

**1. Introduction – Office Function**

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The primary function of the Office of Field Experiences is to coordinate field experiences for all Teacher Education students in the 22 program areas in the Colleges of: Education, Agriculture, Consumer and Family Sciences, Liberal Arts, Science, and Technology. Additionally, the elementary and secondary Transition to Teaching Programs require early field experiences as well as an internship. Through the Block Program (grouped courses that feature a field experience) and various methods courses, students engage in early field experiences in area schools for two to five semesters prior to the professional student teaching experience.

**2.1 Methods – Diversity of Field Experiences**

**pages 1-2, 70**

The Office of Field Experiences makes a concerted effort to place students in diverse settings for their Early Field Experiences. There are also some unique options designed to introduce students to especially diverse settings. There are currently two Block I study abroad options. One option is in Honduras and the other in Jamaica. Twelve students took part in the Honduras experience in 2008. In addition, thirteen Youth Development and Agriculture Education students participated in a Block I group which completed a study abroad experience in Jamaica. A total of 24 students did a Block I field experience at the Super Saturday program on campus. Sixteen students chose the study abroad Block II option in India 2008. Seventeen students completed the Block III study abroad option in Germany in summer 2008.

**2.2 Methods – Diversity of Student Teaching**

**pages 36-62, 76-92**

Since 73% of student teachers during the 2008-2009 academic year were placed within a 50 mile radius of campus, the demographics of those local schools had a profound impact on our ability to seek placements within schools with diverse student populations. Of the 94 schools within this group, 27 of them (or 29%) feature a minority population of 20% or greater. This percentage is identical to last year's. Almost 82% of the schools within 50 miles of Purdue report that at least 20% of their students receive free or reduced lunch and thus offer our student teachers the opportunity to work with socio-economically diverse student populations.

We placed 21% of our student teachers in 72 schools that were 51-100 miles from Purdue. In 38 of these schools (or 53%), at least 20% of the student population belongs to a minority group. This represents a 9% increase compared to last year's placements. In addition, 43 of the schools in this group (or almost 60% of them) offer free or reduced lunch to at least 20% of their students. While these mid-range schools afford our student teachers an opportunity to work with student populations that are racially, ethnically, and socio-economically diverse, student teachers who work in these schools experience greater racial and ethnic diversity in their student populations than candidates who work in schools within 50 miles of Purdue. The remaining student teachers were placed at 27 schools that were farther than 100 miles from Purdue, and socio-economic diversity exceeds ethnic diversity at these schools as well. Six of these schools (or 22%) hold a population consisting of at least 20% minority students, whereas at least 20% of the students at 18 of them (67%) receive free or reduced lunch.

**3.1 Data Highlights – Early Engagement: Early Field Experiences**

**pages iii, 3, 5-8**

Students are placed in a wide range of corporations and schools for their early field placements for varied lengths of time. The 2,343 early field experience placements for the 2008-2009 academic year indicate a 2% increase from the previous year. The number of students in elementary and secondary methods courses was slightly higher than the prior year. Art and Agriculture early field experience placements decreased, while English, Family & Consumer Sciences and Math increased. All other program area placements remained fairly stable compared to the previous year. It is projected that with the addition of the new Dual Licensure Program (Elementary/Special Education) the number of Elementary Education placements (and overall placements) will increase some for the 2009-2010 academic year. Purdue collaborated with a total of 40 school corporations (including four study abroad options) and 108 schools for early field experiences.

Further testimony to the student's effectiveness in the Block I schools came from the cooperating teachers' ratings of the students. The Block I students were rated on a scale of 1-3 (3 = excellent, 2 = good, 1 = poor) for four specific questions. The questions related to the students' observations, assistance to the teacher, participation and reflection upon teaching as a career. More than 400 (up from 300 last year) total responses were received from the teachers in the fall 2008 and spring 2009 semester. The ratings from the fall 2008 semester yielded the following averages: 2.87, 2.81, 2.73, and 2.69 respectively, with a mean overall rating of 2.77. These high ratings are slightly less (.08 overall) than the fall 2007 data. The ratings from the spring 2009 semester yielded the following averages: 2.96, 2.90, 2.86, and 2.78 respectively, with an overall mean rating of 2.88. These ratings are slightly higher (.02 overall) when compared to the spring 2008 data.

### **3.1 cont'd Data Highlights – Early Engagement: Early Field Experiences**

The Block II students were also rated by the cooperating teachers on their performance during their field experience. These students were scored on a scale of 1-4 in seven different categories. The following criterion was used for the scale: 4 = excellent, 3 = good, 2 = acceptable and 1 = unsatisfactory. The categories scored were: attendance and punctuality, appearance, attitude, dependability, initiative, cooperation and preparation. The students were rated at midterm and the completion of the field experience.

The average of the fall 2008 students' final scores compared to their midterm scores showed improvement in all seven categories. The final combined averages in the various categories yielded an overall average of 3.94. The average of the spring 2009 students' final scores compared to their midterm scores showed improvement in all seven categories. The overall final evaluation score of 3.92. These extremely high scores illustrate the improvement the students exhibit throughout the course of the semester as well as the cooperating teachers' belief in the outstanding performance of the Block II students for the 2008-2009 academic year.

### **3.2 Data Highlights – Student Teaching Placement Information**

**pages iii, iv, 30, 37-62, 76-92**

Student teachers generally were placed within a one hundred fifty mile radius of the West Lafayette campus. A little more than 46% of the student teaching placements were located in Tippecanoe County. Students are placed in a diverse range of schools and corporations for their student teaching experiences. A total of 156 Elementary Education student teaching placements were secured for the 2008-2009 academic year. The number of student teaching placements in all other areas (All-grade, Secondary Education, Early Childhood, Special Education and Speech and Hearing) was 291. The student teachers were supervised by 88 University supervisors representing the various academic areas. Purdue partnered with 186 schools in 75 different school corporations for these student teaching placements. The number of corporations decreased by 18%, and the number of schools decreased by 11% compared to last year. Student Teaching Placement Coordinator Jim Gilligan provided support for the cooperating teachers in the 43 remote elementary schools (within 22 different school corporations throughout the northern part of Indiana) that hosted our student teachers. In the 2008-2009 academic year, Jim traveled over 1,900 miles, visiting 54 classrooms and meeting 43 principals. Purdue partnered with 186 schools in 75 different school corporations for these student teaching placements.

### **4.1 Accomplishments – Partnership**

**pages iv, 3, 30**

In spring 2009 Ed Wiercioch met individually with 43 principals of local schools; in addition, he communicated with ten other principals via phone or e-mail to get input on the progress of the field placements and to plan for the upcoming year. Overall the principals were very pleased and wanted to continue the collaboration. All of the administrators offered positive feedback about the program and students.

Student Teaching Placement Coordinator Jim Gilligan conducted Student Teaching Application Workshops during the fall semester for candidates who plan to student teach during the 2009-2010 academic year. He also provided support for the cooperating teachers in the 43 remote elementary schools (within 22 different school corporations throughout the northern part of Indiana) that hosted our student teachers. In the 2008-2009 academic year, Jim traveled over 1,900 miles, visiting 54 classrooms and meeting 43 principals. Cooperating teacher orientations were conducted for 60 teachers from schools within Tippecanoe County. University supervisor orientations were conducted for 44 Teacher Education University supervisors.

### **4.2 Accomplishments – Continued Engagement: Student Teaching**

**pages 23-35**

In 2008-2009, a total of 447 student teaching placements were obtained for 417 students (a 13.5% decrease in placements/7.5% decrease in students compared to 2007-2008). In the 2008-2009 school year, 209 students were eligible for certification in all-grade or secondary education, 156 students were eligible for elementary certification, 6 were eligible for early childhood education certification, 27 for special education certification and 19 for speech and hearing certification.

### **4.3 Accomplishments – Engagement: Urban Early Field Experiences and Student Teaching**

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In fall 2008, the College of Education partnered with Chicago Public Schools (CPS) for the 2<sup>nd</sup> year in a row for an early field experience course. This specific course focused on urban education. Twelve Block I students spent two full days in a Chicago Public School, and one day immersed in the culture of Chicago. It is hoped that this course opportunity will continue to be offered every fall semester. Two students (one in elementary and one in English) chose to student teach in Chicago Public Schools.

**4.4 Accomplishments – PK-12 Engagement Rewards**

**pages 3, 17-22**

The tuition credit voucher program is in its eighteenth year. It is a way of rewarding school corporations' teachers for the mentorship they provide to Purdue students in early field experience courses. The 2,343 tuition credit voucher eligible placements for the 2008-2009 academic year indicate an 2% increase. The number of students in elementary and secondary methods courses was slightly higher than the prior year. Art and Agriculture early field experience placements decreased, while English, Family & Consumer Sciences and Math increased. All other program area placements remained fairly stable compared to the previous year. It is projected that with the addition of the new Dual Licensure Program (Elementary/Special Education) the number of Elementary Education placements (and overall placements) will increase some for the 2009-2010 academic year.

All cooperating teachers who worked with Purdue students for early field experience courses or student teaching received a certificate and a token of appreciation as a way of showing the College of Education's and OFE's appreciation for his/her collaboration during the 2008-2009 academic year. The teacher's were invited to the 100<sup>th</sup> year of Education at Purdue Celebration held in conjunction with the graduate symposium.

**4.5 Accomplishments – Update**

**page iii, iv, 93**

In fall 2008, the College of Education partnered with Chicago Public Schools (CPS) for the 2<sup>nd</sup> year in a row for an early field experience course. This specific course focused on urban education. Twelve Block I students spent two full days in a Chicago Public School, and one day immersed in the culture of Chicago. Two students (one in elementary and one in English) chose to student teach in Chicago Public Schools.

During the 2008-2009 academic year, the Office of Field Experiences continued to serve our preservice teachers by conducting student teaching application workshops. This practice ensures the efficiency of the student teaching application process for the Office of Field Experiences staff and the students.

Twenty-six University supervisors responded to a survey that asked about their relationship with Office of Field Experiences. 100% found the OFE staff helpful.

**5.1 Recommendations – Student Teaching Placement Projections**

**page 33 - 35**

It is projected for 2009-2010 (as of June 2009) that a total of 465 traditional and transition to teaching student teaching placements will be obtained for 414 traditional and transition to teaching students (a 10% decrease in placements/7.8% decrease in students compared to 2008-2009).

**5.2 Recommendations - Future Engagement: Urban Student Teaching**

We are hoping that the urban school partnership with Chicago Public Schools will continue so that pre-service teachers are afforded the opportunity to student teach in Chicago Public Schools.

**6.1 Concerns – Early Field Experience Concerns**

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It is a difficult task to find appropriate host schools for the various block courses, since the local area is saturated with placements. All area schools host a minimum of one block course. Five area schools host two block courses, which is a considerable commitment by those schools. For the 2009-2010 academic year, four schools will be hosting two blocks. Ideally it would be best if each school hosted only one block course. **It is imperative that the elementary education program does not get any bigger than 4 sections, since this would make it nearly impossible to find enough local host school sites.**

**6.2 Concern Resolution – Tuition Credit Vouchers and Community Schools of Frankfort**

There was a change of administration at Community Schools of Frankfort. The new interim superintendent provided the required paperwork and they are now eligible to receive Tuition Credit Vouchers.

**6.3 Concerns – Student Teaching Concerns**

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There is an increasing concern in our office with regard to the difficulty encountered when seeking student teaching placements. During the fall semester, 25/140 (18%) contracts were returned "unable to place" and thus had to be re-sent sometimes as many as four times. During the spring semester, 35/322 (11%) contracts were returned "unable to place" and thus had to be re-sent sometimes as many as four times. This increased the number of phone calls and emails to superintendents and principals to secure placements, the handling of paperwork (retyping, faxing, and mailing), and an increase in postage costs.