Purdue Teacher Education
What’s Happening in Teacher Education at Purdue University

Teacher Education Resources

A recent article in Learning Today reported study results claiming that while teachers use technology extensively outside of the classroom, they rarely use it with their students to “solve problems, enhance productivity, or develop creativity” (Education Week, November 11, 2014). The authors noted that integrating technology is a learned skill and that a different set of skills are needed for teaching rather than just using technology. So, how might we better prepare teacher educators to engage their students with technology to develop digital literacy skills? How about modeling it with our own teaching and asking that they integrate technology use in their own lesson planning?

There are a number of wonderful resources available that may assist faculty and our teacher education candidates to use technology tools in instruction and planning. Here are a few favorites for communicating (writing, reading, video development):

- Animoto.com (video development)
- Spaaze.com (virtual cork board)
- cacoo.com (create digital diagrams)
- Socrative.com (student response system)
- Starfall.com (early reading)
- Littlebirdtales.com (storytelling)
- Storybird.com (reading and writing)
- Education.skype.com (connects teachers and students with others)
- Videolicious.com (video development)
- Goanimate.com (develop your own animation)
- Pearltrees.com (organize your interests, storyboards)

~Teresa Doughty
Upcoming Events

- The Teacher Education Council (TEC) next meets on Wednesday, December 10th at 2:30 PM in BRNG 1284.

- The TEC Special Cases Committee meets on Wednesday, January 7th at 1:30 PM

- The Program Convener Council (PCC) will next meet on January 15th at 1:30 PM in BRNG 1284. Presentation on Learning Communities

New Academic Services Office Coordinator

We are delighted to welcome Cynthia Bonwell as the new Office Coordinator in the Academic Services Department in the College of Education. She previously served as the support for the Teacher Education Council and OPPL. She will continue to provide support to the Teacher Education Council while also providing leadership and organization to the staff in academic services.

Admissions Update

Our recruitment efforts are paying off. We are now seeing an increase in the number of students admitted into teacher education at the undergraduate level than at the same time last year. Thank you to everyone for your continued efforts to recruit the best and brightest to teacher education! Opportunities for participation in recruiting events are being planned (beginning with the Meet & Greet in Indianapolis in February followed by the teacher cadets on campus in April).

In addition to recruiting undergraduate students to teacher education, faculty and staff are collaborating with Ivy Tech-Lafayette to increase the ability of their students to enter Purdue’s teacher education programs. We are working to align courses and program requirements so that qualified transfer students are able to make that transition and are ready to effectively complete their program requirements. This alignment will also facilitate greater transfer of credit hours between the two institutions.

Teacher Licensing Meeting

Current student teachers and interns enrolled in EDCI 49600, 49800, 69400 or 69500 who will complete their program requirements in December 2014 and ONLY Spring 2015 student teachers assigned to schools more than 50 miles from Purdue are HIGHLY RECOMMENDED to attend the teacher-licensing meeting on Tuesday, December 9th from 6:00-7:00 pm in Matthews Hall, Room 210.

New Teacher Education Recruiter

Following months of searching, we have found (and hired) a teacher education recruiter! Ms. Kathleen Schrader will begin the recruiter position beginning January 5th. Kathleen is one of our alums who is currently teaching in Indiana. She is passionate about being a teacher, loves the field, and loves Purdue. In this recruiting role, she will coordinate recruitment efforts across colleges that have teacher education programs, engage with high school students and school counselors in providing information about Purdue Teacher Education, participate in recruiting events on and off campus, and work with our Office of Advising and Recruitment.
edTPA Roll-Out Recommendations

A faculty task force convened in October to identify early recommendations as we begin implementing edTPA components across our programs. Recommendations include the following:

• Provide early and ongoing emphasis on linking research and theory to instruction and planning. One element on which students are scored is their ability to justify their instructional decisions based on research or theory. One committee member suggested that students maintain an electronic research file that may be housed on their taskstream account portfolio as they progress through courses.

• Develop a generic lesson plan template that may be used by candidates to ensure that critical content is being addressed in their edTPA portfolio. Faculty suggested that we examine the common elements across programs to design the template that may then be customized per content area.

• Build a video library that will allow teacher education students an opportunity to view and critique teaching examples. These videos would be available to use in classes to better prepare students for developing their own and analyzing the effectiveness of their own teaching.

• Guide teacher education candidates in how to link previous student learning to new learning. Candidates need to demonstrate in both their written portfolio and in their video example how their instruction facilitates students’ ability to deepen their knowledge and skills as related to both the primary and secondary learning targets.

• Conduct a workshop series for teacher education candidates. Upon passing through Gate A, candidates would attend an early workshop to learn about edTPA requirements. Follow-up workshops would cover elements of effective video preparation, writing the professional portfolio, instructional reflection, use of academic language, and how to provide substantive assessment feedback to learners.

• Update taskstream rubrics to better align with edTPA requirements.

• Ensure that EDCI 27000 includes instruction on the effective use of technology for video development and compression for uploading.

• Inform our P-12 partners and university supervisors about edTPA and required activities. Provide information to school superintendents and seek their input on how to prepare schools for edTPA requirements. In addition, we should include edTPA information in student teaching materials and provide direct training to our university supervisors and cooperating teachers.
Meet & Greet

A Meet & Greet is tentatively scheduled for February 18, 2015 in Indianapolis. We will be inviting all high school students who were admitted into a teacher education program for the Fall 2015 semester. Come meet them and their parents and let them know why they should commit to Become A Teacher at Purdue University! Look for updates on this event and the time and location once plans are confirmed.

Kudos

Two Purdue alums were recently recognized for their outstanding work in education. Dr. Rocky Killion (Purdue PhD), superintendent of the West Lafayette School Corporation was named the 2015 Indiana Superintendent of the Year. In addition, Kathy Nimmer (Purdue Masters) who teaches at Harrison High School was named the 2015 Teacher of the Year. Congratulations to both of these talented leaders!!

Becoming a Spacewalker

This fall saw the release of Becoming A Spacewalker by Astronaut Jerry Ross and our own Susan Gunderson. This book targets 3rd and 4th graders and is accompanied by STEM-related lessons for the classroom. More information is available at www.jerrylross.com.

Save the Date!!

Thursday, April 23, 2015 – We will host high school students who are interested in teacher education on campus to introduce them to this amazing field. An agenda is being planned to include an overview of teacher education; breakout sessions with programs, student organizations, and ambassador presentations; lunch in the dining halls; and opportunities to interact with faculty. Please watch for more information as it develops.
Study Abroad

From Honduras to London, Northern Europe to Tanzania, Purdue teacher education students have the opportunity to experience the world while also earning course credit towards their degree.

Honduras – this study abroad experience, led by Dr. JoAnn Phillion, allows students to earn credit towards EDCI 20500 and 28500 as well as the global studies minor. Purdue students teach children in a bilingual elementary school in Zamorano and two bilingual secondary schools in Tegucigalpa. [http://www.edci.purdue.edu/honduras/index.html](http://www.edci.purdue.edu/honduras/index.html)

Beginning next year, Purdue students seeking a teaching license in a secondary education content area will have an opportunity to complete part of their student teaching semester in Honduras. Students who are interested should include it in their student teaching application. In addition, students should plan to complete all of their coursework prior to the student teaching semester.

Italy - Purdue students participating in this study abroad experience will earn credits for EDPS 23500 and 26500 and the global studies minor. Students will be based in the Tuscany region (near Florence or Siena) with multiple visits to schools and cultural locations. Instruction begins on campus for a week in May followed by two weeks in Italy. Drs. Carly Roberts ([caroberts@purdue.edu](mailto:caroberts@purdue.edu)) and Michael Yough ([myough@purdue.edu](mailto:myough@purdue.edu)) will lead this study abroad experience.

Tanzania – Led by Dr. Jill Newton, study abroad in Tanzania offers Purdue students the opportunity to earn 7-9 credits that meet EDCI 42500, EDCI 49000 (History, Culture, Language, and Education in Tanzania), and the global studies minor. Students spend time in schools, go on safari, learn Swahili, and immerse themselves in Tanzanian culture. [http://www.edci.purdue.edu/tanzania/program_info.html](http://www.edci.purdue.edu/tanzania/program_info.html)

Northern Europe – students visit St. Petersburg, Russia; Tallinn, Estonia; and Helsinki, Finland during Maymester while earning 9 credits in EDCI 42300, 49100, and 49000. As part of this study abroad led by Dr. Anatoli Rapoport, students visit schools, museums, and cultural sites as they learn about and experience the history of this northern European region. [http://www.education.purdue.edu/study_abroad/russia/Russia_NEInfo.html](http://www.education.purdue.edu/study_abroad/russia/Russia_NEInfo.html)

London - students engaged in study abroad in England will earn course credits for ENGL 49200 (Teaching Literature in Secondary Schools), ENGL 41400 (Literary London), and the global studies minor. Instruction takes place on Purdue’s campus followed by 4 weeks in London. While there, students visit various city locations and then others such as Canterbury, Bath, Oxford, and York. Dr. Melanie Shoffner leads this experience. [http://www.edci.purdue.edu/readinglondon/program_info.html](http://www.edci.purdue.edu/readinglondon/program_info.html)
Pearson Testing Tips

Many teacher education candidates across Indiana are struggling to earn passing scores on the new Pearson content tests. As such, several Purdue teacher education faculty members met briefly to discuss supports for candidates who may be struggling. Their ideas include:

1. Beginning early in preparing students for their content test. Remind them early and throughout their program to retain content-related materials for later preparation for the test.

2. Coordinating with the Education Organization Board to conduct workshops or meetings for teacher education candidates on the content test. Have successful test takers serve on a panel to discuss test strategies, specific preparation skills, and resources available for test preparation.

3. Encouraging students to record their thoughts and notes about the test immediately after taking the test. If they do not pass, they should refer to their notes as a resource when preparing to take it again.

4. Urging students to work with their peers as study partners or mentors in test preparation. As students pass their content tests, they serve as peer tutors to their colleagues who are preparing for their turn at the test(s).

Additional information and resources are available. The Indiana Department of Education released a discussion document on CORE content test operational data that identifies some adjustments that will be made for some content tests: [http://www.in.gov/sboe/files/CORE_content_test_discussion.pdf](http://www.in.gov/sboe/files/CORE_content_test_discussion.pdf). In addition, the IDOE continues to offer resources for test preparation available at: [http://www.in.nesinc.com/](http://www.in.nesinc.com/). Note that resources continue to be developed for the different content areas. Not all may be represented or available at this time.

Teacher Education Exit Study

The TE Exit study is one of the few ways we have to receive feedback from program completers. In addition to providing important information to us for program improvement, this exit study provides us with evidence of ongoing efforts to strengthen teacher education when we undergo our accreditation review. Student teacher participation rates in this study were very low over the last several years.

At a recent PCC meeting, faculty generated ideas for how we might increase student completion of these studies. Some programs currently require student teachers to meet in the computer lab and complete it in one sitting. One new idea was to include the study completion as a student teaching assignment and part of a checklist of items to be finished to successfully complete student teaching.

Whatever strategy is used, please make efforts to have your student teachers complete this important end-of-program study.