

## Block IV

### Faculty and Staff Respondents

Faculty	3
TIP Supervisor	4
Instructor	3
TA	2

### Satisfaction with Block IV

Faculty and staff in Block IV were generally satisfied with Block IV. 74% were satisfied and very satisfied with Block IV courses and TIP. 26 % of the faculty and staff were either uncertain or dissatisfied with the block. Figure 13 shows faculty and staff satisfaction with Block IV.

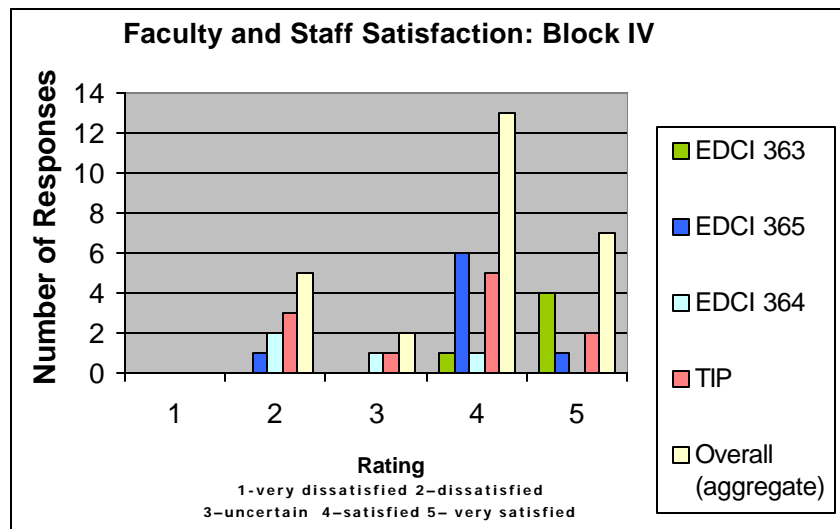


Figure 13: Faculty and Staff Satisfaction with Block IV

### Working Well in Block IV

Faculty and staff considered Block IV to be working well and were especially satisfied with:

- Integration of course material and TIP
- Development of instructional skills
- Relevance of course content and activities
- Focus on learning and the learner
- Development of instructional skills

	Number of Responses
Integration of course material and TIP	8
Communication among instructors, staff, host schools, and students	2
Relevance of course content and activities	9
Assessment strategies	4
Modeling of excellent instruction and best practice	6
Focus on learning and the learner	9
Focus on technology for teaching and learning	1
Focus on diversity	2
Focus on portfolios	1
Development of instructional skills	10

#### Not Working Well in Block IV

Faculty and staff were particularly concerned with communication among instructors, staff, host schools, and students. Other issues raised included integration of course material and TIP, assessment strategies, and focus on technology for teaching and learning.

	Number of Responses
Integration of course material and TIP	4
Communication among instructors, staff, host schools, and students	7
Relevance of course content and activities	1
Assessment strategies	4
Modeling of excellent instruction and best practice	1
Focus on technology for teaching and learning	4
Focus on diversity	3
Focus on portfolios	3
Development of instructional skills	
Other: young children's learning Scheduling	2

#### Students

Overall students considered the block to be working well. 41% of the students were satisfied with Block IV with 23% very satisfied. 31% were uncertain, dissatisfied, or very dissatisfied with Block IV. 74 % of the students were satisfied and very satisfied with the TIP, 65% with EDCI 363, 62% with EDCI 364, and 56% with EDCI 365. Students were particularly

concerned with EDCI 365. Many students did not feel that they gained adequate skill to teach mathematics. Figure 14 shows students' satisfaction with the various components of Block IV.

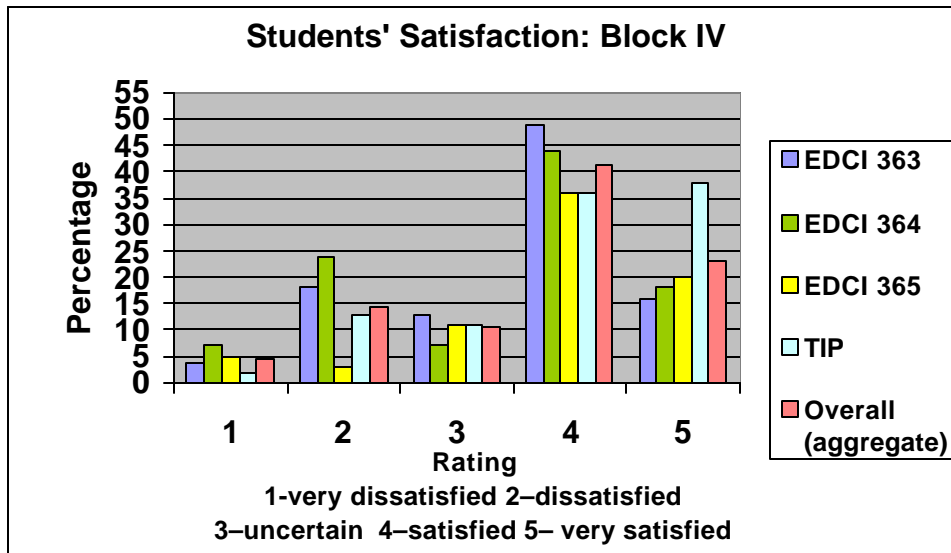


Figure 14: Students' Satisfaction with Block IV

Students were very happy with the integration of course material and TIP (80%). They also considered assessment strategies, instructional and teaching strategies used, course content and activities, and consistency with the course objectives to be working especially well.

Students considered clarity and organization of course material, communication among instructors, staff, host schools and students, and portfolio development not to be working well. Students made the most comments (19) about EDCI 364 (Math). Students felt that they did not get adequate instruction on the teaching of Math and found the course not beneficial to them.

Students were also concerned about instructors in particular math instruction. Communication, and assignments were other issues raised by the students. The TIP was considered a very positive experience. Figure 15 shows students responses with regard to what they consider "Working Well" and "Not Working Well" in Block IV.

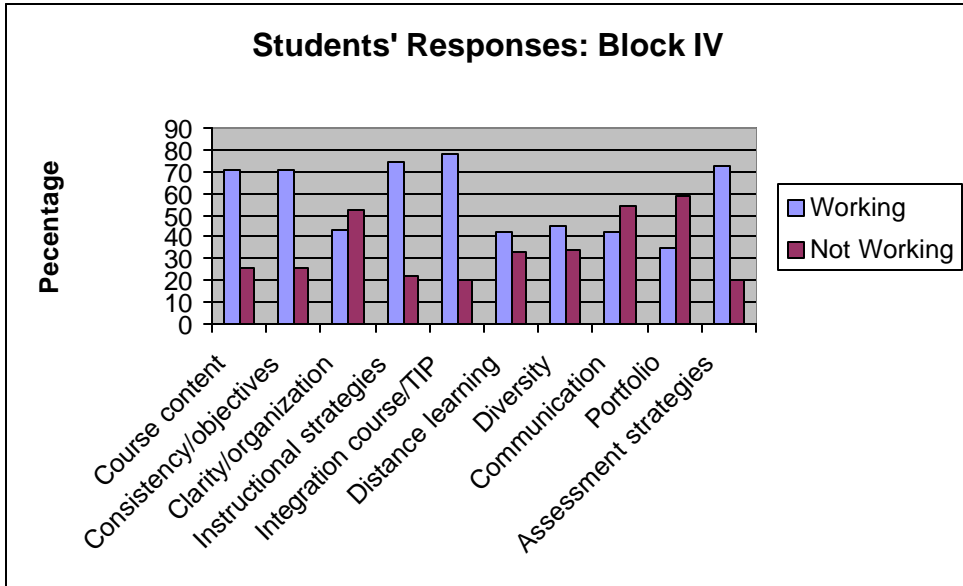


Figure 15: Student's Responses

## SERVICE SECTORS IN THE SCHOOL OF EDUCATION

### Office of Advising and Recruiting

The Office of Advising and Recruiting (OAR) is the undergraduate counseling office for the School of Education. OAR is also responsible for recruitment of potential students to the School of Education at Purdue University. Students are assigned academic counselors when they become enrolled in the School of Education. Students are required to see their academic counselors at least once every semester to schedule their classes. Throughout the academic year, academic counselors are available to assist students.

Students are admitted to the School of Education as freshmen or as transfer students from other universities through the Office of Admissions. Students may also be admitted to the School of Education after your first semester at Purdue University via the CODO process. Students are admitted to the Teacher Education Program after having met certain standards.

The Office of Advising and Recruiting helps students understand scheduling. The OAR keeps abreast of new developments in the SOE through the SOE list serve. The office is also represented at all faculty and departmental meetings. The office is kept well informed and aware of all developments.

### Challenges

- The office has been having problems of placing student into the appropriate blocks because of some negative experiences the students have had especially with the TIP of the very first Block 1. Some students have now become reluctant to act as “guinea pigs” as new blocks are being brought on board. Some students would not enroll in Block III when they were supposed to and chose to wait.

- Students have experienced and expressed concern about instructor inconsistencies, which will always be a strength and a weakness.
- Unequal enrolments between semesters have been and will continue to be a problem. The program officially began in Fall 1998 but Block 1 only became available in Fall 1999. They are concerned that the new special education program will start in the Fall 2001 without the course in place. They also concerned about recruiting students for a program they know nothing about, as they may be misrepresenting the requirements including licensing and outcomes of the program.
- Students in the elementary education program especially are unable to participate in the Study abroad program unless they are will to add at least one extra semester to their program.

#### Successes

- The new reform program has been well received because of the increased field experience. However there are problems and questions of how sustainable the TIP is.
- The new program appears to have done a better job of meeting the IPSB standards.
- The technology and diversity requirements in the teacher education program are very good additions.
- Most students appreciate and understand the need to take special education course.

#### Office of Field Experiences

Educational courses in Curriculum and Instruction and in Educational Studies

Departments provide a variety of field experiences in rural, suburban and urban settings where students observe, assist, participate and reflect upon learning and teaching in elementary, middle and secondary schools. Early field experience courses are included as part of the admission

standards for the Teacher Education Program and to satisfy State of Indiana teacher licensure requirements.

Their purpose is to help students understand the nature of teaching by observing and interacting with mentor teachers and to realize teaching is a life-long commitment to learning. Providing early field experiences to future teachers aids them in making informed decisions throughout their course of professional preparation and responds to requests from students and practicing teachers to provide frequent, reality-based field experiences.

### Goals

The goals of the Office of Field Experiences (OFE) are to:

- Provide quality field experiences for all students enrolled in teacher education programs at Purdue University.
- Assist with student field placements by providing appropriate educational learning experiences in a timely manner and meet the needs of students for field experience placements with respect to location, grade level, subject matter and other quality factors.
- Establish and maintain communication with Indiana school corporations with respect to field experiences and teacher education faculty who wish to conduct research in schools.
- Provide reports to constituencies within and outside of the University.
- Represent the School of Education at local and state meetings involving field experiences.
- Provide continuing education opportunities for faculty and staff relating to field experiences.

### Challenges

- Enrollment of students into the School of Education has been rising over the years and the TIP requirements of the field placement program have increased tremendously.
- There are large pay discrepancies between local and decentralized supervisors.

- There are inconsistencies in the follow-up of students between the secondary and elementary programs.
- The block program has placed an added strain on SOE, OFE and schools in terms of placements.
- The OFE made 796 placements per year with 514 students last year. Numbers continue to rise.
- Schools are awarded tuition credit vouchers but only about 20-30% are ever used per year.
- Transportation to schools is a concern as some student have to drive up to 40 miles to get to a school.
- Some school corporations place restrictions on the number of students they will take and GPA.
- Remuneration for teacher is low. The OFE has proposed a doubling of this pay.
- Many teachers are not trained mentors and need training to become good mentors. Teachers could be awarded professional growth credits for mentoring as an incentive.

### Successes

OFE successfully placed all students during the year.

Placements for Spring 2001:

– 460 student teaching

–1400 early field experience, 973 for Blocks I, II, III, and IV all students.

School corporations participating in early field experiences include:

Benton Community School Corporation  
 Frontier School Corporation  
 Greater Lafayette Area Special Services (special education cooperative)  
 Lafayette Diocese of Catholic Schools  
 Lafayette School Corporation

Metropolitan School District of Warren County  
North Montgomery Community School Corporation  
Rossville Consolidated School District  
Tippecanoe School Corporation  
West Lafayette Community School Corporation

### Office of Professional Preparation and Licensure

The Office of Professional Preparation and Licensure (OPPL) audits and monitors teacher education students and ultimately, recommending the students for licensing. OPPL will have a critical role of gate-keeping in the new UAS system. OPPL carries out exit and follow-up survey of graduates. The office also assists with Title II which involves reporting of pass rates of program completers.

OPPL provides information about teacher education programs at Purdue University. The office provides assistance to faculty, staff, students, and teachers in the field. OPPL develops and maintains communication regarding licensure standards and requirements with all schools and departments of the University involved in teacher education programs. OPPL is represented on the Teacher Education Council.

OPPL also serves as a communication link for accreditation activities and maintains professional relationships with the Indiana Professional Standards Board and other university teacher education and licensing offices. OPPL also provides representation for Purdue University at local, state, and national meetings that involve teacher education and licensing issues.

### Challenges

- The activities of OPPL have been constrained by the database problems. A database, serving the Office of Field Experiences, the Office of Advising and Recruiting, and OPPL is being developed.
- Monitoring and tracking of GPAs and other program requirements has been challenging.

- In the Unit Assessment System, OPPL will have the responsibility for monitoring and assisting the School of Education meet ISPB and NCATE requirements.
- Monitoring the sequencing requirements of blocks and courses by students in the education program.

### CONCLUSIONS

The elementary education major and secondary education professional core were 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.

Although not all goals have been achieved, much progress has been made toward achieving all objectives. The elementary and secondary education programs have remained by and large true to the vision and goals of the original plan. The reform program has been able to achieve coherence. Students have generally taken courses sequentially and in blocks. Through a school-wide effort of standards mapping during Spring 2001, Block curricula are becoming IPSP standards-based. The Theory into Practice strand of the program has been very successful. The TIPs are working especially well toward the meeting of the goals. The program has been well received because of the increased field experiences.

The technology strand of the program, which includes portfolio development, WebCT, and Distance Learning, has made a lot progress. The P3T3 grant has facilitated the development of

technology not only in the reform program, but throughout the School of Education.

Multicultural and Special Education courses in Blocks I and II, although with some challenges, are meeting diversity goals.

The most challenging aspect in the blocks has been communication and organization. Portfolio development was considered not working well in the blocks. Specific concerns for each block are highlighted in the Summary of Findings.

### RECOMMENDATIONS

It is recommended that each block makes an assessment of findings and make their suggestions and recommendations for changes in the block, courses and TIPs.

Functional Structure of the Elementary and Secondary Education Programs

