I. Early Field Experiences

The Teacher Education Program partnered with 45 corporations (including four study abroad options) and 94 schools in 2013-2014 for early field experience courses. The number of early field experience placements decreased for the 6th consecutive year. The 1612 placements for the 2013-2014 academic year indicate a 9.1% decrease when compared to the previous year. Enrollment in many program areas declined or was about the same during this time period. Many principals who hosted early field placements were impressed with the quality of the Purdue students who were placed in their school and wanted to continue the collaboration. They appreciated the communication from Purdue regarding the placements and felt that the early field placements were very beneficial to the teachers in their schools. The teachers were appreciative of the opportunity to have some extra help in the classroom. Many teachers were impressed with the students’ professionalism, effort, and the creativity of the lessons the students taught.

II. Tuition Credit Voucher Program

The College of Education awarded 126 vouchers for the 2013-2014 academic year. This was a decrease of 6 from the previous year. This is the 5th year in a row for the decrease. Enrollment in Teacher Education continues to decline.

III. Student Teaching Placement Statistics and Trends

During the 2013-2014 academic year, the Office of Field Experiences sought and confirmed a total of 348 student teaching placements; this number represents a precipitous decline of almost 25% compared to the 461 placements confirmed for the previous academic year (2012-2013). The number of placements in most program areas declined sharply. For example, the number of placements in Physical Education and Physical Education/Health declined from 20 to 6 (a decrease of 70%) and from 28 to 14 (50%), respectively. Placements in English education fell from 42 to 18 (a 57% decrease), Social Studies placements fell from 35 to 16 (a drop of 54.3%), and placements in Engineering/Technology declined by almost half, from 15 to 8. The total number of elementary education placements dropped 16.9% (from 154 to 128), and the total number of placements in the elementary/special education dual major declined 27.3% (from 22 to 16). Early Childhood Education, Family & Consumer Sciences, and Physics education were the only program areas that experienced notable increases.

During the 2013-2014 academic year, the majority of preservice teachers in all program areas (58.3%) were supervised by Limited-Term Lecturers or Adjunct Instructors. Full-
time faculty supervised almost 36% of all student teaching placements, and the remaining 5.7% of student teachers were supervised by graduate Teaching Assistants.

The Office of Field Experiences urges the faculty and administration within the College of Education and within all Teacher Education programs at Purdue to continue to develop strategies and models that will facilitate our ability to continue to successfully secure student teaching placements for all qualified preservice candidates. Our existing partnerships with Chicago Public Schools and the Indiana Rural School Network; the College of Education’s new Strategic Partnership with Community Schools of Frankfort; and the prospect of developing partnerships that will offer our teacher candidates the opportunity to student teach abroad diversify the options available to our students. We are hopeful that these programs and other innovative measures will produce increased enrollment in Teacher Education programs so that we may meet the needs of Indiana’s students not only in the STEM disciplines but in all academic areas.

IV. Student Teaching Placements

For each semester of the 2013-2014 academic year, the highest percentage of student teaching placements was arranged in schools and school corporations within Tippecanoe County and in the seven counties surrounding Tippecanoe County. Thus, local placements amounted to well over half of all placements in each semester. The remaining student teaching placements occurred throughout the state of Indiana, as illustrated on the included maps, which indicate the number of Early Field placements and student teaching placements in each Indiana County for the 2013-2014 academic year.

V. Calendars

The calendars list important events and dates for preservice teachers, cooperating teachers, and university supervisors during the 2013-2014 academic year.

VI. Appendix: Demographic Data

This table includes demographic data regarding the racial, ethnic, and socio-economic diversity of the schools where our preservice candidates completed their student teaching placements and early field experiences. These data were collected from the Indiana Department of Education website.