

Purdue University
Alternative, IHE-based Program

2016 | Title II
Reports

Complete Report Card

AY 2014-15

Institution Information

Name of Institution: Purdue University
Institution/Program Type: Alternative, IHE-based
Academic Year: 2014-15
State: Indiana

Address: Beering Hall
100 North University Street
West Lafayette, IN, 47907

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?
(<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

List each teacher preparation program included in your alternative, ihe-based route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Agricultural Education	No
Early Childhood Education and Mild Intervention	No
Elementary Education and Reading	No
Engineering/Technology Education	No
Exceptional Needs (Special Education): Mild and/or Intense Intervention	No
Family and Consumer Sciences Education	No
Fine/Visual Arts Education	No
Health Education	No
Language Arts (English) Education	No
Mathematics Education	No
Physical Education	No
Science: Chemistry Education	No
Science: Earth/Space Sciences Education	No
Science: Life Sciences (Biology) Education	No
Science: Physics Education	No
Social Studies: Economics	No
Social Studies: Government & Citizenship	No
Social Studies: Historical Perspectives	No
Social Studies: Psychology	No
Social Studies: Sociology	No
Transition to Teaching Secondary - Engineering/Technology Education	No

Transition to Teaching Secondary - Agricultural Education	No
Transition to Teaching Secondary - Family and Consumer Sciences Education	No
Transition to Teaching Secondary - Health Education	No
Transition to Teaching Secondary - Language Arts Education	No
Transition to Teaching Secondary - Mathematics Education	No
Transition to Teaching Secondary - Physical Education	No
Transition to Teaching Secondary - Science Education: Chemistry	No
Transition to Teaching Secondary - Science Education: Earth/Space Sciences	No
Transition to Teaching Secondary - Science Education: Life Sciences - Biology	No
Transition to Teaching Secondary - Science Education: Physics	No
Transition to Teaching Secondary - Social Studies: Economics	No
Transition to Teaching Secondary - Social Studies: Government & Citizenship	No
Transition to Teaching Secondary - Social Studies: Historical Perspectives	No
Transition to Teaching Secondary - Visual Arts Education	No
Woodrow Wilson (STEM Goes Rural) - Secondary Engineering/Technology Education	No
Woodrow Wilson (STEM Goes Rural) - Secondary Science Education: Chemistry	No
Woodrow Wilson (STEM Goes Rural) - Secondary Science Education: Earth/Space Sciences	No
Woodrow Wilson (STEM Goes Rural) - Secondary Science Education: Life Sciences - Biology	No
Woodrow Wilson (STEM Goes Rural) - Secondary Science Education: Physics	No
Woodrow Wilson (STEM Goes Rural) – Secondary Mathematics	No
Total number of teacher preparation programs: 41	

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:

Postgraduate

Does your initial teacher certification program conditionally admit students?

Yes

Provide a link to your website where additional information about admissions requirements can be found:

<http://www.teach.purdue.edu/>

Please provide any additional comments about or exceptions to the admissions information provided above:

There are four alternate routes of admission to the Purdue Teacher Education Program which follow the Indiana Department of Education definition of an alternate route program.

The first alternative route is for the post-baccalaureate candidate who does not meet the other alternate route admission requirements – the post-baccalaureate for “teacher licensing only.” The candidate must possess a minimum of a bachelor’s degree from an accredited institution and meet specific GPA’s determined by the major area faculty. If qualified, the candidate then proceeds through the traditional, undergraduate Teacher Education Program (TEP) and Gate system. The candidate must satisfy the following TEP admission(Gate A) requirements: (1) Basic Skills Competency Assessment via one of the following options: (a) successful completion of the Pearson Core Academic Skills Assessment (CASA) Reading, Writing, and Mathematics exams, (b) earn a minimum composite score for one of the following exams: ACT (24 -- Mathematics, Reading, Grammar, and Science/not including Writing), SAT (1100 -- Verbal and Mathematics/not including Writing), or GRE (1100 prior to 8/1/2011 or 301 beginning 8/1/2011 -- Verbal and Quantitative/not including Writing), or (c) earn a Master’s degree; (2) earn a "C-" or above (no incomplete allowed) in core/foundational courses (EDCI 20500, EDCI 28500, EDPS 23500, and EDPS 26500) for most majors or (HDFS 21000, HDFS 26000, HDFS 31000, and HDFS 41200) for Early Childhood Education; (3) maintain a specific Overall GPA which is determined by the major area faculty; (4) maintain a Professional Education GPA of 3.0/4.0 with "C-" or above (no incomplete allowed); (5) maintain a specific Content GPA which is determined by the major area faculty; (6) complete the Criminal Background Check and submit a signed Self-Disclosure Statement; and (7) submit the online TEP Application and Signature Form.

Candidates also must satisfy the requirements for the Gate System (coursework, GPAs, and testing) as they proceed through the program. If candidates do not meet the standards and requirements at each Gate, they may appeal to the Teacher Education Council (TEC) Special Cases Committee. For additional information, go to: www.teach.purdue.edu/tec/Guidelines_Policies.html.

The second alternative route is the Transition to Teaching Program (TTT). The Purdue University Secondary TTT program requires candidates to satisfy the Basic Skills Competency Assessment via one of the options listed above. The Secondary TTT programs also require candidates to pass a content test(s) prior to TTT program admission.

The third alternative route is the Woodrow Wilson STEM Goes Rural (SGR) Program. This program requires candidates to satisfy the Basic Skills Competency Assessment via one of the options listed above as well as pass the content test(s) prior to or soon after admission.

The fourth alternative route is the Special Education Graduate (Initial Licensure) Program. The admission requirement for this program is the application to the Graduate Program and a minimum Overall GPA of 2.80/4.00 at the time the bachelor’s degree is completed. Admission information is located at http://www.edst.purdue.edu/special_education/masters_program.html.

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	Yes	No

Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	Yes	No
Minimum SAT score	Yes	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	No
Other Teacher Ed Prog./Signature Form -- Acknowledgment of Misdemeanors, Felonies and Other Requirements	Yes	No

What is the minimum GPA required for admission into the program?

2.5

What was the median GPA of individuals accepted into the program in academic year 2014-15

2.93

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2014-15

3.35

Please provide any additional comments about the information provided above:

Post-baccalaureate candidates completing the same licensure program as undergraduate candidates are required to complete all Teacher Education Program admission requirements, the same as undergraduate candidates.

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	Yes	No
Minimum SAT score	Yes	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	No
Other Signature Form -- Acknowledgment of Misdemeanors, Felonies and Other Requirements	Yes	No

What is the minimum GPA required for admission into the program?

2.5

What was the median GPA of individuals accepted into the program in academic year 2014-15

3.45

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2014-15

3.9

Please provide any additional comments about the information provided above:

Candidates completing the Transition to Teaching (TTT) program are required to successfully complete the subject area/academic content test(s) prior to admission. Candidates completing the Special Education master's degree with licensure or other post-baccalaureate content licensure programs are required to successfully complete the subject area/academic content test(s) prior to the student teaching semester.

Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2014-15:	58
Unduplicated number of males enrolled in 2014-15:	11
Unduplicated number of females enrolled in 2014-15:	47

2014-15	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	4
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	2
Black or African American:	2
Native Hawaiian or Other Pacific Islander:	0
White:	43
Two or more races:	1

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2014-15.

Average number of clock hours of supervised clinical experience required prior to student teaching	95
Average number of clock hours required for student teaching	493
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	3
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	3
Number of students in supervised clinical experience during this academic year	19

Please provide any additional information about or descriptions of the supervised clinical experiences:

All Purdue University West Lafayette teacher education programs include an early field experience and student teaching component. Although there is no requirement for mentoring/induction support, Purdue offers a first year teacher performance pledge. Faculty and staff will provide individualized support for any Purdue first year teacher in Indiana who is not performing to an appropriate standard.

The Purdue University Woodrow Wilson STEM Goes Rural (SGR) program requires two hours per student for each of the 16 weeks per semester. This is a requirement for the fall and spring semesters. Therefore, 64 clock hours for mentoring/induction support are required for the first year of the SGR licensure program.

The College of Education has partnerships with P-12 schools in Indiana. The school can be an elementary, middle/junior high, or high school that works collaboratively with Purdue University teacher education faculty to develop and demonstrate exemplary learning practices and programs for diverse students; provides field-based preparation (early field experiences and student teaching) for our teacher education students; and discovers and demonstrates new educational knowledge through study and research.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2014-15. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	2
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	16
Teacher Education - Multiple Levels	3
Teacher Education - Agriculture	
Teacher Education - Art	1
Teacher Education - Business	
Teacher Education - English/Language Arts	1
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	1
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	4
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	

Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	4
Teacher Education - Chemistry	3
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	2
Teacher Education - Physics	1
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2014-15. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	2
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	

Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	16
Teacher Education - Agriculture	
Teacher Education - Art	1
Teacher Education - Business	
Teacher Education - English/Language Arts	1
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	1
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	4
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	4
Teacher Education - Chemistry	3
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	2
Teacher Education - Physics	1
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	

Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other	

Specify: _____

Section I.f Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

2014-15: 19

2013-14: 19

2012-13: 22

Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

(§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in mathematics in 2014-15?

Yes

How many prospective teachers did your program plan to add in mathematics in 2014-15?

3

Did your program meet the goal for prospective teachers set in mathematics in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

Although teacher education enrollments continue to decline, efforts by the teacher education recruiter, the Teacher Education Recruitment Committee, and Licensing Advisors have assisted in maintaining our numbers.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Prospective Indiana educators for secondary licensure areas are now able to obtain an Indiana teacher license via the Advanced Degree alternative licensure route. Many individuals who already hold master's degrees in Mathematics are choosing this route. Our increased efforts have been focused on promoting licensure

program completion to provide a solid foundation in pedagogy and content to ensure candidates' employment in Indiana schools and licensure in other states -- for those who choose to seek out-of-state licensing.

Academic year 2015-16

Is your program preparing teachers in mathematics in 2015-16?

Yes

How many prospective teachers did your program plan to add in mathematics in 2015-16?

5

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in mathematics in 2016-17?

Yes

How many prospective teachers does your program plan to add in mathematics in 2016-17?

5

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in science in 2014-15?

Yes

How many prospective teachers did your program plan to add in science in 2014-15?

6

Did your program meet the goal for prospective teachers set in science in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

Although teacher education enrollments continue to decline, efforts by the teacher education recruiter, the Teacher Education Recruitment Committee, and Licensing Advisors have assisted in maintaining our numbers.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Prospective Indiana educators for secondary licensure areas are now able to obtain an Indiana teacher license via the Advanced Degree alternative licensure route. Many individuals who already hold master's degrees in Science Education licensure areas are choosing this route. Our increased efforts have been focused on promoting licensure program completion to provide a solid foundation in pedagogy and content to ensure candidates' employment in Indiana schools and licensure in other states -- for those who choose to seek out-of-state licensing.

Academic year 2015-16

Is your program preparing teachers in science in 2015-16?

Yes

How many prospective teachers did your program plan to add in science in 2015-16?

7

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in science in 2016-17?

Yes

How many prospective teachers does your program plan to add in science in 2016-17?

7

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

(§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in special education in 2014-15?

Yes

How many prospective teachers did your program plan to add in special education in 2014-15?

3

Did your program meet the goal for prospective teachers set in special education in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

Although teacher education enrollments continue to decline overall, efforts by the teacher education recruiter, the Teacher Education Recruitment Committee, Licensing Advisors, faculty and staff have helped.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

The Special Education faculty developed an online program that will significantly increase our numbers as students enroll in and complete this program.

Academic year 2015-16

Is your program preparing teachers in special education in 2015-16?

Yes

How many prospective teachers did your program plan to add in special education in 2015-16?

10

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in special education in 2016-17?

Yes

How many prospective teachers does your program plan to add in special education in 2016-17?

10

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/oep/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in instruction of limited English proficient students in 2014-15?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2014-15?

Data not reported

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in instruction of limited English proficient students in 2015-16?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in instruction of limited English proficient students in 2016-17?

No

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2016-17?

Provide any additional comments, exceptions and explanations below:

Section II Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

Yes

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

The Purdue University Teacher Education Program curricula include four strands: diversity (race, ethnicity, social class [low income and at-risk student populations], gender, language proficiency (English Learners), cognitive abilities, exceptionality – including high ability/gifted and talented), technology (history, nature, role, and use of educational technology), Theory into Practice (Field-based component: onsite school practica and school community-based and campus-based experiences in teacher-related activities), and performance assessment (reflective learning activities based on teacher education program coursework, assignments, observations, inquiry and experiences) to prepare students to effectively teach diverse students in rural, suburban, and urban schools.

The post-graduate/post-baccalaureate Elementary and Secondary Transition to Teaching, and STEM Goes Rural (SGR) programs actively involve professors and instructors from all disciplines, including English learners, special education, and technology in education. The courses taken by students are taught by professors and instructors who communicate regularly with practicing elementary and secondary teachers in our partner schools who are familiar with cutting edge, research-based pedagogies. Students complete early field experience and student teaching placements in rural, suburban, and/or urban elementary and secondary schools and are mentored both by Purdue faculty and Master teachers in their disciplines at both the elementary and secondary school settings.

The Elementary Transition to Teaching Program seminar specifically addresses lesson plans for support and accommodations for students with special needs, including English learners.

Purdue University has an English Language Learning graduate level program. It was approved by the state (Summer 2009). Candidates began the program during the fall 2009 semester. The first candidate completed the program in December 2011. This program is not an initial licensure program, but is rather a content ADDITION licensure program. This licensure area can only be added to an existing Indiana teacher license.

Since inclusion is part of all teacher education programs, content and strategies for teaching P-12 students with disabilities is included in methods and field

experiences. Students learn evidence-based content and strategies, as well as pedagogy related to P-12 students with exceptional needs.

Technology is integrated in courses throughout the Purdue University post-baccalaureate teacher license only, Transition to Teaching, and STEM Goes Rural Teacher Education Programs to ensure candidates are prepared to effectively use technology to collect, manage, and analyze data to improve teaching and learning and to address the technological needs of diverse learners.

The Purdue University Teacher Education Program has partnerships with P-12 schools in rural, suburban, and urban school settings in Indiana. The school can be an elementary, middle/junior high, or high school that works collaboratively with Purdue University teacher education faculty to develop and demonstrate exemplary learning practices and programs for diverse students; provides field-based preparation (early field experiences and student teaching) for our teacher education students; and discovers and demonstrates new educational knowledge through study and research.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
0133.1 -ART CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2014-15	1			
0133.1 -ART CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2013-14	2			
5235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
5235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
0235.1 -BIOLOGY CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2014-15	1			
0235.1 -BIOLOGY CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2012-13	2			
009 -CAREER AND TECH EDUC—AGRICULTURE Evaluation Systems group of Pearson All program completers, 2013-14	1			
011 -CAREER AND TECH EDUC—FAMILY AND CONSUMER SCI Evaluation Systems group of Pearson Other enrolled students	1			
011 -CAREER AND TECH EDUC—FAMILY AND CONSUMER SCI	1			

Evaluation Systems group of Pearson All program completers, 2014-15				
0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2013-14	1			
5245 -CHEMISTRY CONTENT KNOWLEDGE II (CD) Educational Testing Service (ETS) All program completers, 2013-14	2			
0571.1 -EARTH AND SPACE SCIENCES - CK.1 Educational Testing Service (ETS) All program completers, 2013-14	1			
5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2013-14	3			
5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2013-14	3			
5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2013-14	3			
5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2013-14	3			
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	1			
5041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
5041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
5041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
0041.1 -ENG LANG LIT COMP CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2013-14	1			
0121.1 -FAMILY AND CONSUMER SCIENCES II.1	1			

Educational Testing Service (ETS) All program completers, 2012-13				
035 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	3			
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	4			
5061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	2			
5061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	2			
007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	2			
007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	1			
0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2012-13	1			
043 -SCIENCE—CHEMISTRY Evaluation Systems group of Pearson Other enrolled students	1			
043 -SCIENCE—CHEMISTRY Evaluation Systems group of Pearson All program completers, 2014-15	2			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
045 -SCIENCE—LIFE SCIENCE	3			

Evaluation Systems group of Pearson All program completers, 2014-15				
047 -SCIENCE—PHYSICS Evaluation Systems group of Pearson All program completers, 2014-15	1			
0543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2012-13	1			
5543 -SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) All program completers, 2014-15	2			
5543 -SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) All program completers, 2013-14	1			
5543 -SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) All program completers, 2012-13	2			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	15	255	15	100
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	11	257	11	100
0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
050 -SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2013-14	1			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2014-15	2			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2013-14	1			
0051 -TECHNOLOGY EDUCATION II Educational Testing Service (ETS) All program completers, 2012-13	3			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2014-15	19	17	89
All program completers, 2013-14	19	18	95
All program completers, 2012-13	16	16	100

Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

State

NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction
Yes
- use technology effectively to collect data to improve teaching and learning
Yes
- use technology effectively to manage data to improve teaching and learning
Yes
- use technology effectively to analyze data to improve teaching and learning
Yes

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Technology is integrated in courses throughout the Purdue University post-baccalaureate teacher license only, Transition to Teaching, and STEM Goes Rural (SGR)

Teacher Education Programs to ensure candidates are prepared to effectively use technology to collect, manage, and analyze data to improve teaching and learning and to address the technological needs of diverse learners.

In the Secondary Transition to Teaching Program, students are assigned a “technology mentor” who is either a doctoral student or faculty member in Educational Technology. This person instructs the students in the Introductory and Capstone Seminars in various technology skills, including web design, lesson building, and student assessment utilizing electronic tools and record keeping. Students also create and maintain an electronic portfolio throughout their programs which provides additional hands on experience using technology to create curricular and professional documents and gaining familiarity with electronic assessment tools. Additionally, the technology mentor acts as a resource for the students throughout the program, offering assistance with any professional technology need they may have.

In the SGR program, networking and collaboration with rural schools and STEM instruction are linked via distance learning technologies. Students are provided advanced STEM teacher education skills such as integrating technology and engineering into Science and Math curricula and curriculum development. Project outcomes include a robust model for enhancing secondary STEM education in rural schools through problem-based learning (PBL), design-thinking, collaboration, and technology.

For students completing the post-baccalaureate teacher license only licensure route, technology is a major strand throughout the program. Students are required to complete core/foundational courses described in the “Use of Technology” section of this Title II Report. In the core/foundational courses, the following are addressed: the nature and role of educational technology; fundamentals of education technology, including the integration of instructional design, media, computer, and related technologies within the classroom setting; students explore and evaluate how, when, and why technology should be infused into education; students experience how different tools are used to create, manage, present, and evaluate instructional materials; students learn how the computer, other forms of media, and instructional design techniques are integrated, utilized, and evaluated within the classroom; and students use technology to gather resources to understand its effective use in the classroom. Part of the program utilizes online learning. Students access information about schools and class content on the web. EDPS 43000 addresses how to use technology to facilitate organization, assessment, and record keeping. Students also develop a comprehensive plan for creating and managing a specific learning environment. Students completing the dual licensure programs, Early Childhood Education and Exceptional Needs: Mild Intervention or Elementary Education and Exceptional Needs: Mild Intervention, complete EDPS 45900, Assistive Technology. The course addresses the use of technological applications in special education, including microcomputers, interactive video, auditory and visual enhancement, and other adaptive devices with individuals with disabilities including learning and cognitive disabilities and visual, sensory and physical impairments. Meeting the needs of diverse learners is the foundation of Teacher Education at Purdue.

All candidates in the Special Education Program complete Educational Technology for Teaching and Learning and Advanced Assistive Technology. These courses address educational/training application of instructional technology, including computers, media, and instructional design. They stress knowledge, skills, and dispositions needed to implement and manage technology in instructional environments to meet the needs of individuals with diverse special needs and to make technological accommodations when needed.

Section VI Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**
Yes

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Diversity (race, ethnicity, social class, gender, language proficiency, cognitive abilities, and exceptionalities – including high ability/gifted and talented) is a major strand throughout all Teacher Education Programs at Purdue. Since inclusion is part of all teacher education programs, content and strategies for teaching P-12 students with disabilities is included in methods and field experiences. Students learn evidence-based content and strategies, as well as pedagogy related to P-12 students with exceptional needs. Courses are designed to address the following: to understand and acquire a general knowledge base about cognitive abilities and disabilities and talents in collaboration with families and other professionals, to learn and develop strategies for creating inclusive learning environments that support all students, and to learn strategies to differentiate instruction for all students. Course experiences involve observations and active participation with an emphasis on students with diverse abilities and needs. During the student teaching or internship experience, students are advised to meet with the Special Education teacher(s) to review and discuss the requirements and assessments used for the identification of students' disabilities and individualized needs and the process of differentiating curriculum and instruction to address students' diverse needs.

Professors in English Language Learning and Special Education teach instructional modules during the Introductory and Capstone Seminars for the students in the Secondary Transition to Teaching (TTT) and STEM Goes Rural (SGR) programs. The focus is on relevant education laws and regulations, strategies for modifying or adapting "best practices" or research-based instruction for the special needs learner, and how to create inclusion opportunities for students with disabilities and limited English proficiency.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**
Yes

Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

The post-baccalaureate (graduate level) Exceptional Needs (Special Education) Mild and Intense Intervention Programs include a minimum of 36 semester hours in content and methods courses. The course, Collaboration and Transition Practices in Special Education, specifically prepares students to participate in and lead IEP teams. Other graduate level courses introduce and address advanced procedures for educational assessment of exceptional individuals. Cognitive, educational, physical, psycho-social, and linguistic aspects are considered together with symbol characteristics, teaching strategies, and research issues as well as analysis of intervention strategies. Students complete a 1-6 credit hour practicum and 16 weeks of supervised teaching, dependent upon their experiences.

Professors in English Language Learning and Special Education teach instructional modules during the Introductory and Capstone Seminars for the students in the Secondary Transition to Teaching (TTT) and STEM Goes Rural (SGR) programs. The focus is on relevant education laws and regulations, strategies for modifying or adapting "best practices" or research-based instruction for the special needs learner, and how to create inclusion opportunities for students with disabilities and limited English proficiency.

Most students admitted as post-baccalaureate teacher license only candidates complete either EDCI 28500 Multiculturalism in Education or EDCI 58500 Multicultural Education. These courses focus on concepts and theories of ethnicity and cultural pluralism -- implications for educational change. Students examine value systems and cultural characteristics of various ethnic groups, different ethnic learning styles, ethnically pluralistic curriculum content and instructional materials, and conceptual curriculum design strategies for implementing multicultural education.

Section VII Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Purdue University is a public, land-grant university located in West Lafayette, Indiana. Throughout its 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. 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 RU/VH: Research University (very high research activity). As a land-, sea-, and space-grant institution, Purdue expends approximately \$600 million annually for research. With approximately 39,000 undergraduate and graduate students on its West Lafayette campus, the university's mission also is oriented toward teaching and learning. Teacher Education at Purdue is governed by a Teacher Education Council (TEC) and is comprised of representatives from five colleges across the university: the Colleges of Agriculture, Health and Human Sciences, Education, Liberal Arts, and Science, as well as the Purdue Polytechnic Institute, where students are enrolled in these colleges and major in their content areas. The Program Convener Council (PCC) is a collaborative and advisory body to the TEC that is comprised of the program conveners for all teacher education programs. The PCC provides a mechanism to address common issues affecting teacher education programs. It also provides support and encouragement for networking, collaboration, and professional development among faculty and staff. The College of Education provides leadership for the PCC and TEC, as well as core education courses and support services. Additional information about Purdue University teacher education programs can be found at <http://www.teach.purdue.edu>. **PASS RATES** Note 1: Content Tests All teacher education students are required to complete one or more content tests. Due to the change in state required tests, exceptions were made for individuals who unsuccessfully completed content tests and they were allowed to complete their teacher education programs. However, many individuals subsequently passed the content test in order to obtain an Indiana teacher license. Note 2: Content Test Additions According to state rules, licensed teachers may add content areas to their license if they successfully complete the content test. Many of those individuals coded Purdue University West Lafayette (WL) as the recipient institution and were counted toward Purdue WL for these additional content test areas. In fact, these individuals were not prepared by Purdue for that content area. As a result, this allowance to add content by testing alone has adversely affected Purdue pass rates.

Supporting Files

[Basic Skills Alternative Admissions Numbers 2014-15](#)

Complete Report Card

AY 2014-15



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