



SCHOOL OF EDUCATION

PURDUE UNIVERSITY

PROGRAM EVALUATION

REPORT

JUNE 2001



BACKGROUND AND CONTEXT

CHRONOLOGY OF SIGNIFICANT DEVELOPMENTS IMPACTING PURDUE'S PROFESSIONAL PREPARATION OF EDUCATORS: SPRING 1992-SPRING 2001

Brief summaries of the events leading up to the development and implementation of the Elementary Education Major and the Secondary Education Professional Core Reform Programs, School of Education Model for Professional Preparation, and the goals and objectives of Elementary Education Major and Secondary Education Professional Core Reform Programs are outlined to provide background and context.

SPRING 1992

In 1992, the General Assembly passed legislation to create the Indiana Professional Standards Board (IPSB). Such action transferred from the State Board of Education to a separate agency the responsibility for governing the preparation, testing, licensing, induction, and re-licensing of Indiana's education professionals.

The mission of the Indiana Professional Standards Board is to enhance the quality of learning for Indiana's P-12 students through establishing, maintaining and ensuring adherence to performance-based standards for Indiana P-12 education professionals throughout their careers.

FALL 1992

- ◆ Successful NCATE/IPSB review of Purdue's Teacher Education Program results in full accreditation with no unmet standards
- ◆ Positive academic review of the Unit by Purdue central administrators results in permission to design/implement the Doctoral Cohort Program with a distance learning component via videoconferencing

SPRING 1993

- ◆ Purdue Professional Development Schools (PDS) Partnership begins

FALL 1993

- ◆ Discussion begins on reform of Purdue's Elementary Education Major and Secondary Education Professional Core
- ◆ Purdue's Reading Recovery Program begins
- ◆ \$2 Million endowment establishes James F. Ackerman Center for Democratic Citizenship in the School of Education

SPRING 1994

- ◆ Indiana Professional Standards Board (IPSB) votes to redesign professional preparation utilizing performance-based standards based on the Interstate New Teacher Assessment and Support Consortium (INTASC) Principles
- ◆ Purdue's Teacher Education Council (TEC) gives permission for reform efforts to proceed for the Secondary Education Professional Core

FALL 1994

- ◆ Intensive planning by the Unit with the professional education community for program revisions in Elementary Education and Secondary Education Professional Core begins

SPRING 1995

- ◆ Continued intensive planning and consultation with stakeholders on program revisions

FALL 1995

- ◆ Doctoral Cohort Program in Educational Administration begins utilizing videoconferencing in selected courses
- ◆ Early Childhood Education begins implementation of a strong emphasis on Special Education

SPRING and FALL 1996

- ◆ Elementary and Secondary Education revisions are mapped to INTASC principles
- ◆ Counseling Program begins five-year action plan to seek American Psychological Association (APA) approval in counseling psychology

SPRING 1997

- ◆ Revised Elementary Program approved through five levels of governance at Purdue (with design to result in phased implementation beginning in fall 1999)
- ◆ Revised Secondary Education Professional Core approved through five levels of Purdue governance (with design to result in phased implementation in fall 1999)
- ◆ IPSB adopts assessment framework

FALL 1997

- ◆ Purdue University School of Education (SOE) and TEC begin discussion of Unit Assessment System (UAS) (mandated by the IPSB Assessment Framework)
- ◆ SOE develops Transition Timeline for implementation of performance-based programs

SPRING 1998

- ◆ IPSB begins adoption of performance-based standards for future implementation

FALL 1998

- ◆ IPSB continues adoption of performance-based standards for future implementation
- ◆ Successful academic review of the Unit by Purdue central administrators with strong support for program/curricular revisions

SPRING 1999

- ◆ IPSB completes adoption of 18 sets of performance-based standards with implementation to begin by institutions no later than 2002

- ◆ IPSB adopts new licensure framework to be fully implemented in 2004
- ◆ Discussion of Purdue's Unit Assessment System intensifies and moves to the Teacher Education Council

FALL 1999

- ◆ The National Council for Accreditation of Teacher Education (NCATE) and the Indiana Professional Standards Board (IPSB) conduct visit to campus
- ◆ The Unit begins phased implementation of reformed programs in Elementary Education and Secondary Education Professional Core by offering Block I
- ◆ Planning for one aspect of the Unit Assessment System at Purdue (performance-based assessments of students) is advanced by task forces in the Unit)

Spring 2000

- ◆ NCATE Executive Board ratifies NCATE 2000 standards
- ◆ NCATE and IPSB grant continuing accreditation to Purdue University
- ◆ SOE Portfolio Task Force reports
- ◆ Block II introduced
- ◆ \$2.2 Million grant to develop electronic portfolios is awarded to the Purdue Program for Preparing Tomorrow's Teachers to Use Technology

Fall 2000

- ◆ SOE and TEC continue discussion of Purdue's Unit Assessment System with stakeholders
- ◆ Block III introduced

Spring 2001

- ◆ The Council for Accreditation of Counseling and Related Educational Programs (CACREP) conduct visit to campus

- ◆ SOE and TEC approve UAS Concept and Component for Individual Students
- ◆ Block IV introduced
- ◆ Formative evaluations are conducted

PURDUE UNIVERSITY SCHOOL OF EDUCATION MODEL FOR PROFESSIONAL PREPARATION

Guiding professional preparation of students in the school of Education at Purdue University is the Model for Professional Preparation.



The model is made up of a number of components outlined below.

Research and Best Practice

At the center of the model, research and best practice are depicted as the core of professional preparation at Purdue University. These two elements are consistent with the missions of Purdue as a research and land grant university; and they represent the balanced approach that is evident in recent curricular initiatives in teacher preparation at Purdue.

Initial Undergraduate Preparation

Focus on the Learner and Assess Growth and Outcomes. This element captures the philosophical perspective of focusing upon each child and his or her learning, rather than focusing upon teaching or simply acts of the teacher. It also stresses the importance of acquiring skills to assess cognitive, social, and personal development, as well as outcomes, for those children.

Adapt Instruction to Diverse Learners. In setting high standards for all children and believing that all children can learn, it is essential that teachers be able to adapt instruction to a wide variety of such things as learners' abilities and achievement, previous experiences, learning styles, and motivation, as well as socio-cultural contexts.

Use Current and Emerging Technologies. The Information Age is inextricably linked to the Internet and the access it provides for communication, acquisition of knowledge, and problem solving. As facilitators of their students' learning in this new age, teachers must be able to utilize a wide array of tools such as computers. They also must be skilled in assisting their students to acquire skills in using the new technology for their own responsible, independent learning.

Teach Effectively by Integrating Content and Pedagogy. In addition to the balance sought at Purdue in utilizing research and best practice, there also is valuing of the duality of content and pedagogy in effective teaching. Thus, emphasis is given to pedagogical content knowledge as a key to facilitating student learning.

Understand Individual Development of Students. Focus on individual learners must include an understanding of their individual development. Consistent with Indiana Professional

Standards Board developmental level standards, Purdue's programs foster the development of skills and knowledge regarding learners' development.

Practice Inclusive Education. Not only is inclusive education best practice, it is mandated by law. Teachers must be able to adapt curriculum to learners' needs in a general education classroom in order to engage effectively in inclusive education.

Collaborate with Teachers, Parents, and Community. Educators are members of a learning team that also includes colleagues, parents, and agencies in the community. Such collaboration is focused upon meeting the needs of students.

Advanced or Graduate Preparation

Think Critically and Reflectively. Higher order thinking skills are the hallmark of well educated people. As professionals in education, our graduates are able to reflect upon their own practice and to think critically about issues. They also demonstrate they can facilitate reflection, critical thinking, and problem solving in others. Synthesize Knowledge. Those at the advanced level of preparation are able to gather information and organize it meaningfully, i.e., synthesize knowledge. This is an especially important skill in the Information Age.

Create Knowledge. Graduate work equips education professionals with skills of inquiry and documentation. These skills are utilized to create knowledge through observation, description, or experimentation that results in confirmation or disconfirmation of hypotheses.

Communicate Knowledge. At the graduate level, communication of knowledge is qualitatively different from undergraduate skills in imparting information. It is essential that a graduate of advanced programs be able to communicate effectively the knowledge he or she has created. Such professional communication may include publication (written or electronic) or presentation to peers, students, clients, institutions, agencies, or learned societies.

Engage in Professional Development. Those who have completed advanced preparation programs should display dispositions to engage in further professional development and behaviors that express those dispositions. Engaging in professional development activities is an important element in continuous (lifelong) learning.

Participate Actively in Their Profession. Advanced preparation is successful when those completing it participate actively in their professions. Such participation includes activity at the local, state, and/or national level that addresses important issues of the profession. Such activity often occurs in the context of professional organizations.

ELEMENTARY EDUCATION MAJOR AND SECONDARY EDUCATION PROFESSIONAL CORE REFORM PROGRAMS

The elementary education major and secondary education professional core have been revised significantly to achieve:

- Coherence--Professional courses are taken sequentially and in blocks in order to scaffold pedagogical studies.
- Additional and more meaningful field experiences--Theory into Practice components of each block ensure that students apply research and theory in clinical settings.
- Additional emphasis on technology for teaching and learning, meeting the individual needs of diverse students, and utilizing assessment for learning.

Elementary Education Program

Goals

The goals of the elementary education programs are:

1. Pre-service teachers experience a coherent program that integrates practical and theoretical knowledge in university, school, and community settings.
2. Performance based standards guide the development and portfolio-based assessment of program components.
3. Provide an articulated sequence of experiences with a wide variety of technologies that can be used to foster children's learning.
4. Place an emphasis on links between subject matter knowledge and teaching.
5. Recognize that diversity is a reality in today's schools and expect our graduates to be able to teach *all* students.
6. Pre-service teachers understand how students differ in their approaches to learning and know how to create instructional opportunities that are adapted to diverse learners.

7. Faculty engages in scholarship that integrates research, teaching, and service to better understand teaching and learning.
8. Faculty members collaborate with colleagues in several partner schools in conducting field-based research and providing professional development experiences.

Program Objectives

Specific objectives of the program are to:

- Provide field experiences to pre-service teachers that are linked to courses and take place in partner schools and non-school settings.
- Achieve program coherence as students develop their professional portfolio in association with courses and field experiences and the application technology and diversity themes.

Field Experiences Strand

The goal of all field experiences in the Elementary Education Program is to prepare teachers for a broad view of teaching, the multiple roles of teachers, and the complexities of life in schools as well as for careers as inquiring professionals.

The culminating field experience in the Elementary Education Program is 16 weeks of student teaching, composed of teaching for 8 weeks each in two different placements in terms grade levels, social, cultural, and economic settings, or type of learners.

Professional Portfolio Strand

The professional portfolio strand is considered as an authentic way to demonstrate knowledge, dispositions, and performance achievements. Graduates of the Purdue Elementary Education Program will have developed and used their professional portfolios as tools for self-reflection, assessment, and marketing.

At the beginning of their program, students construct an entrance portfolio that focuses on their personal autobiographies as learners and teachers. The professional portfolio is an integral component of the Elementary Education Program that helps to achieve program coherence. As such, students develop and add to their portfolios throughout the program.

Technology Strand

Pre-service teachers learn about and use a variety of educational technologies in a coherent and purposeful set of experiences that occur throughout the program. In the Elementary Education program students learn skills and grapple with issues related to educational technology in several ways: (a) in concentrated coursework related to building and applying technology skills; (b) in integrated instruction on the application of technology in specific disciplines and with different types of learners; and (c) through supporting technologies that link students and faculty and staff at various points in the program.

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Diversity Strand

The diversity strand allows pre-service teachers to understand how students differ in their approaches to learning and to know how to create instructional opportunities that are adapted to diverse learners.

Pre-service teachers need interdisciplinary coursework in the socio-cultural and individual factors that influence development and learning and practical experiences with children with diverse learning characteristics. In the new elementary teacher education program students will grapple with issues related to the learner diversity in two types of experiences: (a) concentrated coursework and associated field experiences on teaching in a pluralistic society, special needs students, and gifted and talented students and (b) integrated instruction on the principles of differentiating instruction for diverse learners in specific disciplines through discipline-based methods courses and field experiences.

Secondary Education Core Program

Goals

The goals of the Secondary Education Program are to:

1. Provide a balanced, current, pedagogical knowledge base and a logically sequenced set of practical teaching experiences to prospective teachers from 22 academic and licensing areas who matriculate from departments across the Purdue campus.
2. Provide a research-based core program for prospective teachers who have expertise in a range of content disciplines to use as a common foundation for their future teaching and their enculturation into the teaching profession.
3. Provide a forum for both faculty and students from a range of disciplines and field-based colleagues to share the knowledge and experiential base of the teaching profession.
4. Develop strong link between faculty members in the School of Education who focus on secondary pedagogy, field-based colleagues who work with Purdue preservice

teachers and collaborate on Professional Development Schools (PDS) projects, and recognized content experts.

5. Seeks to educate professionals who can successfully teach students from a wide range of backgrounds with diverse educational needs so that they may become active, contributing citizens upon graduation from high school.
6. Expose pre-service teachers to a broad knowledge base of scholarship in secondary education. This knowledge base should be connected to early, ongoing, practical experiences in multiple education settings.
7. Develop and support a community of secondary teacher educators, teacher candidates, and scholars/practitioners to provide collegiality among teacher educators and serve as a model for pre-service teachers.

Issues from the previous secondary education program that led to the Reformed Program were:

- There is little connection between what is learned in one course and other courses in the current core.
- The current core courses provide little information on how to deal with a range of student abilities, including special needs students.
- The program provides little information and experience with a variety of learning issues such as learning styles, interest, and motivation.
- There are few opportunities to connect theory to practice, particularly in the form of field experiences.
- The current program lacks an explicit philosophical foundation that integrates theory, practice, and reflection.

- The program lacks an overall plan that specifies what students who complete the program should know or be able to do.
- The program provides little in the way of field experiences that are logically connected to coursework.
- The existing field experiences lack clear expectations for the participants and are often sporadically planned and implemented.
- On-campus activities are not integrated with field experiences.
- Secondary methods courses have no consistent core on which to build.

Program Objectives

Objectives of the Core Secondary Education Program include:

1. Providing opportunities for teacher candidates to critique the culture of secondary schools.
2. Teaching secondary teacher candidates how to effectively integrate subject matter knowledge and pedagogical knowledge:
 - (a) through courses that focus on pedagogy, broadly defined;
 - (b) through a series of experiences in which novice teachers observe, interact with, and engage in guided practice in teaching their respective disciplines and study first-hand pedagogical practices in their disciplines; and
 - (c) through the coordination of the core courses, theory-into-practice experiences, and area “methods” courses.
3. Teaching secondary teacher candidates how pedagogical knowledge and pedagogical content knowledge are embedded in a variety of relevant contexts.

- (a) The Nature of Teaching and Learning: Pre-service teachers should understand, through observation, practice, and reflection, what it means to teach. Pre-service teachers, as researchers of teaching practices in their respective disciplines, should participate in practical field-based experiences. Teaching and learning should be understood as complex events shaped not only by cognitive factors but by language as well as a variety of social contexts and school cultural factors.
- (b) The Nature of Schools: Schools should be understood as institutions and workplaces. Schools should be understood as cultures in and of themselves as well as organizations that reproduce societal community values. Pre-service teachers should experience school settings that include diverse student populations, including diversity of class, socioeconomic level, race and ethnicity, and intellectual ability.
- (c) Content Knowledge and Pedagogical Knowledge: Teachers must be experts in their content, but content knowledge must be aligned with pedagogical knowledge appropriate for each discipline.

The secondary core provides a mechanism for pre-service teachers to transform their content expertise acquired in their major content courses with pedagogical practices necessary for effective teaching.

Pedagogical knowledge must be understood broadly in terms of both a theoretical and practical understanding of teaching, learning, assessment, organizing curricula, and managing instruction.

- (d) Diversity: Secondary pre-service teachers must be prepared to teach *all* students. They should be prepared to teach a wide range of students from varying social

cultural backgrounds with different learning styles, abilities/disabilities, and with varying levels of proficiency in English.

Secondary pre-service teachers must be aware of, sensitive to, and prepared to teach students from different cultural traditions, diverse family types and traditions, and various minority groups in the United States.

They must also be familiar with characteristics of special needs/gifted and talented students, and familiar with assessment and instructional strategies necessary for adjusting classroom instruction, motivation, and climate to enhance the successful engagement of these students.

- (e) Professionalism and Career-Long Professional Growth: Pre-service secondary teachers should develop an awareness and sensibility that engenders dedication, ethical responsibility, and lifelong interest in the profession of teaching.

Pre-service teachers should be familiar with professional organizations in education as a whole as well as within their respective teaching disciplines, and be prepared as practicing teachers to grow with the profession and adapt to changes throughout their careers.

Pre-service teachers should connect the knowledge base and experiences of on-campus coursework with theory into practice in field settings with a sequence of expectations.

Provide pre-service teachers with opportunities to *experiment* with progressive practices, reflect on those experiences, abstract those reflections to share with peers, and so on. Field experiences should consist of deliberate activities that guide student observation. Activities that accomplish this goal should be articulated to build pre-

service teachers' understanding of teaching and learning both within and across the courses in the Core Secondary Education Program. Field experiences should consist of deliberate activities that guide student observation.

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BLOCKS, COURSES, TIP AND PORTFOLIO GOALS

Block	Courses and Course Goals	TIP Goals	Portfolio Goals
I Self as Teacher: Professional Knowledge Courses and Experiences	<u>EDCI 205: Exploring Teaching as a career</u> 1. To provide students with experiences that will assist them in making informed career choices and build a foundation for future education courses 2. Help students explore four questions: <ul style="list-style-type: none"> • What does it mean to teach? • What does it mean to learn? • What is the nature of schools? • What are the purposes of schooling in society? 3. In addition, the course helps students think about what it means to learn to teach as they reflect on why, whom, and how they will teach	<ul style="list-style-type: none"> • Students will become familiar with the work of teachers and begin to develop their educational philosophies through examining what it means to teach and to learn and the nature and purpose of schools. • Students will critically evaluate teaching as their chosen profession. Includes a weekly field-based experience in an elementary, middle, or high school classroom. 	<ul style="list-style-type: none"> ▪ Professional portfolio ▪ Statement of philosophy
	<u>EDCI 285: Multicultural Education</u> 1. To establish, question, and expand what multiculturalism is and how it is defined, exploring its purpose, context, and multiple definitions 2. To develop an understanding of how multiculturalism (difference, exclusion, privilege, power, place, and identity) is socially, historically, politically, physiologically, and psychologically constructed and practiced. 3. To engage in active analysis and design of potentials for curriculum/schooling through experiential practice and theoretical discussion as it relates to multiculturalism 4. To further develop a critical and reflexive understanding of who we are as individuals and social beings, examining how consciousness is/was constructed, promoting understanding through the complexity of difference 5. To understand and promote a more active/critical learner/citizen participation in the society in which we live (everyday life) and globally	<ul style="list-style-type: none"> • Student will participate in observing teaching, assisting with classroom activities, participating as a teacher, and reflecting on student diversity and the ways in which the various themes and issues of this course are evidenced in a school setting. • Many students will have an opportunity to work one-on-one with learners. • Students are expected to bring observations from this experience into classroom discussions, and to keep a weekly journal detailing their experiences. 	<ul style="list-style-type: none"> ▪ Critical Analysis of teaching challenges having read a teacher “autobiography” ▪ Multicultural curriculum development, curriculum analysis, or collection of MC resources and annotated bibliography

Block	Courses and Course Goals	TIP Goals	Portfolio Goals
II Schools (as systems) Classrooms Learners (individual differences and child development) Professional Knowledge Courses and Experiences	<u>EDPS 235: Learning and Motivation</u> 1. Describe theories of learning and motivation and their relation to cognitive development 2. Demonstrate ways to adapt instruction and classroom activities to individual students and to differences in social, cultural, and contextual factors 3. Understand and apply principles of learning, motivation and development to teaching decisions and design of learning environments 4. Understand how forms of technology can influence student learning and motivation 5. Understand formal and informal assessment methods and apply them during teaching and learning to foster student development	<ul style="list-style-type: none"> • Provide activities for students to use with children that involve learning 	<ul style="list-style-type: none"> • Revised Statement of philosophy • Integrated project to be designed
	<u>EDPS 265: The Inclusive Classroom</u> 1. Understand how students with special needs and talents develop and apply this knowledge to provide learning opportunities that support their cognitive, social, emotional and personal development 2. Understand how students with exceptional needs and talents differ in their approaches to learning and create instructional opportunities that are adapted to those learners 3. Apply knowledge of motivation to create learning opportunities that encourage positive social interaction, active engagement in learning, and self-motivation for exceptional learners in inclusive settings. 4. Understand and apply formal and informal assessment strategies to evaluate and ensure the exceptional learners are developing cognitively, socially, emotionally and personally 5. Learn how to foster relationships with school colleagues, parents and community agencies to support the learning and well being of students with exceptional needs and talents	<ul style="list-style-type: none"> • Assisting in local elementary school classrooms. • Helping the students both individually and in small groups 	<ul style="list-style-type: none"> • Inclusive classroom plan • Secondary field experience journal • Lesson plans • Professional growth plan • Revised statement of philosophy • An interdisciplinary unit • A professional log on one's experience as a tutor
III Learners and Subject Matter Teaching: Pedagogical Content Knowledge Courses and Experiences	<u>EDCI 361: Social Studies in the Elementary School</u> 1. Provides students with an overview of the field of social studies, of selected issues in the field, and of best practice strategies for teaching social studies to young children. 2. Encourages participants to reflect on what social studies knowledge, skills and dispositions are most important?	<ul style="list-style-type: none"> • Students will engage in informal teaching experiences that support what is already occurring in classrooms. • Pre and post rotation interviews and a reflection journal will be required. • Formal lessons in social studies will be developed 	<ul style="list-style-type: none"> • Reflective paper (rationale for teaching social studies)

Block	Courses and Course Goals	TIP Goals	Portfolio Goals
	<p><u>EDCI 362: Literacy in the Elementary School I</u> Examines how children’s oral language develops, how they learn to read and write, and the teacher’s role in this process. As a result of active participation in EDCI 362, students will be able to do the following:</p> <ol style="list-style-type: none"> 1. Understand current models and theories of language and literacy development, learning, assessment, and responsive teaching. Identify and analyze current (and often controversial) issues in literacy development, learning, assessment, and instruction 2. Identify patterns of language, and reading and writing development among elementary school children 3. Understand and evaluate a continuum of approaches to teaching language development, reading, and writing; this continuum is anchored by explicit skills and strategies -based and whole language instruction. Students will work toward an integrated, balanced approach to literacy learning and teaching that includes explicit mini-lessons, literature-based instruction, reading/writing workshops, and concomitant strategies. 4. Understand the specific skills and strategies involved in the development of students’ language, reading, and writing abilities for different purposes, goals, and audiences, and the role of motivation and interest in students’ learning 5. Critically examine and evaluate literacy curricula, technologies, programs, and practices that are employed in public schools. 6. Develop, teach, and reflect upon lesson plans and a thematic unit that integrate reading and language arts instruction with instruction in other subject areas; these lessons infuse appropriate technologies and are based on sound reasoning, current research, and best practice. (Principles: 1, 2, 3, 4, 5, 6, 7, 8, 9) 7. Understand and implement formal and informal assessment tools (e.g., analysis of reading and writing samples) and how the results of these tools influence instructional decisions; critique selected informal assessment tools (e.g., portfolios) to determine the potential strengths and possible weaknesses of these tools in documenting students’ literacy learning. (Principles: 1, 2, 7, 8) 8. Develop a dynamic program of assessment and instruction in a classroom setting that meets the needs of students from diverse cultural backgrounds and with different sets of strengths and weaknesses. (Principles: 5, 7, 8, 9) 	<ul style="list-style-type: none"> • Students have opportunities to conduct classroom observations and evaluations. • Work with individual children and small groups of children on learning activities • Develop and implement instructional activities and assessments in classrooms • Evaluate each other’s teaching and assessment performances. • Provided ample opportunities to link their classroom learning with what they see, learn, and do during their field experiences • Learn to select materials; employ strategies to meet the cognitive and affective literacy needs of all children; and create, integrate, and use data from various forms of assessment to inform teaching and learning processes 	<ul style="list-style-type: none"> ▪ Develop or revise a “Student/ Learning environment” profile
<p>IV Learners and Subject Matter</p>	<p><u>EDCI 363: Literacy in the Elementary School II</u> 1. Students will understand the importance of providing instruction to meet</p>	<ul style="list-style-type: none"> • Students provide literacy instruction for small groups (2-4) of children who 	<ul style="list-style-type: none"> • Final report of small group instruction and

Block	Courses and Course Goals	TIP Goals	Portfolio Goals
Teaching Pedagogical Content Knowledge Courses and Experiences	<p>the needs of all children</p> <ol style="list-style-type: none"> 2. Students will implement a framework for assessment and instruction that allows the teacher to evaluate and adjust for an optimal match between the reader/writer, the text, and the literacy context 3. Students will translate assessment findings into a plan for instructional support that is realistic in view of the child's needs and the available resources 4. Students will use assessment as an ongoing guide to instructional decisions. 5. Students will become skillful in observing, planning, implementing, and evaluating literacy lessons. 6. Students will demonstrate knowledge of materials, procedures and strategies for individual and group literacy instruction. 7. Students will critically examine a range of assessment and evaluation tools and strategies. (INTASC Principles: 1, 4, 8) 8. Students will report to others their assessments of students' literacy learning. (INTASC Principles: 8, 9, 10) 9. Students will work as a team with peers and school personnel. (INTASC Principle: 10) 	<p>are experiencing difficulty learning to read and write</p>	<p>analysis</p>
	<p><u>EDCI 364: Mathematics in the Elementary School</u></p> <ol style="list-style-type: none"> 1. Students will explore and reflect on their own beliefs about mathematics and mathematics teaching and learning. They will become aware of the impact of those beliefs on their teaching and on their children's learning of mathematics. INTASC 1 2. Students will become aware of current recommendations for teaching mathematics, including the NCTM <u>Standards</u> and the Indiana <u>Mathematics Proficiency Guide</u>. INTASC 1, 4, 7 3. Students will become familiar with research on children's thinking about specific mathematical topics. That research includes information about how children's thinking develops and about activities that support that development. Students will also learn to use this information to assess the mathematical thinking of the children in their classrooms. INTASC 2, 3, 8 4. Students will investigate how they can create a problem-solving environment in their own classrooms. This includes learning to establish norms that enable all children to participate in classroom interactions and learning to foster mathematical communication. INTASC 3, 5, 6 5. Students will apply the concepts discussed in the course to plan, carry out, and evaluate problem-solving lesson based on their knowledge of mathematics and of how children learn mathematics. INTASC 1, 2, 3, 4, 7 	<ul style="list-style-type: none"> • Students will interview children about mathematics and teach small group and whole class mathematics lessons • Working with individuals, small groups, and whole classrooms in science instruction. Includes inquiry based instruction and assessment activities 	<ul style="list-style-type: none"> • Final project (essay questions)

Block	Courses and Course Goals	TIP Goals	Portfolio Goals
	<p><u>EDCI 365: Science in the Elementary School</u></p> <ol style="list-style-type: none"> 1. clarify and refine their beliefs about teaching and learning science (INTASC 1, 9) 2. present and defend their beliefs about elementary science teaching and learning (INTASC 1-10) 3. explain why science should be part of the elementary school curriculum (INTASC 1; 9) 4. become aware of children's ideas in science and how they influence learning (INTASC 2) 5. use questions to uncover student thinking and understanding (INTASC 2, 3, 8) 6. gain skill in assessing and responding to the needs of diverse learners (developmental level, ability, ethnicity, gender) in science (INTASC 3); 7. understand ways to assess student learning in science (INTASC 8); 8. learn, practice, and reflect upon teaching strategies commensurate with their beliefs and knowledge about how children learn science (INTASC 3, 4, 5, 6) 9. plan science instruction based on models of inquiry and teaching for understanding for all learners (INTASC 2, 3, 4, 5, 6, 7) 10. evaluate published elementary science instructional materials (INTASC 7); 11. integrate technology into science teaching (INTASC 4, 6, 7) 12. become aware of a variety of resources for teaching science: informal science education, the World Wide Web, science education software, published curriculum projects, and local resources (INTASC 7, 10); 13. reflect upon their teaching, noting areas of strength and needed improvement (INTASC 9) 	<ul style="list-style-type: none"> • Working with individuals, small groups, and whole classrooms in science instruction. Includes inquiry based instruction and assessment activities 	<p>Team unit plan and reflection</p>
<p>V Classroom Teaching: PK and PCK Courses and Experiences</p>	<p><u>EDCI 466: Integrated Curriculum Development</u></p> <ol style="list-style-type: none"> 1. Defining, contextualizing, and critiquing integrated curriculum (INTASC 1, 9, 10) 2. Understanding integrating curriculum as an inquiry-based approach to learning (INTASC 1, 2, 3, 4, 5, 7, 9) 3. Describing how disciplines interrelate in practice (INTASC 1, 9, 10) 4. Identifying facilitating and/or problematizing factors that affect integrated instruction (INTASC 2, 3, 5, 6, 7, 8) 5. Examining effects of integrated curriculum on students, teachers, and the school environment (INTASC 3, 8, 9, 10) 6. Identifying and expanding thematic foci (INTASC 2, 3, 5, 7) 7. Finding resources for curriculum development (INTASC 4, 5, 7, 9) 	<ul style="list-style-type: none"> • Provides pre-service teachers with knowledges and experiences related to teaching in elementary schools 	<ul style="list-style-type: none"> ▪ Classroom management plan ▪ Integrated curricular unit

Block	Courses and Course Goals	TIP Goals	Portfolio Goals
	8. Developing and organizing rich, meaningful activities (INTASC 4, 5, 6) 9. Orchestrating a complex array of interrelated learning activities and projects (INTASC 4, 7, 8, 9, 10)		
	<u>EDPS 430 Creating and Managing Learning Environments</u> 1. Develop skills for building classroom communities (INTASC Principles 2, 3, 5-10). 2. Analyze different approaches to classroom discipline and the effects of those approaches on the cognitive, social, and emotional development of diverse elementary students and develop a personal philosophy of classroom discipline. (INTASC principles 2, 5, 6) 3. Develop communication, conflict resolution, and behavior management skills. (INTASC principles 5, 6, 10) 4. Understand how student diversity, developmental levels, technology, instructional design, seating arrangements, and assessment techniques influence the classroom community and climate. (INTASC principles 2, 3, 4, 5, 7) 5. Develop strategies for effective management of professional time and tasks. (INTASC principle 9) 6. Learn how to collaborate with both colleagues and parents to enhance student learning and development. (INTASC principle 9, 10) 7. Create a comprehensive plan for creating and managing the learning environment in a real or simulated teaching situation (INTASC principles 1-10).	<ul style="list-style-type: none"> • Students visit a Middle School foreign language class : An examination of second language listening, reading, speaking, and writing skills, along with information on cultural problems • In EDPS 430, the TIP project involves forging a plan for creating and managing a specific learning environment in collaboration with a “critical friend” • TIP project is a plan for creating and managing a specific learning environment • intended to give pre-service teachers knowledge, experiences, and applied design tasks directly related to teaching in elementary schools 	
VI Classroom Teaching: PK & PCK courses and experiences	<u>EDCI 496: Student Teaching in the Elementary School</u> 1. The student teacher creates and critiques learning experiences in order to address diverse student development and interests. 2. The student teacher makes connections across/among the learning experiences. 3. The student teacher enacts the role of a professional.		

THE UNIT ASSESSMENT SYSTEM

Overview

The Unit Assessment System (UAS) is a mechanism for ensuring that

- (a) teacher education programs prepare students who meet state and national standards for knowledge, performances, and dispositions; and
- (b) each student has attained required knowledge, performances, and dispositions in order to become a licensed teacher.

In 1997 the Indiana Professional Standards Board (IPSB) mandated that each teacher preparation institution in the state develop its own assessment system (consistent with state guidelines) and have it fully approved by June 30, 2004. A visit to the institution by a UAS team has been scheduled for December 8-10, 2002, and appropriate materials must be submitted by June 30, 2002. The UAS also is required by NCATE 2000 standards (this requirement reflects the impact of Indiana on NCATE).

Seven criteria have been established by IPSB for development and review of each UAS (see attachment). If an institution does not have an approved UAS by 2004, it will not be allowed to prepare teachers.

Update on Progress toward a UAS for Purdue University School of Education

Annual reports to NCATE/IPSB (attached) have summarized some of the progress that has been made. Following are comments on each of the seven criteria described in an attachment:

Criterion 1 (System Development) ensures that various stakeholders, including K-12 professionals, have input into developing the Purdue system. Such consultation has been

described in the annual reports; it relies heavily upon such groups as the TEC, School Advisory Committee, PDS Steering Committee, and the Beanery Summit.

Criterion 2 (System Component) requires evidence that the conceptual framework (the SOE model of professional preparation that is the basis for curriculum and preparation) incorporates IPSB standards and INT ASC Principles. The main evidence that will be submitted to IPSB is the maps faculty have constructed of program curriculum and IPSB standards. In addition, a mapping specialist has analyzed the maps; and faculty will begin work in the fall on closing gaps and eliminating redundancies.

Criterion 3 (System Component) requires a coherent, sequential assessment system for individual students and has these sub components:

- A. Evidence that IPSB standards are communicated to students. Electronic portfolios (P³T³) will require that students provide documentation of meeting each IPSB standard; thus they will be informed of standards systematically, beginning with Block I (other programs will have to ensure suitable ways, too). It appears that IPSB standards will be central to students' preparation and gathering of artifacts.
- B. Evidence of a range of performance-based assessments throughout the program (see graphic illustrating gates and criteria for passing through them). It appears that this criterion has been met for initial preparation programs, but advanced programs must now design something similar.
- C. Multiple summative decisions points (these are represented on the graphic by Gates A, B, C, D).
- D. Clear documentation that students have attained IPSB standards. Electronic portfolios will be the main documentation.

Criterion 4 (System Component) requires that program quality be demonstrated through the collective presentation of student assessment data. Data could be kept on student success rates on e-portfolios as they are assessed at each gate, as well as the data suggested in the Unit assessment Component for Individual Students.

Criterion 5 (System Evaluation) requires that there be a link between student assessment and revision of programs. The enclosed memorandum establishes a process by which data will be gathered and utilized and reported. An assessment coordinator also should design ways of capturing and utilizing data about student performances relative to passing through each gate.

Criterion 6 (System Evaluation) requires a description of how the assessment system is managed. A key person will be the assessment coordinator; however, the director of teacher education must assume responsibility to review assessment processes and results (including programmatic changes). These two administrators must make the system work and must create a paper trail that demonstrates their follow-up and assurance of appropriate action.

Criterion 7 (System Evaluation) requires that a process be in place for reviewing the UAS and making adjustments in it.


Some Issues

1. Faculty needs to decide on rubrics for assessing electronic portfolios ASAP. This should include a cumulative assessment of the emerging portfolio at each gate (i.e., staff cannot make these summative decisions, the assessments must be of the cumulative artifacts after course instructors have approved individual artifacts added to the portfolio).

2. Implementation of as many parts of the Purdue UAS as possible should begin in fall 2001 because the visiting UAS team will have to examine data illustrating how the UAS is working in practice.
3. Work needs to begin on the UAS aspects that will be utilized for advanced programs as soon as possible.

Unit Assessment System For Individual Students (April 2001)

	Gate A	Gate B	Gate C	Gate D
Coursework/Methods/Student teaching	Block I	Block II	Block III, IV & V or Secondary Methods	Block IV Student teaching
GPA (Overall Professional Education Content)				
<u>Portfolio assessment</u>	Initial	Beginning	Developing	Proficient
Standardized Tests	Praxis I (PPST)		Praxis II	
Criminal History Check (+Zachary's Law)	Signature form required			
Degree Requirements				



Purdue University Degree Recommendation for Initial License

PROGRAM EVALUATION OF ELEMENTARY AND SECONDARY EDUCATION
REFORM PROGRAMS: Spring 2001

Purposes of Evaluation

The purposes of the formative evaluation of the elementary education program and the secondary education professional core were to:

1. Understand, verify, and increase the impact of the elementary and secondary education reform programs through the identification of program strengths and weaknesses to improve the program.
2. Assess the effectiveness, relevance, appropriateness, and other kinds of short-term effects of the various components of the Elementary and Secondary Education Reform Program intended to improve performance and provide some evidence of achievements and effects.
3. Improve delivery mechanisms including instructional strategies and curriculums to be more time and cost efficient. They provide evidence as to the usability, cost-effectiveness and added value of the programs.
4. Improve performance and quality by helping faculty and staff manage the process of developing, piloting and implementing new blocks and courses.
5. Determine the extent to which the reform programs are operating as originally planned. Verify that the programs are actually doing what they are supposed to be doing, i.e. producing quality teachers and meeting the meeting the goals of the original plans.
6. Facilitate administration's understanding about what the reform programs, including its goals, how the goals are being met.
7. Contribute to the overall learning in the Elementary and Secondary Education Reform Programs as a whole that will be useful for future programs and programs.

Evaluation Issues

The faculty and staff in the School of Education raised the following issues of concern:

Priority Issues

- The priority issues in the formative evaluation of the Elementary and Secondary education reform programs were identified as:
- Goals: To what extent have the diversity, technology, and theory into practice goals been met in the, blocks, courses, and TIPs.
- Effectiveness, relevance, and appropriateness of blocks, courses, and TIP
 - Sequencing: How well are students transitioning from one block to the next?
 - Coherence: How well are the blocks/courses articulated?
 - Continuity: Are the blocks building on each other

Other Issues

- Sustainability: how can the sustainability of the program be ensured especially in terms of the TIP and the relationships with PDS?
- Administration issues: Fiscal and personnel issues. Also the scheduling and flexibility of the program. The need for balanced enrolments in the fall and spring semesters. Problems with the placement of students.
- Development of learning communities within the blocks and cohorts. Are cohorts helping to build learning communities
- Student performance
- Curriculum: instruction, pedagogy, and content. How consistent are the instructional methods and syllabuses?
- Attitudes of faculty and staff toward the programs
- Student retention

- Impact of reform programs on graduate program

Evaluation Question

1. To what extent have the elementary and secondary education reform programs remained true to the vision and goals of the original plan?
 - What are the goals of the blocks, courses, and TIPs?
 - To what extent are these goals being met?
 - What is contributing especially well to the meeting of goals?
 - What is not working well? For whom?
2. What changes are recommended in the blocks, courses, and TIPs?

Stakeholders

The following were stakeholders critical to the evaluation process:

- Faculty and staff: deans, heads of departments, coordinators, leaders, professors, instructors, TAs, students, supervisors, advisors, administrators, technology/electronic portfolio staff
- Office of Professional Preparation and Licensure, Office of Field Experiences, and Office of Advising and Recruiting
- School Corporations: superintendents, principals, teachers
- TEC
- Students

SUMMARY OF FINDINGS

Number of Respondents in Student Survey:

	Block 1	Block II	Block III	Block IV
Freshman	50	1	0	0
Sophomore	38	65	10	0
Junior	12	29	81	96
Senior	1	3	7	2
Gr. Student	0	1	0	0
Unclassified	0	1	1	0
Total	101	100	99	98

Enrollment Trends

Figure 1 shows summarizes student classifications of respondents in Blocks I-IV. Trends, as expected, showed that most students in Block I are freshmen, there was only 1 freshman in Block II. Although there are some juniors in Blocks I and II, most are in Blocks III and IV.

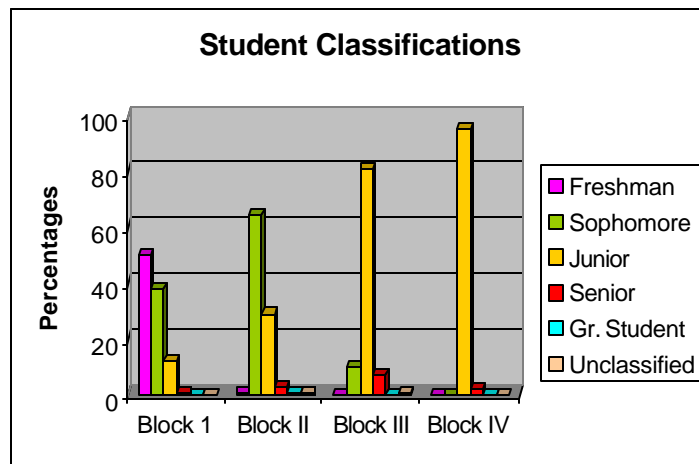


Figure 1: Student classifications of respondents

Transfers and CODOS

Only 19% of the respondents transferred from other institutions to Purdue. Most Education Majors started at Purdue. A substantial percent of students responding (39 %) were CODOs from other schools. Block III had the most CODOs with 53% of the students responding being CODOs.

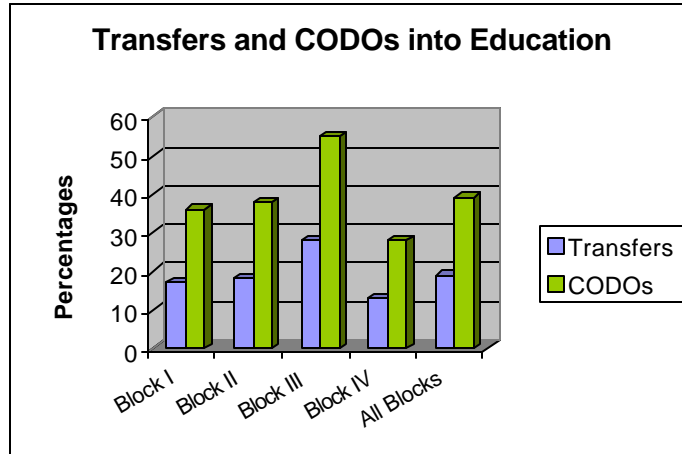


Figure 2: Transfers and CODOs into Education.

	Block I	Block II	Block III	Block IV	All Blocks
Transfers	17	18	28	13	19
CODOs	36	38	55	28	39

Student Majors

Most students in Blocks I (90%) and II (88 %) had decided on a major. Most students are Elementary Education majors (44 %). English (10 %) and Social Studies (7.5 %) majors were the next popular majors. Table 3 shows trends in student majors of respondents.

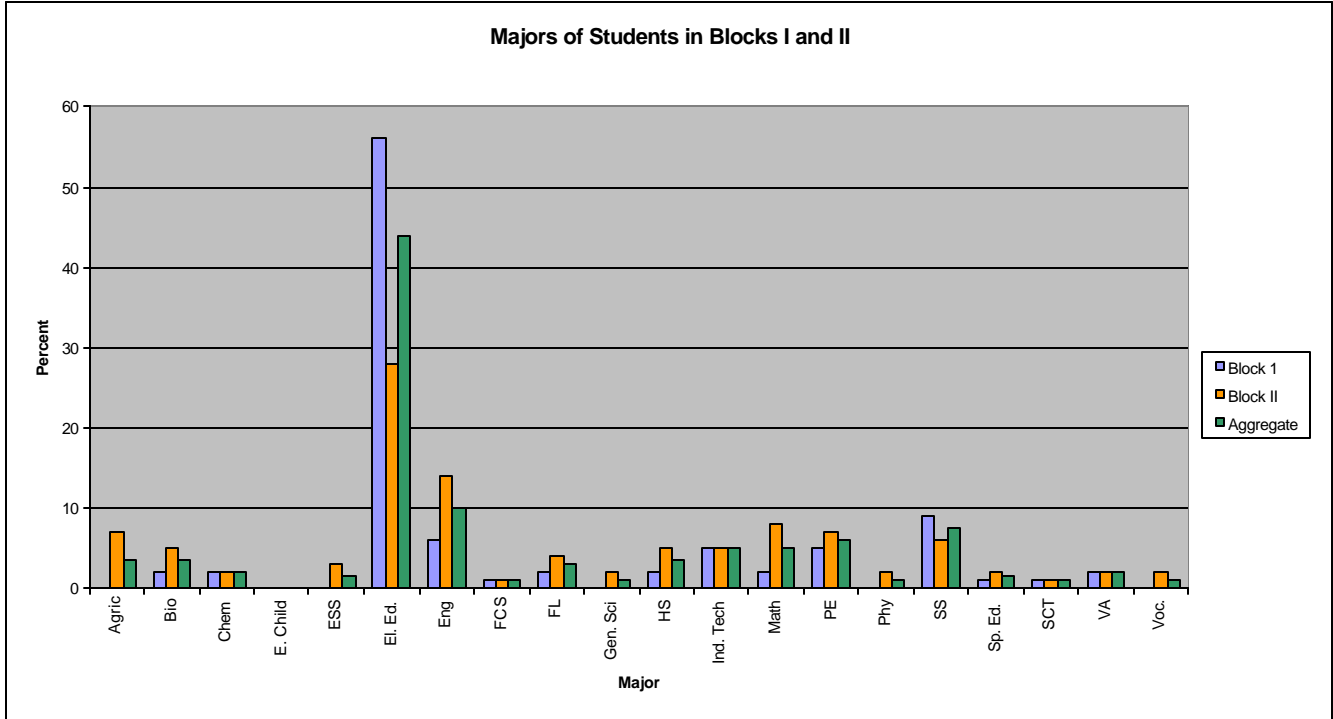


Figure 3: Majors of Students in Blocks I and II

Key

Agric	Agricultural Science and Business	HS	Health and Safety
Bio	Biology	Ind. Tech	Industrial Technology/Technology Education
Chem	Chemistry	Math	Mathematics
E. Child	Early Childhood	PE	Physical Education
ESS	Earth/Space Science	Phy	Physics
El. Ed.	Elementary Education	SS	Social Studies
Eng	English	Sp. Ed.	Special Education
FCS	Family & Consumer Sciences/Occupational Family & Consumer Sciences	SCT	Speech Communication and Theatre
FL	Foreign Languages	VA	Visual Arts
Gen. Sci	General Science	Voc.	Vocational Trade, Industrial and Technical Laboratory