

**Title II Institutional Report**

**to the**

**Indiana Professional Standards Board**

**Purdue University  
School of Education  
West Lafayette, Indiana**

**April 7, 2001**

## ***Program Information***

***Mission.*** Purdue University is a public, land grant university established in 1869. Throughout its 130-year history, Purdue has been dedicated to the mission and spirit of land grant universities through the conduct of significant outreach to the citizens of Indiana and beyond. In addition, Purdue is committed to the discovery and dissemination of knowledge, a mission reflected not only in its land grant status but also in its Carnegie classification as a Research I institution.

With over 30,000 undergraduate students on the West Lafayette campus alone, the university's mission also is heavily oriented toward teaching and learning. Established in 1908, the Department of Education was part of the School of Humanities, Social Sciences, and Education from 1963 to 1989. In 1989 Purdue's Board of Trustees created the School of Education and the School of Liberal Arts.

The School of Education provides leadership through exemplary teaching, research that develops and refines theory and improves practice, and outreach to schools and communities. The School is dedicated to the development of education professionals who are intellectual leaders; who are prepared to participate in professional, social, and technological change; who are committed to lifelong learning and continuing professional development through inquiry and reflection on practice; who bring a multicultural perspective to their professional practice; and who exercise the responsibilities of citizenship in a global society that is interconnected and interdependent.

***Demographic Characteristics.*** Purdue University is one of the 25 largest universities in the nation, with approximately 66,455 students who are taught by nearly 4,000 faculty on four campuses and at 11 Statewide Technology locations. Purdue has been coeducational since one year after its founding, and its 1999-2000 enrollment profile consisted of 53% men and 47% women. Purdue has the largest international student populations among public institutions, with students enrolled from more than 130 countries.

In 1999-2000, the School of Education (SOE) enrolled 1,395 undergraduates (mainly full-time students of traditional college age) in its three majors--elementary education, social studies education, and special education. Approximately 256 full-time students enrolled in its master's, education specialist, and Ph.D. programs. Finally, another 56 students who had already earned bachelor's degrees completed programs leading to an initial teaching license.

An important responsibility of the SOE is to provide the professional core courses for secondary majors across campus, as well as some service courses for those majoring in early childhood education in the School of Consumer and Family Sciences. Secondary students major in the disciplines they will teach and receive bachelor's degrees from the academic schools that house their disciplinary majors (i.e., School of Agriculture, School of Consumer and Family Sciences, School of Liberal Arts, School of Science, and School of Technology). This model, characterized by strong collaborative preparation both in content and in pedagogy, is valued highly throughout Purdue and by employers in the teaching field. There were approximately 914 students preparing for initial entry into the education profession in academic schools at Purdue other than the SOE during 1999-2000.

Of all undergraduate students in professional education, 76 % were female and 24 % were male. Of this group, 95 % were white and 5 % were minority. For graduates in professional education programs, 74 % were female and 26 % were male. Of those graduate students, 67 % were white, 11 % minority, and 22 % nonresident aliens.

***Student/Faculty Data.*** Please note that the following numbers for academic year 1999-2000 do not include numbers for the Speech and Hearing program since this is a School Services area and state tests are not required for licensure. Also, the discrepancy in program completer data and student teaching placements may be due to one or more of the following reasons:

- ◆ some students completed student teaching prior to coursework completion and thus were placed in student teaching, but did not complete the program within the specified date range of this report;
- ◆ some students began student teaching, but received an incomplete and were subsequently placed again the following semester; or
- ◆ some students were required to complete two student teaching placements to fulfill more than one program area requirement.

**Total number of students enrolled, i.e., declared a teaching area, in all areas of specialization: 2,365**

**Total number of students admitted into teacher preparation, i.e., met Phase I requirements, in all areas of specialization: 503**

**Number of students in supervised student teaching: 494**

**Number of faculty members who supervised student teachers:**

**Full-time School of Education faculty, who spend part of the time supervising student teachers: 16**

**Part-time School of Education faculty, but full-time in the university (jointly appointed in education and other disciplines), who spend part of the time supervising student teachers: 7**

**Part-time School of Education faculty, not otherwise employed by the university; may be part-time university faculty or Pre-kindergarten - Grade 12 teachers who supervise student teachers: 65**

**(Note: this number includes part-time School of Education employees with education degrees and experience)**

**Total number of supervising faculty for student teachers during 1999-2000: 88**

**(Note: this number includes all university supervisors)**

**Student teacher/faculty ratio: 5.61:1**

**(Note: this number is an average and includes all university supervisors)**

**Student teaching requirements:**

**The number of student teaching hours per week: 35 - 40 hours**

**The total number of weeks of supervised student teaching: 10 - 16 weeks**

**The total number of hours required: 350 - 560 hours**

**Type of Institution.** Purdue University currently is a Licensure Institution whereby all state-mandated tests are required for licensure, but not for graduation from a teacher preparation program. Criteria for program completion include the following:

1. Complete Phase I (admission) & II (retention) requirements of the Purdue University Teacher Education Program which consist of the following:
  - Complete English and Communication courses with no grade lower than a "C"
  - Complete the state-approved program with required courses and credit hours
  - Maintain an overall grade point average (GPA) ranging from 2.50-3.00/4.00 for a specific program
  - Maintain a professional education GPA ranging from 2.00-3.00/4.00 with no grade lower than a "C"
  - Maintain a GPA in the teaching major, minor, and endorsement areas ranging from 2.50-3.00/4.00 for a specific program
  - Meet the Basic Skills Requirement (one of the following--scores valid for five years):
    - Scholastic Aptitude Test (SAT): Combined Math and Verbal of 1100 or above.
    - American College Testing (ACT): Composite score of at least 22.
    - Graduate Record Examinations (GRE): Passing scores approved by the Graduate School.
    - Miller Analogies Test (MAT): Passing scores approved by the Graduate School.
    - Praxis I (Pre-Professional Skills Test-PPST)

	PPST Scale	Computer Based Test Scale
Reading	169 or above	315 or above
Writing	170 or above	314 or above
Mathematics	168 or above	313 or above

or

  - Learning Plus Computer Program administered by the School of Liberal Arts Learning Center: Passing scores same as Praxis I;

2. Complete student teaching with a grade of "C" or above; and
3. Complete the requirements for a degree or already hold a degree, i.e., post baccalaureate candidates.

**Program Characteristics.** The entire configuration of teacher education across the three Purdue campuses includes **undergraduate programs** in 18 departments, 29 program areas, and six academic schools (including the SOE) at West Lafayette and the Education Section at Purdue North Central (PNC). The Elementary Education major is the only teacher preparation program at PNC. Since candidates are recommended for licensure by the West Lafayette campus, please note that PNC is included in West Lafayette's program completion data. **Graduate programs** include master's, education specialist, and Ph.D. programs in the SOE at West Lafayette; master's and education specialist programs at Purdue University Calumet (PUC); and the master's program in elementary education at PNC. It should be noted that bachelor's programs preparing teachers at PUC are accredited separately by the National Council for Accreditation of Teacher Education (NCATE). This unusual accreditation pattern arises from the fact that PUC is autonomous at the undergraduate level, but not at the graduate level.

There are approximately 50 majors for licensure offered by Purdue University. For a detailed listing of the various programs offered, please contact the Office of Professional Preparation and Licensure, 1443 Liberal Arts and Education Building, Room 3229, West Lafayette, Indiana 47907-1443. A unique feature of Purdue University teacher preparation programs is the **First-Year Teacher Performance Assurance Program** that provides a guarantee of support and assistance to graduates

performing below standard during the first year of teaching. Since its inception in the late '80s, approximately seven graduates have utilized the program.

Purdue's Assurance Program provides faculty and staff the opportunity to collaborate with school or agency personnel by: Reviewing the first year teacher's evaluation reports, working with the teacher and supervisor in planning a program of assistance, and offering consultation and professional services to both the teacher and supervisor. In addition, it offers first-year teachers the option of participating in additional course work or noncredit professional development opportunities at no cost during the graduates' first year of teaching or the subsequent summer.

Also noteworthy is the fact that Purdue University is in the final stages of transitioning to a performance-based assessment system. Major accomplishments in this reform at both the secondary and elementary levels is the establishment of groups of students completing coursework in blocks of courses that include Theory-into-Practice components with appropriate field experiences early in the teacher preparation program. Along with Theory into Practice, strands of diversity, technology, and portfolio development are ensured in each student's preparation.

Also significant is the *Purdue Program for Preparing Tomorrow's Teachers to Use Technology (P3T3)*, a critical component of the new performance-based assessment system. This is a \$2.2 million project that is funded by the United States Department of Education (with one-to-one match) over three years. The goal of the project is to prepare pre-service teachers to use technology for teaching and learning and to prepare teacher education faculty to teach in technology-rich environments, modeling approaches that future teachers should use with their K-12 students. Part of the project allows for distance field experiences and interaction with diverse K-12 student populations by Internet-based video conferencing.

Other projects include the following:

◆ *Reading Recovery* is an early intervention literacy program developed by a New Zealand educator to assist children who are having difficulty developing literacy skills. The program helps children in first grade develop the effective strategies and problem-solving processes used by successful learners. Purdue brought Reading Recovery to Indiana by establishing a statewide center.

◆ *Digital Library of Case Studies*, funded by a \$250,000 gift from the AT&T Foundation, is a two year project that will develop a digital library of case studies of real life problem solving activities and train Indiana K-12 teachers and administrators to use the case studies for innovative teaching and assessment.

◆ *Indiana Assessment System of Educational Proficiencies* is a multidimensional, computer-based assessment system that has been developed to measure the educational progress of students with more significant disabilities. This project has been funded by the Indiana Department of Education for \$1.6 million.

◆ *Case Studies for Kids* is three year project funded by a \$437,399 grant from the Lucent Technologies Foundation. The goal of the project is to help students develop powerful models for understanding complex systems in math/science while at the same time providing teachers with a new kind of assessment and on-the-job professional development.

◆ *Managing Data in a Unit's Assessment System to Prepare More Effective Teachers and Improve Student Achievement*, is a \$121,288 project funded by Title II Indiana Professional Standards Board (IPSB) K-16 Transition Partnerships. This project will link IPSB standards to state K-12 standards for purposes of pre-service preparation and assessment.

◆ *Literacy Collaborative* is a program to improve reading and writing instruction and student achievement in the primary grades throughout Indiana. The goal of the program is to improve the instructional approach so that all young students develop strong reading and writing skills. This program dovetails with Reading Recovery.

**Accreditation Information.** Significant Purdue affiliations include membership in the 62-university Association of American Universities (AAU), the National Association of State Universities and Land Grant Colleges (NASULGC), the Holmes Partnership, and the Committee on Institutional Cooperation (CIC) (an academic consortium of institutions in the Big Ten Athletic Conference, plus the University of Chicago).

Purdue University is accredited by the North Central Association of Colleges and Schools. Teacher education is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the Indiana Professional Standards Board (IPSB). In addition, the Counseling program in the School of Education has received recognition from the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

### ***Pass Rates***

Following are the pass rates for 1999-2000 Purdue University program completers. Eleven program completers elected not to take the tests at the time of this report so their data did not enter into calculation of pass rates.

By definition, a "program completer" at Purdue University at the present time is a student who fulfilled all of the requirements for a degree in a teacher education program. In addition, program completers must pass the required Pre-Professional Skills Tests and specialty examinations in order to be recommended for a teaching license in Indiana.

Also, some testing data on program completers are not considered in the single, aggregate, and/or summative assessment pass rates due to that area yielding fewer than 10 program completers or other reasons, such as an inaccurate birth date identified on the score report and thus an unmatched test score report for the program completer. In addition, some students completed tests out of the testing date range identified by the Educational Testing Service (ETS) and the state. All three of these program completers, who are out of the testing date range and not considered in the pass rates, successfully passed the required tests.

Purdue University  
Single Assessment Pass-Rate Data  
July 1, 1999 – June 30, 2000

<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	<i>Statewide Pass Rate</i>
<b>Basic Skills</b>					
COMMUNICATION SKILLS	500	23	22	96%	99%
GENERAL KNOWLEDGE	510	35	35	100%	94%
PROFESSIONAL KNOWLEDGE	520	33	33	100%	98%
PPST READING	710	215	212	99%	95%
CBT READING	711	175	170	97%	97%
PPST WRITING	720	239	236	99%	98%
CBT WRITING	721	150	150	100%	98%
PPST MATHEMATICS	730	221	215	97%	91%
CBT MATHEMATICS	731	171	163	95%	93%
<b>Professional Knowledge</b>					
PRE-KINDERGARTEN EDUCATION	530	17	17	100%	100%
<b>Academic Content Areas</b>					
EDUCATION IN THE ELEMENTARY SCHOOL	010	65	65	100%	100%
ELEM ED CURR INSTRUC ASSESSMENT	011	146	146	100%	99%
EARLY CHILDHOOD EDUCATION	020				100%
ENGLISH LANGUAGE AND LITERATURE*	040	6	6	100%	100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	26	25	96%	94%
MATHEMATICS	060	13	12	92%	99%
SOCIAL STUDIES	080				
SOCIAL STUDIES: CONTENT KNOWLEDGE	081				100%
PHYSICAL EDUCATION	090	14	14	100%	96%
BUSINESS EDUCATION	100				100%
MUSIC EDUCATION	110				99%
ART EDUCATION*	130	7	7	100%	99%
FRENCH*	170	1	1	100%	92%
GERMAN*	180	1	1	100%	
SPANISH	190	13	11	85%	93%
BIOLOGY	230	13	13	100%	98%
CHEMISTRY*	240	6	6	100%	83%
PHYSICS*	260	1	1	100%	
GENERAL SCIENCE	430	12	12	100%	100%
EARTH/SPACE SCIENCE*	570	1	1	100%	100%
ECONOMICS*	910	7	7	100%	91%
GEOGRAPHY	920				100%
GOVERNMENT/POLITICAL SCIENCE	930	21	21	100%	100%
<b>Other Content Areas</b>					
TECHNOLOGY EDUCATION*	050	6	6	100%	100%
HOME ECONOMICS EDUCATION*	120	6	6	100%	100%
SPEECH COMMUNICATION*	220	3	3	100%	100%
LIBRARY MEDIA SPECIALIST*	310				

\*Less than 10 test-takers

<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	<i>Statewide Pass Rate</i>
PSYCHOLOGY	390	10	10	100%	100%
HEALTH EDUCATION*	550	5	5	100%	100%
SOCIOLOGY*	950	9	9	100%	100%
<b>Teaching Special Populations</b>					
INTRO TO THE TEACHING OF READING	200				
TCHG STUDENTS W/EMOTIONAL DISTURB*	370	4	4	100%	100%
TCHG STUDENTS W/LEARNING DISABIL	380	45	45	100%	100%

\*Less than 10 test-takers

Purdue University  
Aggregate and Summary Pass-Rate Data  
July 1, 1999 – June 30, 2000

<b>Number of Program Completers Submitted</b>	443
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	427

<i>Type of Assessment<sup>2</sup></i>	<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Institutional Pass Rate</i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills	415	398	96%	93%
Aggregate - Professional Knowledge	17	17	100%	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	353	349	99%	98%
Aggregate - Other Content Areas (Elementary Education, Career/Technical Education, Health Education, etc.)	39	39	100%	100%
Aggregate - Teaching Special Populations (Special Education, ESL, etc.)	49	49	100%	100%
Aggregate - Performance Assessments				
<b>Summary Totals and Pass Rates<sup>5</sup></b>	427	408	96%	92%

<sup>1</sup> The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

<sup>2</sup> Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

<sup>3</sup> Number of completers who took one or more tests in a category and within their area of specialization.

<sup>4</sup> Number who passed all tests they took in a category and within their area of specialization.

<sup>5</sup> Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total passrate.

## **Certification:**

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation*.

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Marilyn J. Haring  
Dean and Director of Teacher Education

Certification of review of submission:

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Martin C. Jischke  
President

If further information is needed, please contact Marilyn J. Haring at (765) 494-2336 or [haringm@purdue.edu](mailto:haringm@purdue.edu) or Purdue University, School of Education, 1440 Liberal Arts and Education Building, West Lafayette, Indiana, 47907-1440.