A young, active perspective and energy level*
- 3. Motivation planted by a professor and course requirements but often from within*
- 4. Time and focused attention planned for volunteers but not often funded nor planned for regular staff*
- 5. Fresh optimism and confidence about the difference they can make*
- 6. Closer to the age of program participants and often relating more closely*
- 7. Excellent models of the program students' potentials for various career plans*

*Collaborations between higher education students and extra-curricular programs have great likelihood of leveraging more and better outcomes from equal numbers of volunteers. These positive outcomes occur for both the higher education and program students.*

***Normally expected benefits to an extra-curricular program:***

- 1. Low cost or no cost volunteer mentoring, tutoring or instruction*
- 2. Credibility with the community and participants due to the university connection*
- 3. Improved student-to-teacher ratios for various times in the program*
- 4. More educational service delivered to each student*

***Extra benefits to the extra-curricular program:***

- 1. Having more staff increases the likelihood of finding each student a compatible relationship*

2. Creativity comes with the volunteer students who are often able to tailor their teaching
3. Better student engagement as close relationships develop and trust is established
4. Esteem building among after-school students as they are recognized, listened to and cared about by their mentor/friends
5. Share recent research and new information gained through their studies at their IHE

**Predictable and extra benefits to the higher education students:**

1. Knowledge and experience concerning activities they might not otherwise experience
2. Application of knowledge and theoretical studies to practical experience
3. College course credit and/or grade item satisfaction for a course
4. Credential building experience
5. Awareness and engagement regarding the real world of economic, academic and social need which the after-school students often face
6. Relationship experience that can guide and facilitate later life career or family development

**Conclusion:**

*Adding higher education student involvement to the design of an extra-curricular or summer program is a great step that yields many benefits for all parties involved. The higher education students become a catalyst which can create great response by program students. Beyond the normally expected results there are a host of extra benefits that both the program and volunteers will experience.*

**APPENDIX D  
SAMPLE MEMORANDUM OF UNDERSTANDING**

**Sample University-Partner Project-Based Field Experience  
Memorandum of Understanding**

**The [XXX] University  
College of Education  
Department of Secondary Education  
in partnership with**

**\_\_\_\_\_**  
**(name of placement partner)**

**Purpose**

The purpose of the partnership between The [XXX] University and \_\_\_\_\_ is to provide teacher education candidates with a Stage 3 (pre-student teaching) experience with children/adolescents in a setting(s) outside of the typical classroom. Through the project-based field experience (PBFEE), the candidate will have the opportunity to apply competencies related to the cognition, behavior, and development of typical and atypical learners, as well as competencies related to motivational strategies and managing a learning environment in various settings. We agree to work together to improve the learning opportunities in field-based experiences, the evaluation process, and ongoing support of new teachers.

We agree that:

- We want the best educated and motivated students possible.
- We want the best prepared and committed new teachers – teachers who can ensure the academic success of all students.

**Structure**

The Partnership is organized through a Teacher Preparation Program Steering Committee, which will include one member from each partner and a minimum of two university representatives from the Education Department or Division. The Teacher Preparation Program Steering Committee:

- Will be the partnership decision-making body.
- Will establish goals based on university and partner data and needs.
- Will develop a plan for collaboration and for ensuring successful implementation of the project-based field experience.
- Will develop and plan for evaluation of the partnership.
- Will provide training annually and by request

## Responsibilities of University and District Partners

The university agrees to:

- Collaborate in the placement process of potential project-based field experience (PBFE) candidates.
- Train mentors from the partner site to assist with the PBFE's.
- Educate candidates in evidence-based pedagogy and theories of child/adolescent development.
- Provide university supervisors during each candidate's PBFE's, including a minimum of one (1) on-site visit.
- Ensure that the candidate's learning plan addresses appropriate specific learning goals that enhance both the partner's mission and the candidate's understanding of child/adolescent development and motivation.
- Assist the candidate in developing a portfolio demonstrating mastery of performance tasks.
- Evaluate candidates and assign grades with input from their mentors.
- Provide seminars for candidates to share what they are learning, critique each others' observations and activities, and get feedback from university faculty.
- Provide feedback and support to the candidate.
- Maintain records and understand all university, partner, and state requirements for candidates.
- Provide PBFE candidates with information about relevant clearances, ethical behaviors, and safety.

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University/Provider Representative Signature

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Dean of Education Department (or designee)

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Date

The \_\_\_\_\_ agrees to:  
(name of agency/partner)

- Collaborate in the placement process of potential project-based field experience (PBFE) candidates.
- Provide university with information about all relevant security clearances, privacy and ethical concerns.
- Provide mentors for each candidate's PBFE's.
- Encourage participation of candidate mentors in university-sponsored training.
- Ensure that candidates get a thorough orientation to the services/goals of the partner.
- Facilitate/design opportunities for completion of PBFE activities.
- Allocate mentor time for frequent, regular contacts with the candidate.
- Encourage reflection and self-assessment, providing feedback on the candidate's performance in the PBFE.
- Assist the university supervisor in evaluating candidate's performance on Pennsylvania teacher preparation standards.
- Allow the candidate to participate in activities held during normal operating hours and any preparation/clean-up time, with no fewer than 25 hours and not to exceed 50 hours.
- Ensure that precautions are made for candidate safety and privacy.

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Agency/Partner Representative

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Date