

Title II Institutional Report

to the

Indiana Professional Standards Board

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

April 7, 2002

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 approximately 30,899 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 66,516 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 2000-01 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 2000-01, the School of Education (SOE) enrolled 1,402 undergraduates (mainly full-time students of traditional college age) in its three majors--elementary education, social studies education, and special education. Approximately 146 full-time students enrolled in its master's, education specialist, and Ph.D. programs on the West Lafayette campus. In addition, there are approximately 978 full time and part time graduate students enrolled at the West Lafayette and Calumet campuses combined. Finally, another 20 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 886 students preparing for initial entry into the education profession in academic schools at Purdue other than the SOE during 2000-01.

Of all undergraduate students in professional education, 75 % were female and 25 % were male. Of this group, 95 % were white and 5% were minority. For graduates in professional education programs on the West Lafayette campus, 64 % were female and 36 % were male. Of those graduate students, 81% were white, 8 % minority, and 12 % nonresident aliens. When the West Lafayette and Calumet campuses are combined, 70% were female and 30% were male. Of those graduate students, approximately 80% were white, 14% minority, and 6% nonresident aliens.

Student/Faculty Data. Please note that the following numbers for academic year 2000-01 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: 460

Number of students in Phase II i.e., in supervised student teaching: 486

Number of faculty members who supervised student teachers:

Full-time School of Education faculty, who spend part of the time supervising student teachers: 4

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: 17

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: 71

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

Total number of supervising faculty for student teachers during 2000-01: 92

Student teacher/faculty ratio: 5.28:1

(Note: this ratio includes all Purdue 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/Computerized 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.

Note: After program completers have met all of the requirements listed above, they then take PRAXIS II to qualify for a teaching license.

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 completer 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.

◆ *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 2000-01 Purdue University program completers. Seven 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. Praxis I scores may or may not have been used to fulfill the Basic Skills requirement. However, 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. In addition, some students completed tests out of the testing date range identified by the Educational Testing Service (ETS) and the state. Three program completers were identified by the ETS, but not matched for the following reasons: 1) two had taken tests prior to September 1, 1996, one successfully passed all required tests, while the other passed the PPST Reading and Writing, but did not pass the Math section; and 2) further tests were not required of the third program completer since she had previously been licensed in another area in 1991.

Purdue University
Single Assessment Pass-Rate Data
July 1, 2000 – June 30, 2001

<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>
Basic Skills					
COMMUNICATION SKILLS	500	4	4	100%	100%
GENERAL KNOWLEDGE	510	5	5	100%	100%
PROFESSIONAL KNOWLEDGE	520	4	4	100%	100%
PPST READING	710	210	206	98%	98%
CBT READING	711	263	262	100%	98%
PPST WRITING	720	234	230	98%	99%
CBT WRITING	721	240	239	100%	99%
PPST MATHEMATICS	730	217	212	98%	96%
CBT MATHEMATICS	731	257	251	98%	96%
Professional Knowledge					
PRE-KINDERGARTEN EDUCATION	530	17	17	100%	100%
Academic Content Areas					
EDUCATION IN THE ELEMENTARY SCHOOL	010	10	10	100%	100%
ELEM ED CURR INSTRUC ASSESSMENT	011	253	253	100%	100%
EARLY CHILDHOOD EDUCATION	020				100%
ENGLISH LANGUAGE AND LITERATURE	040				
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	33	33	100%	97%
MATHEMATICS	060	17	17	100%	100%
MATHEMATICS: CONTENT KNOWLEDGE	061	1	1	100%	
SOCIAL STUDIES	080				
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	28	28	100%	97%
PHYSICAL EDUCATION	090	15	15	100%	96%
PHYSICAL ED: CONTENT KNOWLEDGE	091				
BUSINESS EDUCATION	100				100%
MUSIC EDUCATION	110				100%
MUSIC CONTENT KNOWLEDGE	113				
ART EDUCATION	130	15	15	100%	100%
ART CONTENT KNOWLEDGE	133	1	1	100%	
FRENCH	170	4	3	75%	94%
GERMAN	180				
SPANISH	190	10	9	90%	94%
BIOLOGY	230	11	11	100%	99%
CHEMISTRY	240	5	5	100%	95%
PHYSICS	260	2	2	100%	
READING SPECIALIST	300	1	1	100%	100%
PSYCHOLOGY	390	2	2	100%	
GENERAL SCIENCE	430	11	11	100%	100%
EARTH/SPACE SCIENCE	570	2	2	100%	100%
ECONOMICS	910	1	1	100%	
GEOGRAPHY	920				
GOVERNMENT/POLITICAL SCIENCE	930	9	9	100%	100%
SOCIOLOGY	950	2	2	100%	

Other Content Areas					
TECHNOLOGY EDUCATION	050	10	10	100%	93%
HOME ECONOMICS EDUCATION	120	6	6	100%	93%
SPEECH COMMUNICATION	220	4	4	100%	100%
LIBRARY MEDIA SPECIALIST	310				
HEALTH EDUCATION	550	12	12	100%	100%
Teaching Special Populations					
ED OF STUDENTS W/MENTAL RETARDATION	320	6	6	100%	100%
SE KNOWLEDGE-BASED CORE PRINCIPLES	351	2	2	100%	
TCHG STUDENTS W/EMOTIONAL DISTURB	370	6	6	100%	100%
SE BEHAVIORAL/EMOTIONAL	371				
TCHG STUDENTS W/LEARNING DISABIL	380	39	38	97%	99%
SE LEARNING DISABILITIES	381				

Purdue University
Aggregate and Summary Pass-Rate Data
July 1, 2000 – June 30, 2001

Number of Program Completers Submitted	505
Number of Program Completers found, matched, and used in passing rate Calculations¹	495

<i>Type of Assessment²</i>	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Institutional Pass Rate</i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills	481	462	96%	95%
Aggregate - Professional Knowledge	17	17	100%	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	431	429	100%	99%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)	32	32	100%	97%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)	51	50	98%	99%
Aggregate - Performance Assessments				
Summary Totals and Pass Rates⁵	495	475	96%	95%

¹ 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.

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

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

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

⁵ 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 pass rate.

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*.

Jerry L. Peters
Interim Dean and Director of Teacher Education

Certification of review of submission:

Martin C. Jischke
President

If further information is needed, please contact Jerry L. Peters at (765) 494-2336 or peters@purdue.edu or Purdue University, School of Education, 1440 Steven C. Beering Hall of Liberal Arts and Education, West Lafayette, Indiana, 47907-1440.