Our 2015 Indiana General Assembly is hard at work proposing new bills that may impact higher education, teacher education, educational testing, and curriculum. Dean Santos de Barona is working closely with our Purdue University government liaison to provide realistic, logical, and timely feedback to lawmakers regarding proposed legislation.

Current proposed bills on which we’ve provided feedback and continue to monitor include SB 130 that seeks to require each school corporation and accredited nonpublic elementary school to include cursive writing in its curriculum. SB 259 establishes the dual credit STEM associate degree pilot program. SB 263 requires each public school and charter school to conduct at least 30 minutes of physical education each day... lengthens the minimum school day by 30 minutes. SB 304 and HB 1108 requires an individual who seeks to receive an initial license as an elementary school teacher to demonstrate proficiency in the recognition of specific learning disabilities related to reading, including dyslexia. SB 443/HB 1640 requires the department of education to develop guidelines for use by teacher education programs to successfully apply classroom behavior management strategies including those that are culturally responsive.

The College of Education will monitor each of these proposed bills (and many others) and provide ongoing input to our university liaison to the Indiana General Assembly. Updates will be provided during PCC and faculty meetings as the legislative session continues. Stay tuned!
CAEP: New Advanced Program Definition and Requirements

In June 2014, the Council for the Accreditation of Education Preparation (CAEP) approved the standards for advanced programs. Included in these new standards was a definition of which programs are considered “advanced” and will now be required to report data for their programs.

Specifically, advanced programs are those at the “postbac levels for 1) the continuing education of teachers who previously completed initial preparation or 2) the preparation of other school professionals. Advanced programs award graduate credit and include master’s, specialist, and doctoral degree programs as well as non-degree licensure programs. Examples include: teachers who are preparing for a second license at the graduate level in a field different from their first license; programs for teachers who are seeking a master’s degree in the field in which they teach; programs not tied to licensure, such as programs in curriculum and instruction; and programs for other school professionals such as school counselors, school psychologists, educational administrators, and reading specialists.

Programs impacted at Purdue include all licensure and non-licensure programs (including online programs) such as LDT and school counseling.

Prepare to Register: Assessment Literacy Course

Research suggests that teachers spend from one-quarter to one-third of their professional time on assessment-related activities. Almost all do so without the benefit of having learned the principles of sound assessment. (Stiggins, 2007)

Last spring, the Teacher Education Council approved the new Assessment Literacy course and noted that it would be required for all teacher education students who began in Fall 2014. This course will be offered as a variable credit course and listed as EDPS 49100 this fall. The prerequisite for this class is EDPS 23500. Elementary and special education majors are required to take a minimum of 2 credit hours of this course while secondary majors are required to take a minimum of one credit hour.

To allow students to add this new course into their program of study, EDST 20000 also will be offered as a variable credit course. Students will be required to take at least 1 credit hour of this course.
Office of Advising and Recruitment – Hosting our first Teacher Education Day on Campus on April 23rd, Indiana high school students interested in becoming a teacher are invited to participate in this event. Current scheduled activities include: scavenger hunts, meetings with the Dean and Associate Dean, activities with COE student ambassadors, and lunch in the dining halls.

Purdue is For Me visits begin in February and provide admitted students an opportunity to ask questions, see the campus, and interact with faculty and students. This is also our opportunity to encourage these admitted students to commit to coming to Purdue in the fall. Seventy-eight percent of students who participate in this visit ultimately select Purdue!

Office of Field Experiences – Spring student teachers in most program areas (except elementary, dual ELED/SPED, and ECE) should register in February for a March 2015 Student Teaching Application Workshop. The workshop schedule may be found at: http://www.education.purdue.edu/fieldexp/pdf/STA_Workshop_Memo15-16.pdf

Students will now be able to register for a workshop online (previously, students were required to register in person). Details regarding online registration will be sent via the TEACHED email list during the last week of January.

Office of Diversity Initiatives – Preparations for EXCITE! Camp are underway for July 19-24, 2015. Volunteers are needed to lead the academic modules during the camp (Topics: Mathematics, Science, Technology, Writing). Contact Nicole Wilson (nicolewilson@purdue.edu) if you are interested in contributing to this camp.

Mathematics Exam Review Sessions will be held this semester as follows:
MA 137: LILY G401, 7:30-9:00 pm on 2/8, 3/8, and 4/12
MA 138: LILY G458, 7:30-9:00 pm on 2/8, 3/8, and 4/12
MA 139: LILY G401, 7:30-9:00 pm on 2/10, 3/9, and 4/13

Office of Professional Preparation and Licensure
Tuesday, April 28th is Teacher Recruitment Day, 9:00 am – 3:30 pm in the PMU North and South Ballrooms.
Required: Background Checks for Volunteers

Recently, Purdue’s Vice President for Ethics and Compliance announced new guidelines for any program in which volunteers are used to provide services to children under the age of 18. Success of programs that serve minors clearly depends on careful planning as well as ensuring that safety of minors is a priority. The operating procedures for programs involving minors require departments/units to be registered with the University. Registration includes certification by the sponsor of the program that all required procedures are completed.

Sponsors include: “a college, school, department, office, organization or other unit of the university or a third party who is hosting or conducting a program on University-owned property.”

New procedures do not apply to performances or events open to the general public and not targeting minors, classes for enrolled students, student recruitment activities (no longer than one day and no overnight stay), national tests, programs for recognized student organization sponsorship, or university research.

Required elements of this policy include:

- Mandatory reporting of suspected child abuse or neglect
- Registration and certification with the university
- Background checks for all program staff, at minimum, a sex and violent offender registry check on the Dru Sjodin National Sex Offender Website and the Indiana Sex and Violent Offender Registry within a 12-month period immediately preceding the start of the program
- Education and Training – all program staff must complete training via WebCert on youth safety and the requirements for mandatory reporting in Indiana.

For detailed information on this policy, please refer to:
http://www.purdue.edu/ethics/ProgramsInvolvingMinors.html
Teacher Education Professional Dispositions

The Program Convener Council (PCC) is currently reviewing professional dispositions for our teacher education candidates. As most are aware, these are the professional characteristics we want to see demonstrated in each of our candidates as they grow during their program of study and enter into the teaching profession.

Presently, the most regular data we gather are on the dispositional challenges experienced by some of our candidates. While our D-2 document allows us to flag a student when he or she needs improvement, it does not allow us to capture the positive professional growth of the majority of our candidates. We must also gather longitudinal data on professional dispositions for accreditation purposes.

Thus, a few decisions about these dispositions need to be made: First, which dispositions do we consider most important for all candidates? Second, which dispositions are linked to InTASC standards and are required? Third, when should dispositions be measured? Should data be gathered at the end of each semester for all teacher education courses? Or, should data be recorded at key points (annually) in each candidates program of study? Fourth, who in each program will record these data? And finally, will these data be recorded in Taskstream or an alternative data system?

The following dispositions are currently being reviewed for consideration by the PCC:

1. Have high learning expectations for all students.
2. Act as a culturally responsive individual.
3. Demonstrate fairness and the belief that all students can learn.
4. Demonstrate professional appearance and demeanor.
5. Reflect upon his/her teaching effectiveness and makes adjustments.
6. Committed to the profession demonstrating a positive attitude towards the discipline and teaching profession.
7. Use professional language.
8. Engage in legal and ethical conduct.
10. Is flexible and adaptable to changing classroom situations and is responsive to constructive feedback and supervision.
11. Use a variety of communication strategies and values diverse languages and dialects.
13. Willing to work with other professionals to improve the overall learning environment for all students.

Additional potential dispositions also are being considered in addition to the above that are directly linked to InTASC standards. Input on any of the above or other potential dispositions are welcome. The PCC hopes to have a final list of professional dispositions ready for adoption by this spring.
Welcome to the Teaching Profession!!
Inaugural Teacher Education Pinning Ceremony

We are very fortunate to have wonderful teacher education programs across six colleges at Purdue University. Each college contributes to developing young talent to enter into P-12 classrooms and positively influence the lives of thousands of students each year.

As we celebrate the 25th anniversary of the College of Education, we also want to recognize the accomplishments of our graduating teacher education candidates across the university who are about to enter their first classroom as teachers. We want to celebrate their choice and graduates from all colleges. This ceremony will take place on Friday, May 15th in Marriott Hall at 4:00 pm. All graduating teacher education candidates and their families are invited in addition to our faculty and staff.

Our keynote speaker for this ceremony will be Ms. Kathy Nimmer, Indiana’s Teacher of the Year and a finalist for the National Teacher of the Year. Graduating new teachers will receive their official welcome, a Purdue Teacher Education pin, and take the “Teacher Oath.” A reception will follow immediately after the pinning ceremony. Be sure to mark your calendar for this exciting event!

REPA 3 Begins

REPA 3 (Rules for Educator Preparation and Accountability 3) was recently adopted as the new licensure framework for educators in Indiana and was effective January 16, 2015. However, the changeover from REPA to REPA 3 will occur between now and August 31, 2019 and provide individuals currently under REPA to complete their program requirements.

Under this revised law, seven content areas require both an approved program of coursework and testing to be added to an existing license: communication disorders, English learners, early childhood education, elementary education, exceptional needs, fine arts, and high ability. A CORE content licensure test for initial licensure candidates in school counseling will be required beginning June 1, 2015.

What is new under REPA 3?

• The Career Specialist Permit allows an individual to teach in a specific content area as long as they have a bachelor’s degree in a secondary content area, pass the CORE content exam, and have 6,000 hours of verified non-teaching experience in the last 5 years in the content area.

• The holder of a Temporary Superintendent license may convert to full Superintendent license after three years if, in each of those three years, the license holder receives an evaluation rating of effective or highly effective and the license holder passes the CORE content assessment for district level administration.

• Adaptive Physical Education, Fine Arts: Dance, and Driver and Traffic Safety Education will no longer be offered under REPA 3.

• One content area was added under REPA 3 – Virtual Instruction.

A link to the final REPA 3 document and FAQ may be found at:

http://www.doe.in.gov/licensing