

**Purdue University**

Alternative, IHE-based Report AY 2019-20

Indiana



REPORT COMPLETE

STATUS: **CERTIFIED**

## Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic year](#)
- [IPEDS ID](#)

**IPEDS ID**☐ **THIS INSTITUTION HAS NO IPEDS ID****IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION****ADDRESS****CITY****STATE****ZIP****SALUTATION****FIRST NAME****LAST NAME**

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# List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information Postgraduate level (PG), or both. **(\$205(a)(C))**

THIS PAGE INCLUDES:

>> [List of Programs](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Teacher Preparation Program](#)

## List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	PG	
13.1202	Elementary Education	PG	
13.1	Special Education	PG	
13.1301	Teacher Education - Agriculture	PG	
13.1302	Teacher Education - Art	PG	
13.1322	Teacher Education - Biology	PG	
13.1323	Teacher Education - Chemistry	PG	
13.1337	Teacher Education - Earth Science	PG	
13.1305	Teacher Education - English/Language Arts	PG	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	PG	
13.1311	Teacher Education - Mathematics	PG	
13.1329	Teacher Education - Physics	PG	
13.1318	Teacher Education - Social Studies	PG	
13.1309	Teacher Education - Technology/Industrial Arts	PG	

Total number of teacher preparation programs:

# Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. [\(\\$205\(a\)\(1\)\(C\)\(i\)\)](#)

THIS PAGE INCLUDES:

- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

## Undergraduate Requirements

1. Are there initial teacher certification programs at the undergraduate level?

- ☐ Yes
- ☒ No

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. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Background check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No



Element	Admission	Completion
Interview	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Other Specify: <div>Teacher Ed Prog./Signature Form -- Acknowledgment of Misdemeanors, Felonies...</div>	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

4. Please provide any additional information about the information provided above:

## Postgraduate Requirements

1. Are there initial teacher certification programs at the postgraduate level?

- ☒ Yes
- ☐ No

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. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <div>Signature Form -- Acknowledgment of Misdemeanors, Felonies and Other Requir...</div>	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.5

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.5

4. Please provide any additional information 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. Candidates completing the Transition to Teaching (TTT) program are required to successfully complete the subject area/academic content test(s) prior to or soon after admission. Candidates completing the Special Education master's degree with licensure or other post-baccalaureate content licensure programs are required to attempt the subject area/academic content test(s) prior to the student teaching/internship semester. Background checks must be valid and on file with the Office of Clinical Practice prior to practica placement.

## Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2019-20. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

☒ Yes

☐ No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	<div>40</div>
Number of clock hours required for student teaching	<div>400</div>

You have programs with the teacher of record model, but "clock hours of supervised clinical experience required prior to teaching as the teacher of record" and "years required for teaching as the teacher of record" are 0. Please correct the data, or confirm.

☒ I confirm that there are 0 hours required

Are there programs in which candidates are the teacher of record?

☒ Yes

☐ No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)	
Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	<input type="text" value="0"/>
Number of years required for teaching as the teacher of record in a classroom	<input type="text" value="0"/>

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)  <a href="#">Optional tool</a> for automatically calculating full-time equivalent faculty in the system	<input type="text" value="4"/>
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	<input type="text" value="1"/>
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	<input type="text" value="8"/>
Number of students in supervised clinical experience during this academic year	<input type="text" value="35"/>

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

Clock hours are averages from all programs. 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 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. The Transition to Teaching program allows for candidates to serve as the teacher of record in a classroom if they are currently operating on a state-issued Emergency Permit or Transition to Teaching Permit. In order to obtain full licensure, these candidates must complete a licensure program. For these provisional teachers, we provide university supervision and designate a mentor in the building. For the Special Education programs, candidates also may be the teacher of record in a classroom. These candidates complete 320 hours of supervised practicum and 640 hours of supervised student teaching experience in the online program.

# Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

(§205(a)(1)(C)(ii))

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Enrolled Student](#)
- [Program Completer](#)

## Enrollment and Program Completers

2019-20 Total	
Total Number of Individuals Enrolled	100
Subset of Program Completers	33

Gender	Total Enrolled	Subset of Program Completers
Male	23	6
Female	77	27
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	1	0
Asian	4	3
Black or African American	1	0
Hispanic/Latino of any race	3	0
Native Hawaiian or Other Pacific Islander	0	0
White	90	30

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	0	0
No Race/Ethnicity Reported	1	0

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic Major](#)

THIS PAGE INCLUDES:

>> [Teachers Prepared by Subject Area](#)

>> [Teachers Prepared by Academic Major](#)

## Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2019-20.

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\(b\)\(1\)\(H\)\)](#)

### What are CIP Codes?

☐

No teachers prepared in academic year 2019-20

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<div>24</div>
13.1202	Teacher Education - Elementary Education	<div></div>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1301	Teacher Education - Agriculture	2
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	2
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	1
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - Science Teacher Education/General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	2
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	1
13.1331	Teacher Education - Speech	<input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

## Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2019-20. 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\(b\)\(1\)\(H\)\)](#)

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

### What are CIP Codes?

Do participants earn a degree upon completion of the program?

- ☒ Yes
- ☐ No

☐ No teachers prepared in academic year 2019-20

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="24"/>
13.1202	Teacher Education - Elementary Education	<input type="text"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>



CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	<input type="text"/>
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>
01	Agriculture	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>
09	Communication or Journalism	<input type="text"/>

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	<input type="text"/>
12	Personal and Culinary Services	<input type="text"/>
14	Engineering	<input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
21	Technology Education/Industrial Arts	<input type="text"/>
22	Legal Professions and Studies	<input type="text"/>
23	English Language/Literature	<input type="text"/>
24	Liberal Arts/Humanities	<input type="text"/>
25	Library Science	<input type="text"/>
26	Biological and Biomedical Sciences	<input type="text"/>
27	Mathematics and Statistics	<input type="text"/>
30	Multi/Interdisciplinary Studies	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
40	Physical Sciences	<input type="text"/>
41	Science Technologies/Technicians	<input type="text"/>
42	Psychology	<input type="text"/>
44	Public Administration and Social Service Professions	<input type="text"/>
45	Social Sciences	<input type="text"/>
46	Construction	<input type="text"/>
47	Mechanic and Repair Technologies	<input type="text"/>
50	Visual and Performing Arts	<input type="text"/>
51	Health Professions and Related Clinical Sciences	<input type="text"/>
52	Business/Management/Marketing	<input type="text"/>
54	History	<input type="text"/>

CIP Code	Academic Major	Number Prepared
99	Other Specify: <div></div>	<div></div>

Respond to the following assurances. Note: Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances.  [\(§205\(a\)\(1\)\(A\)\(iii\); §206\(b\)\)](#)

## Program Assurances

1. Program 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

☐ No
2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.
- ☒ Yes

☐ No
3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.
- ☒ Yes

☐ No

☒ Program does not prepare special education teachers
4. Prospective general education teachers are prepared to provide instruction to students with disabilities.
- ☒ Yes

☐ No
5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.
- ☒ Yes

☐ No
6. Prospective general education teachers are prepared to provide instruction to students from low-income families.
- ☒ Yes

☐ No
7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.
- ☒ Yes

☐ No
8. Describe your institution’s most successful strategies in meeting the assurances listed above:

The Purdue University Teacher Education Program has partnerships with 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. The post-graduate/post-baccalaureate Secondary Transition to Teaching program actively involves 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 secondary schools and are mentored both by Purdue faculty and Master teachers in their disciplines at both the elementary and secondary school settings. Purdue University has

an English Language Learning graduate-level program. However, 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 are 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 into courses throughout the Purdue University post-baccalaureate teacher license only and Transition to Teaching 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.

# 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 teacher preparation 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\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

[Report Progress on Last Year's Goal \(2019-20\)](#)

[Review Current Year's Goal \(2020-21\)](#)

[Set Next Year's Goal \(2021-22\)](#)

## Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in mathematics in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

Our goal for 2019-2020 was to have prepared five mathematics education teachers via an alternative route program.

3. Did your program meet the goal?

- ☐ Yes
- ☒ No

4. Description of strategies used to achieve goal, if applicable:

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

Although we did not meet this goal, the Teacher Education Council, our university-level governing body, approved an online Transition to Teaching program in April 2020 which was implemented at the height of the pandemic in Summer 2020. By offering a completely online program that verifies upon admission content knowledge and links this expertise with pedagogy within an 18 credit hour program, a broader audience within and outside of Indiana will be served and the academic, professional, and licensure goals attained within 12-15 months. A campus-based program continues for those individuals who prefer a face-to-face program. Online alternatives for some traditional courses were made available online during the COVID-19 pandemic. Purdue University has invested heavily in online graduate programs taught by credentialed faculty members and highly qualified practitioners that are self-sustaining and aligns with the overarching goals of the university's STEM focus. Marketing, recruitment, and retention strategies link to provide quick onboarding and sustained support that ensures program progression and successful completion in an affordable package from a Research I institution. Additional incentives funded by a \$5 million grant from the U.S. Department of Education, cover the cost of tuition and provides a competitive teaching salary while progressing towards a Master's degree and an Indiana Initial Instructional license in mathematics and other STEM

content areas. This multi-year partnership between Purdue College of Education and Indianapolis Public Schools is projected to prepare and induct up to 60 STEM teachers in Indianapolis.

6. Provide any additional comments, exceptions and explanations below:

## Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in mathematics in 2020-21? If no, leave the next question blank.

- ☒ Yes  
☐ No

8. Describe your goal.

Our goal for 2020-2021 is to prepare ten mathematics education teachers via an alternative route program.

## Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in mathematics in 2021-22? If no, leave the next question blank.

- ☒ Yes  
☐ No

10. Describe your goal.

Our goal for 2021-2022 is to prepare eleven mathematics education teachers via an alternative route program.

# 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 teacher preparation 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\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

[>> Report Progress on Last Year's Goal \(2019-20\)](#)

[>> Review Current Year's Goal \(2020-21\)](#)

[>> Set Next Year's Goal \(2021-22\)](#)

## Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in science in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

Our goal for 2019-2020 was to have prepared seven science education teachers in biology, chemistry, earth/space sciences, and/or physics via an alternative route program.

3. Did your program meet the goal?

- ☐ Yes
- ☒ No

4. Description of strategies used to achieve goal, if applicable:

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

Although we did not meet this goal, the Teacher Education Council, our university-level governing body, approved an online Transition to Teaching program in April 2020 which was implemented at the height of the pandemic in Summer 2020. By offering a completely online program that verifies upon admission content knowledge and links this expertise with pedagogy within an 18 credit hour program, a broader audience within and outside of Indiana will be served and the academic, professional, and licensure goals attained within 12-15 months. A campus-based program continues for those individuals who prefer a face-to-face program. Online alternatives for some traditional courses were made available online during the COVID-19 pandemic. Purdue University has invested heavily in online graduate programs taught by credentialed faculty members and highly qualified practitioners that are self-sustaining and aligns with the overarching goals of the university's STEM focus. Marketing, recruitment, and retention strategies link to provide quick onboarding and sustained support that ensures program progression and successful completion in an affordable package from a Research I institution. Additional incentives funded by a \$5 million grant from the U.S. Department of Education, cover the cost of tuition and provides a



competitive teaching salary while progressing towards a Master's degree and an Indiana Initial Instructional license in mathematics and other STEM content areas. This multi-year partnership between Purdue College of Education and Indianapolis Public Schools is projected to prepare and induct up to 60 STEM teachers in Indianapolis.

6. Provide any additional comments, exceptions and explanations below:

## Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in science in 2020-21? If no, leave the next question blank.

- ☒ Yes  
☐ No

8. Describe your goal.

Our goal for 2020-2021 is to prepare ten science education teachers in biology, chemistry, earth/space sciences, and/or physics via an alternative route program.

## Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in science in 2021-22? If no, leave the next question blank.

- ☒ Yes  
☐ No

10. Describe your goal.

Our goal for 2020-2021 is to prepare eleven science education teachers in biology, chemistry, earth/space sciences, and/or physics via an alternative route program.

# 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 teacher preparation 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\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

[>> Report Progress on Last Year's Goal \(2019-20\)](#)

[>> Review Current Year's Goal \(2020-21\)](#)

[>> Set Next Year's Goal \(2021-22\)](#)

## Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in special education in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

Our goal for 2019-2020 was to have prepared twenty-five special education teachers via an alternative route program.

3. Did your program meet the goal?

- ☐ Yes
- ☒ No

4. Description of strategies used to achieve goal, if applicable:

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

This program was within 1 student of meeting its stated goal of 25 prepared teachers. However, by all other measurements, this goal was achieved and is projected to continue its growth in the coming years. The online Master's degree program in special education utilizes comprehensive marketing, recruitment, retention, and program completion targets grounded in a standards-based program that carefully monitors its formative and summative assessment outcomes and student progress to inform curriculum changes, instructional interventions, and best practices. A continuous and substantial review of program data has contributed to this program's longevity, ability to pivot, and overall success. It serves as a model for others.

6. Provide any additional comments, exceptions and explanations below:

## Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in special education in 2020-21? If no, leave the next question blank.

- ☒ Yes  
☐ No

8. Describe your goal.

Our goal for 2020-2021 is to prepare twenty-five special education teachers via an alternative route program.

## Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in special education in 2021-22? If no, leave the next question blank.

- ☒ Yes  
☐ No

10. Describe your goal.

Our goal for 2021-2022 is to prepare twenty-eight special education teachers via an alternative route program.

# 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 teacher preparation 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\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

## Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in instruction of limited English proficient students in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- ☐ Yes
- ☒ No

2. Describe your goal.

3. Did your program meet the goal?

- ☐ Yes
- ☐ No

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:

## Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

- ☐ Yes  
☒ No

8. Describe your goal.

## Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.

- ☐ Yes  
☒ No

10. Describe your goal.

# Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period.  [\(§205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

## Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
009 -CAREER AND TECH EDUC—AGRICULTURE Evaluation Systems group of Pearson Other enrolled students	2			
009 -CAREER AND TECH EDUC—AGRICULTURE Evaluation Systems group of Pearson All program completers, 2019-20	2			
009 -CAREER AND TECH EDUC—AGRICULTURE Evaluation Systems group of Pearson All program completers, 2017-18	3			
011 -CAREER AND TECH EDUC—FAMILY AND CONSUMER SCI Evaluation Systems group of Pearson All program completers, 2019-20	1			
011 -CAREER AND TECH EDUC—FAMILY AND CONSUMER SCI Evaluation Systems group of Pearson All program completers, 2018-19	3			
011 -CAREER AND TECH EDUC—FAMILY AND CONSUMER SCI Evaluation Systems group of Pearson All program completers, 2017-18	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
004 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	1			
014 -EARLY CHILDHOOD GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	1			
015 -EARLY CHILDHOOD GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	1			
016 -EARLY CHILDHOOD GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2017-18	1			
017 -EARLY CHILDHOOD GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2017-18	1			
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	2			
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	2			
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	2			
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2017-18	2			
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2017-18	2			
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	1			
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	2			
024 -EXCEPTIONAL NEEDS—INTENSE INTERVENTION Evaluation Systems group of Pearson Other enrolled students	2			
024 -EXCEPTIONAL NEEDS—INTENSE INTERVENTION Evaluation Systems group of Pearson All program completers, 2018-19	4			
024 -EXCEPTIONAL NEEDS—INTENSE INTERVENTION Evaluation Systems group of Pearson All program completers, 2017-18	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson Other enrolled students	9			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2019-20	24	263	24	100
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2018-19	39	263	39	100
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2017-18	13	255	13	100
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson Other enrolled students	10	212	6	60
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2019-20	24	237	20	83
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2018-19	39	240	37	95
064 -EXCEPTIONAL NEEDS—MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2017-18	12	232	10	83
030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2018-19	1			
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	1			
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	1			
007 -P–12 EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
007 -P–12 EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	20	269	20	100
007 -P–12 EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	38	265	38	100
007 -P–12 EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	11	259	11	100



Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
043 -SCIENCE—CHEMISTRY Evaluation Systems group of Pearson Other enrolled students	1			
043 -SCIENCE—CHEMISTRY Evaluation Systems group of Pearson All program completers, 2019-20	2			
043 -SCIENCE—CHEMISTRY Evaluation Systems group of Pearson All program completers, 2018-19	1			
043 -SCIENCE—CHEMISTRY Evaluation Systems group of Pearson All program completers, 2017-18	1			
044 -SCIENCE—EARTH/SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	1			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	1			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	7			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	5			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	8			
048 -SOCIAL STUDIES—ECONOMICS Evaluation Systems group of Pearson All program completers, 2017-18	1			
050 -SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2017-18	1			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson Other enrolled students	1			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2018-19	1			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2017-18	1			
052 -SOCIAL STUDIES—PSYCHOLOGY Evaluation Systems group of Pearson Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
053 -SOCIAL STUDIES—SOCIOLOGY Evaluation Systems group of Pearson Other enrolled students	1			

# Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period.  [\(§205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

## Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2019-20	33	29	88
All program completers, 2018-19	45	44	98
All program completers, 2017-18	24	22	92

# Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Provide the following information about the approval or accreditation of your teacher preparation program. ([§205\(a\)\(1\)\(D\)](#), [§205\(a\)\(1\)\(E\)](#))

## Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- ☒ Yes
- ☐ No

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

- ☒ State
- ☒ CAEP
- ☐ AAQEP
- ☐ Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- ☐ Yes
- ☒ No

# Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

## Use of Technology

1. 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.  [\(§205\(a\)\(1\)\(F\)\)](#)

Does your program prepare teachers to:

a. integrate technology effectively into curricula and instruction

- ☒ Yes
- ☐ No

b. use technology effectively to collect data to improve teaching and learning

- ☒ Yes
- ☐ No

c. use technology effectively to manage data to improve teaching and learning

- ☒ Yes
- ☐ No

d. use technology effectively to analyze data to improve teaching and learning

- ☒ Yes
- ☐ No

2. 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 required in courses throughout the Purdue University Teacher Education Programs, including the post-baccalaureate teacher license only, and Transition to Teaching 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 technical skills, including virtual instruction, web design, lesson building, student assessment, student record keeping, etc., via technological tools and apps. The technology mentor acts as a resource for the students throughout the program, offering assistance with any professional technology need they may have. For students completing the post-baccalaureate teacher license-only route, technology is required 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 through a learning management system. EDPS 43000 addresses how to use technology to facilitate organization, assessment, and student achievement. 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 Advanced Assistive Technology. This course addresses the educational/training application of instructional technology, including computers, media, and instructional design. It stresses the 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.

# Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

**(§205(a)(1)(G))**

## Teacher Training

### 1. Provide a description of the activities that prepare general education teachers to:

#### a. Teach students with disabilities effectively

The current 2019-2020 reporting year remains consistent with that of 2018-2019 and is outlined below. The Purdue University Teacher Education Program curricula include two themes and four strands: Social Justice and 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), K-12 STEM Education, Innovation, Collaboration, Advancement, and Leadership. The Purdue University Teacher Education Program has partnerships with 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. The post-graduate/post-baccalaureate Secondary Transition to Teaching program actively involves 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 secondary schools and are mentored both by Purdue faculty and Master teachers in their disciplines at both the elementary and secondary school settings. Purdue University has an English Language Learning graduate level program. 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 are 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.

#### b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

The current 2019-2020 reporting year remains consistent with that of 2018-2019 and is outlined below. Candidates are exposed to what an IEP \*is\* in EDCI 59300, Introductory Secondary Transition to Teaching Seminar. Some candidates have an opportunity to participate in a team during their student teaching experience. Another potential common experience is to examine one (or more) IEPs with a mentor teacher during field experiences in the respective capstone courses if it is available during that experience.

#### c. Effectively teach students who are limited English proficient.

The current 2019-2020 reporting year remains consistent with that of 2018-2019 and is outlined below. The Purdue University Teacher Education Program curricula include two themes and four strands: Social Justice and 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), K-12 STEM Education, Innovation, Collaboration, Advancement, and Leadership. The Purdue University Teacher Education Program has partnerships with 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, including those who are limited English proficient; 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. The post-graduate/post-baccalaureate Secondary Transition to Teaching program actively involves 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 secondary schools and are mentored both by Purdue faculty and Master teachers in their disciplines at both the elementary and secondary school settings. Purdue University has an English

Language Learning graduate level program. 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.

## 2. Does your program prepare special education teachers?

- ☒ Yes  
☐ No

If yes, provide a description of the activities that prepare *special education teachers* to:

### a. Teach students with disabilities effectively

The current 2019-2020 reporting year remains consistent with that of 2018-2019 and is outlined below. Candidates develop a context for learning in order to identify specific needs, strengths, areas for continuous improvement, etc. of the learners with/without disability. In addition to this information, teacher Candidates use baseline data and other assessments to make decisions regarding which evidence-based strategies would best meet the student's needs. Teacher candidates develop lesson plans and demonstrate performance within clinical practice experiences. Candidates are evaluated on their impact on student learning based on a series of performance-based Key Assessment Rubrics. The following courses are where this Context for Learning occurs: EDPS 57701 Characteristics of Children with Mild Exceptionalities: Advanced Level EDPS 51500 Applied Behavior Analysis for Teachers EDPS 56500 Intervention Strategies and Research EDPS 56010 Practicum in Special Education Assessment and Teaching Mild/Intense EDPS 56600 Graduate Supervised Teaching Special Education (16 weeks)

### b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

The current 2019-2020 reporting year remains consistent with that of 2018-2019 and is outlined below. Candidates participate in a minimum of four (4) opportunities to co-develop an IEP and participate as a member of a collaborative team meeting/Case Conference. The following courses are where this participation occurs: EDPS 56800 Social, Legal, and Ethical Issues in Special Education EDPS 56510 Collaboration and Transition Practices in Special Education EDPS 56010 Practicum in Special Education Assessment and Teaching Mild/Intense EDPS 56600 Graduate Supervised Teaching Special Education

### c. Effectively teach students who are limited English proficient.

The current 2019-2020 reporting year remains consistent with that of 2018-2019 and is outlined below. Candidates are introduced to legislation (EDPS 56800 Social, Legal, and Ethical Issues in Special Education) and strategies (EDPS 56500 Intervention Strategies and Research) for working with students with limited English proficiency. Some candidates experience teaching students with English proficiency during Clinical Practice Experiences in EDPS 56010 Intervention Strategies and Research and EDPS 56600 Graduate Supervised Teaching Special Education.



# Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

## 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 (see below). 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 University produced more than a half-billion dollars in research funding for fiscal year 2019. The \$520.6 million generated in 2019 shatters last year's record of \$454.5 million, marking the fifth consecutive year the university has established record funding. 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 Coordinator 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 <https://www.education.purdue.edu/teacher-preparation/>.

## Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

# Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

## Certification of submission

☒ 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 *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

V. Joy Garton Krueger, Ph.D.

TITLE:

Director, Office of Teacher Education and Licensure

## Certification of review of submission

☒ 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 *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF REVIEWER:

V. Joy Garton Krueger, Ph.D.

TITLE:

Director, Office of Teacher Education and Licensure