

Title II Institutional Report

to the

Indiana Professional Standards Board

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

April 7, 2003

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 30,987 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 67,548 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. The 2001-02 enrollment profile consisted of 53% men and 47% women. Purdue has the largest international student population among public institutions, with students enrolled from more than 132 countries.

In 2001-02, the School of Education (SOE) enrolled 1,318 undergraduates (mainly full-time students of traditional college age) in its three majors--elementary education, social studies education, and special education. Approximately 155 full-time students enrolled in its master's, education specialist, and Ph.D. programs on the West Lafayette campus. In addition, there are approximately 974 full-time and part-time graduate students enrolled at the West Lafayette and Calumet campuses combined.

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 904 students preparing for initial entry into the education profession in academic schools at Purdue other than the SOE during 2001-02.

Of all undergraduate students in professional education, 75 % were female and 25 % were male. Of this group, 96 % were white and 4 % were minority. For graduates in professional education programs on the West Lafayette campus, 65 % were female and 35 % were male. Of those graduate students, 82 % were white, 11 % minority, and 7 % nonresident aliens. When the West Lafayette and Calumet campuses are combined, 72 % were female and 28 % 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 2001-02 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 candidates 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 candidates began student teaching, but received an incomplete and were subsequently placed again the following semester; or
- ◆ some candidates 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: 2,222

Total number of students admitted into teacher preparation, i.e., met Phase I requirements, in all areas of specialization: 615

Number of students in Phase II, i.e., in supervised student teaching: 536

Number of faculty members who supervised student teachers:

Full-time School of Education faculty, who spend part of the time supervising student teachers: 7

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: 10

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 2001-02: 88

Student teacher/faculty ratio: 6.1:1

(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.

Beginning Fall 2002, implementation of a new "Gate" system commenced whereby PRAXIS I and PRAXIS II will be required prior to program completion. Data in this report reflects the "Phase" system as noted above.

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. This configuration will change in the near future when the Calumet and North Central campuses are granted full autonomy.

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, 100 North University Street, Room 3229, West Lafayette, Indiana 47907-2098.

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 has fully implemented a performance-based assessment system. Major accomplishments in this reform at both the secondary and elementary levels is the establishment of groups of candidates 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 candidate'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 a 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); and the Speech Language and Hearing program in the School of Liberal Arts has been accredited by the American Speech Language and Hearing Association (ASHA). Also, please note that the School of Education Counseling Psychology program was recently accredited by the American Psychological Association.

Pass Rates

Following are the pass rates for 2001-02 Purdue University program completers. Thirteen 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. 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.

By definition, a "program completer" at Purdue University at the present time is a candidate 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.

Purdue University
Single Assessment Pass-Rate Data
July 1, 2001 - June 30, 2002

Type of Assessment	Assessment Code Number	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Statewide Pass Rate
Basic Skills					
COMMUNICATION SKILLS	500	1			92%
GENERAL KNOWLEDGE	510	1			88%
PROFESSIONAL KNOWLEDGE	520	1			94%
PPST READING	710	209	207	99%	98%
CBT READING	711	209	207	99%	99%
PPST WRITING	720	219	217	99%	99%
CBT WRITING	721	203	201	99%	99%
PPST MATHEMATICS	730	209	206	99%	98%
CBT MATHEMATICS	731	206	202	98%	99%
COMPUTERIZED PPST READING	5710	48	43	90%	79%
COMPUTERIZED PPST WRITING	5720	44	44	100%	94%
COMPUTERIZED PPST MATHEMATICS	5730	53	49	92%	81%
Professional Knowledge					
PRE-KINDERGARTEN EDUCATION	530	18	18	100%	100%
Academic Content Areas					
EDUCATION IN THE ELEMENTARY SCHOOL	010	3			96%
ELEM ED CURR INSTRUC ASSESSMENT	011	218	217	100%	99%
EARLY CHILDHOOD EDUCATION	020				
ENGLISH LANGUAGE AND LITERATURE	040				
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	28	28	100%	100%
MATHEMATICS	060	5			100%
MATHEMATICS: CONTENT KNOWLEDGE	061	28	27	96%	92%
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	40	37	93%	95%
PHYSICAL EDUCATION	090				96%
PHYSICAL ED: CONTENT KNOWLEDGE	091	13	13	100%	87%
BUSINESS EDUCATION	100				100%
MUSIC EDUCATION	110				100%
MUSIC CONTENT KNOWLEDGE	113				100%
ART EDUCATION	130	4			100%
ART CONTENT KNOWLEDGE	133	6			99%
FRENCH	170	3			
FRENCH PRODUCTIVE LANGUAGE SKILLS	171	1			
FRENCH CONTENT KNOWLEDGE	173	2			90%
GERMAN	180	2			
SPANISH	190				100%
SPANISH CONTENT KNOWLEDGE	191	3			82%
SPANISH PRODUCTIVE LANGUAGE SKILLS	192	3			67%
BIOLOGY	230	4			100%
BIOLOGY CONTENT KNOWLEDGE	235	6			89%
CHEMISTRY	240	2			95%
CHEMISTRY CONTENT KNOWLEDGE	245	4			89%
PHYSICS	260				
PHYSICS CONTENT KNOWLEDGE	265				
READING SPECIALIST	300	220	220	100%	

Type of Assessment	Assessment Code Number	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Statewide Pass Rate
Academic Content Areas (continued)					
GENERAL SCIENCE	430	12	12	100%	99%
EARTH/SPACE SCIENCE	570				100%
EARTH SCIENCE CONTENT KNOWLEDGE	571				
GEOGRAPHY	920				
GOVERNMENT/POLITICAL SCIENCE	930				
Other Content Areas					
TECHNOLOGY EDUCATION	050	5			100%
FAMILY AND CONSUMER SCIENCES	120	11	11	100%	100%
SPEECH COMMUNICATION	220	2			100%
LIBRARY MEDIA SPECIALIST	310				
HEALTH EDUCATION	550	9			100%
Teaching Special Populations					
ED OF STUDENTS W/MENTAL RETARDATION	320	3			
SE STUDENTS W/MENTAL RETARDATION	321	6			90%
SE KNOWLEDGE-BASED CORE PRINCIPLES	351	29	29	100%	100%
EDUC. EXCEPTIONAL STUDENTS: CK	353	1			100%
TCHG STUDENTS W/EMOTIONAL DISTURB	370	3			
SE BEHAVIORAL/EMOTIONAL	371	4			100%
TCHG STUDENTS W/LEARNING DISABIL	380	11	11	100%	100%
SE LEARNING DISABILITIES	381	23	22	96%	99%

Purdue University
Aggregate and Summary Pass-Rate Data
July 1, 2001 - June 30, 2002

Number of Program Completers Submitted	489			
Number of Program Completers found, matched, and used in passing rate Calculations¹	476			
<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	469	449	96%	96%
Aggregate - Professional Knowledge	18	18	100%	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	388	379	98%	98%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)	27	27	100%	100%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)	51	50	98%	99%
Aggregate - Performance Assessments				
Summary Totals and Pass Rates⁵	476	451	95%	94%

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, 100 North University Street, West Lafayette, Indiana, 47907-2098.