



Purdue University
Traditional Report AY 2020-21
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

Marchand-Martella

PHONE

(765) 494-2336

EMAIL

nmarchand-martella@purdue.edu

List of Programs

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

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

- [Teacher Preparation Program](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

List of Programs

Note: This section is preloaded with the list of programs reported in the prior year's IPRC.

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

Total number of teacher preparation programs:

15

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

Note: This section is preloaded from the prior year's IPRC.

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 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 checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input 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 type="radio"/> Yes <input checked="" 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

Element	Admission	Completion
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: Teacher Education Program Application and Acknowledgement of Misdemeanors ...	<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:

A minimum Overall, Content, and Professional Education Grade Point Average (GPA) is required for Teacher Education Program admission, retention, and completion. Program areas determine the minimum GPA. The range among all program areas is 2.5/4.0 to 3.0/4.0.

Postgraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

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 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

Element	Admission	Completion
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
Interview	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Other Specify: <input type="text"/>	<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:

In Indiana, postgraduate licensure programs that lead to an Indiana Initial License are defined as "alternative" for Institutions of Higher Education (IHE). Refer to the Alternative Report for information.

Supervised Clinical Experience

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2020-21. ([§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	<input type="text" value="130"/>
Number of clock hours required for student teaching	<input type="text" value="400"/>

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

Years required of teaching as the teacher of record in a classroom

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

Number of students in supervised clinical experience during this academic year

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

All Purdue University West Lafayette teacher education program areas include an early field experience(s) 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. Clock hours are averages from all programs. The discrepancy between the "Subset of Program Completers" and the "Number of students in supervised clinical experience during this academic year" is that some students did supervise clinical experience in one academic year, and completed the program in another academic year.

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [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))

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

2020-21 Total	
Total Number of Individuals Enrolled	609
Subset of Program Completers	200

Gender	Total Enrolled	Subset of Program Completers
Male	94	25
Female	515	175
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	13	7
Black or African American	13	3
Hispanic/Latino of any race	30	10
Native Hawaiian or Other Pacific Islander	0	0
White	526	170

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	23	9
No Race/Ethnicity Reported	4	1

Teachers Prepared

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 2020-21.

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 2020-21

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	<input type="text" value="43"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="91"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	22
13.1301	Teacher Education - Agriculture	19
13.1302	Teacher Education - Art	5
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	10
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	5
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	14
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	2
13.1323	Teacher Education - Chemistry	2
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	17
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

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" value="TE - Government & Citizenship (17), TE - Economics (17)"/>	34

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2020-21. 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?](#)

Does this teacher preparation provider grant degrees upon completion of its programs?

- Yes
 No

No teachers prepared in academic year 2020-21

If this provider 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	43
13.1202	Teacher Education - Elementary Education	91
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	22
13.1301	Teacher Education - Agriculture	19
13.1302	Teacher Education - Art	5
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	10
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	5
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	14
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	17
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	2
13.1323	Teacher Education - Chemistry	2
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: <input data-bbox="289 1654 1260 1696" type="text"/>	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

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: <input data-bbox="289 121 1260 163" type="text"/>	<input data-bbox="1292 90 1568 132" type="text"/>

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

Respond to the following assurances. 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

Note: This section is preloaded from the prior year's IPRC.

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:

Substantial, multi-year, curricular, and programmatic strategies were continued throughout the 2020-2021 Academic Year and are projected for 2021-2022. The Purdue University traditional, undergraduate 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. Technology (history, nature, role, and use of educational technology) also is infused throughout the curricula. 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 demonstrates new educational knowledge through study and research. The Purdue University Teacher Education Program curricula actively involve professors and instructors from all disciplines, including English learners, special education, and technology in education. The courses taken by our students are taught by professors and instructors who communicate regularly with our partner schools of practicing elementary and secondary teachers. They also 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 in both the elementary and secondary school setting. With regard to the instruction of limited English proficient students, all Elementary Education and Special Education Initial Licensure candidates complete a two-credit hour course that addresses culturally and linguistically appropriate strategies for English language learners. A 2-hour per week, 7-13 weeks field experience component is included for observation, lesson plans, and materials development, implementation, and revision. The secondary initial licensure teacher education programs include instruction of limited English proficient students within the methods courses. There is a post-graduate English Language Learning (ELL) program. This is not an initial licensure program but is rather an additional licensure program. Undergraduate candidates can concurrently enroll in the ELL graduate courses as early as their fifth semester, and it is possible for most coursework to be completed while the undergraduate degree is completed. All courses include a field experience component. This licensure area can only be added to an existing Indiana Instructional License. Therefore, program completers are not included in the program completer count for this Title II Report. Technology is embedded throughout the Purdue University Teacher Education Program. In the core/foundational courses (EDCI 20500, EDCI 27000, EDCI 28500, EDPS 23500, and EDPS 26500), 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 includes how to use technology to facilitate organization and assessment, and how to use it for record-keeping purposes. 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. This 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 University. Regarding Special Education, all traditional, TEP candidates are required to complete the course, EDPS 26500, The Inclusive Classroom. The course addresses the characteristics of students with special needs/talents and strategies for helping students learn and develop in general educational settings. Emphasis is placed upon research evidence, case studies, problem-based learning, and the development of a plan for an inclusive classroom. All teacher education methods courses and field experiences include evidence-based content and strategies for addressing the diverse needs of P-12 students with disabilities. Beginning AY 2021-2022, all Teacher Education majors will have the opportunity to experience one or more courses within four available pathways: English Language Learners (ELL), Special Education, High Ability (HA), and Applied Behavioral Analysis (ABA). Elementary Education and Social Studies Education require that each candidate complete all courses within one pathway to ensure a greater depth of understanding. ELL, HA, and ABA each lead to a state and/or national level license that is acquired in concert with their Initial License preparation. Additionally, Blended and Online Teaching (BOT) will be comprehensively integrated into the teacher education curriculum and will result in a Blended and Online Teaching additional license; the first within the State of Indiana. These excellent practices are the result of intentional programmatic review and seasons of significant reform. Since 2017-2018, the faculty has undertaken a comprehensive evaluation of the teacher education curriculum, clinical practice, the support provided to first-year teachers, and the manner in which program data is to be gathered and analyzed to ensure continuous improvement and innovation. This undertaking is known as the Innovation Initiative (I-2). During the 2020-2021 year the curriculum development efforts were advanced, increased resources were requested, and early and continuous clinical experiences expanded. Implementation of the Innovation Initiative (I-2) will occur with first-year students entering 2021-2022. Continuously review will follow.

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\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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 \(2020-21\)](#)
- >> [Review Current Year's Goal \(2021-22\)](#)
- >> [Set Next Year's Goal \(2022-23\)](#)

Report Progress on Last Year's Goal (2020-21)

1. Did your program prepare teachers in mathematics in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

The previously established 2020-2021 Mathematics Goal was to prepare 8 mathematics teachers within the traditional, undergraduate Teacher Education Program. Purdue prepared 14 mathematics teachers for 2020-2021.

3. Did your program meet the goal?

- Yes
 No

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

In addition to the earlier referenced strategic efforts underway for the Innovation Initiative (I-2), Mathematics Education recruits high performers to enter the field of teaching, engages students within a mathematics education-focused learning community, and provides a depth of academic and pedagogical mentorship that ensures a high degree of success and student learning in diverse field placements.

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

The Innovation Initiative will be implemented in 2021-2022 and is expected to expand and develop more fully the strategies and successes noted in #4 above.

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

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in mathematics in 2021-22? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

The 2021-2022 Mathematics Education Goal is to prepare 10 mathematics teachers within the traditional, undergraduate Teacher Education Program. This trajectory is based on 15 projected New Beginners for 2021-2022.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in mathematics in 2022-23? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

The 2022-2023 Mathematics Education Goal is to prepare 10 mathematics teachers within the traditional, undergraduate Teacher Education Program. This trajectory is based on two data points: 13 projected New Beginners for 2022-2023 and as of June 2022, 22 junior and senior Mathematics Education candidates admitted to the Teacher Education 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\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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 \(2020-21\)](#)
- >> [Review Current Year's Goal \(2021-22\)](#)
- >> [Set Next Year's Goal \(2022-23\)](#)

Report Progress on Last Year's Goal (2020-21)

1. Did your program prepare teachers in science in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

The previously established 2020-2021 Science Education Goal was to prepare 8 science teachers within the traditional, undergraduate Teacher Education Program. Purdue prepared 4 science teachers for 2020-2021.

3. Did your program meet the goal?

- Yes
 No

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

In addition to the earlier referenced strategic efforts underway for the Innovation Initiative (I-2), Science Education recruits high performers to enter the field of teaching, engages students by offering a variety of STEM-focused certificates, maintains partnerships with high-need, urban school districts, engages with the Hoosier STEM Academy, and provides a depth of academic and pedagogical mentorship that ensures a high degree of success and student learning in diverse field placements.

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

The Innovation Initiative will be implemented in 2021-2022 and is expected to expand and develop more fully the strategies and successes noted in #4

above.

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

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in science in 2021-22? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

The 2021-2022 Science Education Goal is to prepare 8 science teachers within the traditional, undergraduate Teacher Education Program. This trajectory is based on 4-7 projected New Beginners for 2021-2022.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in science in 2022-23? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

The 2022-2023 Science Education Goal is to prepare 8 science teachers within the traditional, undergraduate Teacher Education Program. This trajectory is based on three data points: 7 projected New Beginners for 2022-2023, 27 continuing students, and as of June 2022, 18 junior and senior Science Education candidates, have been admitted to the Teacher Education Program. 10 of the 18 TEP admitted students are scheduled to complete the program during 2022-2023.

Annual Goals: Special Education

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2020-21\)](#)
- >> [Review Current Year's Goal \(2021-22\)](#)
- >> [Set Next Year's Goal \(2022-23\)](#)

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\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2020-21)

1. Did your program prepare teachers in special education in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

The previously established 2020-2021 Special Education Goal was to prepare 25 special education teachers within the traditional, undergraduate Teacher Education Program. Purdue prepared 43 special education teachers in 2020-2021. Special education teachers include those who who qualify for an Indiana Initial Instructional License in Mild (P-12), Mild and Intense (P-12), and Early Childhood Education and Mild (P-3).

3. Did your program meet the goal?

- Yes
 No

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

The number of special education teachers prepared at Purdue University has increased due to multiple strategies: 1.) Promoting a dual major for Elementary and Special Education students known as "Inclusion," 2.) Providing residencies, 3.) Placing special education candidates in high need schools, 4.) Ensuring a concerted effort in recruitment including the Indiana Grow Your Own initiative. Beginning 2021-2022, Special Education will be one of four learner pathway options offered to every interested Teacher Education student at the elementary and secondary levels. Students who select this option will experience a greater comprehension of exceptionalities and learn to apply specific instructional strategies to adapt instruction to individual needs.

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

The Innovation Initiative will be implemented in 2021-2022 and is expected to expand and develop more fully the strategies and successes noted in #4 above.

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

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in special education in 2021-22? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

The 2021-2022 Special Education Goal is to prepare 40 special education teachers within the undergraduate, traditional Teacher Education Program. This trajectory is based on 29-38 projected New Beginners for 2021-2022 within Inclusion/Mild and Intense (K-6), Mild and Intense (K-6 and 5-12) and Early Childhood Education and Mild (P-3). The projected program completers for 2021-2022 include those who who qualify for an Indiana Initial Instructional License in Mild (P-12), Mild and Intense (P-12), and Early Childhood Education and Mild (P-3).

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in special education in 2022-23? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

The 2022-2023 Special Education Goal is to prepare 39 special education teachers within the Innovation Initiative (I-2), traditional, undergraduate Teacher Education Program. This trajectory is based on two data points: 1.) 20-38 projected New Beginners for 2022-2023 within Inclusion/Mild and Intense (K-6), Mild and Intense (K-5 and 5-12), and Early Childhood and Mild (P-3) and 2.) As of June 2022, 70 junior and senior Special Education candidates admitted to the Teacher Education Program. The latter includes 23 Inclusion/Mild and Intense (K-6), 12 Mild and Intense (K-6 and 5-12), and 35 Early Childhood and Mild (P-3).

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2020-21\)](#)
- >> [Review Current Year's Goal \(2021-22\)](#)
- >> [Set Next Year's Goal \(2022-23\)](#)

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\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2020-21)

1. Did your program prepare teachers in instruction of limited English proficient students in 2020-21?

If no, leave remaining questions for 2020-21 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 (2021-22)

7. Is your program preparing teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Assessment Pass Rates

THIS PAGE INCLUDES:

>> [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 RTI'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](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	1			
PIN0009 -CAREER AND TECH EDUC-AGRICULTURE Evaluation Systems group of Pearson Other enrolled students	7			
PIN0009 -CAREER AND TECH EDUC-AGRICULTURE Evaluation Systems group of Pearson All program completers, 2020-21	18	254	18	100
PIN0009 -CAREER AND TECH EDUC-AGRICULTURE Evaluation Systems group of Pearson All program completers, 2019-20	27	247	27	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PIN0009 -CAREER AND TECH EDUC-AGRICULTURE Evaluation Systems group of Pearson All program completers, 2018-19	20	245	20	100
PIN0011 -CAREER AND TECH EDUC-FAMILY AND CONSUMER SCI Evaluation Systems group of Pearson Other enrolled students	2			
PIN0011 -CAREER AND TECH EDUC-FAMILY AND CONSUMER SCI Evaluation Systems group of Pearson All program completers, 2020-21	4			
PIN0011 -CAREER AND TECH EDUC-FAMILY AND CONSUMER SCI Evaluation Systems group of Pearson All program completers, 2019-20	8			
PIN0011 -CAREER AND TECH EDUC-FAMILY AND CONSUMER SCI Evaluation Systems group of Pearson All program completers, 2018-19	4			
PIN0004 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	3			
PIN0004 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	21	234	18	86
PIN0004 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	16	240	14	88
PIN0004 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	18	249	18	100
PIN0014 -EARLY CHILDHOOD GENERALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	8			
PIN0014 -EARLY CHILDHOOD GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	22	234	19	86
PIN0014 -EARLY CHILDHOOD GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	17	237	15	88
PIN0014 -EARLY CHILDHOOD GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	18	237	18	100
PIN0015 -EARLY CHILDHOOD GENERALIST SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	7			
PIN0015 -EARLY CHILDHOOD GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	22	246	21	95

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PIN0015 -EARLY CHILDHOOD GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	17	256	17	100
PIN0015 -EARLY CHILDHOOD GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	18	258	18	100
PIN0016 -EARLY CHILDHOOD GENERALIST SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	7			
PIN0016 -EARLY CHILDHOOD GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2020-21	22	240	21	95
PIN0016 -EARLY CHILDHOOD GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2019-20	17	242	17	100
PIN0016 -EARLY CHILDHOOD GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2018-19	18	246	18	100
PIN0017 -EARLY CHILDHOOD GENERALIST SUBTEST 4 Evaluation Systems group of Pearson Other enrolled students	9			
PIN0017 -EARLY CHILDHOOD GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2020-21	22	238	20	91
PIN0017 -EARLY CHILDHOOD GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2019-20	17	238	14	82
PIN0017 -EARLY CHILDHOOD GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2018-19	18	244	18	100
ETS5911 -ECONOMICS Educational Testing Service (ETS) Other enrolled students	2			
PIN0005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	14	244	13	93
PIN0005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	84	247	84	100
PIN0005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	114	247	112	98
PIN0005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	81	250	81	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PIN0060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	22	227	17	77
PIN0060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	89	239	85	96
PIN0060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	117	236	111	95
PIN0060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	82	242	81	99
PIN0061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	22	241	20	91
PIN0061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	88	251	84	95
PIN0061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	117	249	115	98
PIN0061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	82	249	82	100
PIN0062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	22	241	19	86
PIN0062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2020-21	89	245	86	97
PIN0062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2019-20	117	245	114	97
PIN0062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2018-19	82	250	80	98
PIN0063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson Other enrolled students	21	229	18	86
PIN0063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2020-21	89	235	80	90
PIN0063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2019-20	117	236	111	95

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PIN0063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2018-19	82	239	79	96
PIN0018 -ENGINEERING AND TECHNOLOGY EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
PIN0018 -ENGINEERING AND TECHNOLOGY EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	6			
PIN0018 -ENGINEERING AND TECHNOLOGY EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	7			
PIN0021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2020-21	10	227	9	90
PIN0021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	18	233	17	94
PIN0021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	17	237	17	100
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	1			
PIN0024 -EXCEPTIONAL NEEDS-INTENSE INTERVENTION Evaluation Systems group of Pearson All program completers, 2020-21	12	238	11	92
PIN0024 -EXCEPTIONAL NEEDS-INTENSE INTERVENTION Evaluation Systems group of Pearson All program completers, 2019-20	5			
PIN0025 -EXCEPTIONAL NEEDS-MILD INTERVENTION Evaluation Systems group of Pearson Other enrolled students	9			
PIN0025 -EXCEPTIONAL NEEDS-MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2020-21	42	242	38	90
PIN0025 -EXCEPTIONAL NEEDS-MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2019-20	42	248	40	95
PIN0025 -EXCEPTIONAL NEEDS-MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2018-19	34	249	33	97
PIN0064 -EXCEPTIONAL NEEDS-MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2020-21	13	219	8	62

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PIN0064 -EXCEPTIONAL NEEDS-MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2019-20	6			
PIN0064 -EXCEPTIONAL NEEDS-MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2018-19	3			
ETS5122 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) Other enrolled students	1			
PIN0030 -FINE ARTS-VISUAL ARTS Evaluation Systems group of Pearson Other enrolled students	5			
PIN0030 -FINE ARTS-VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2020-21	3			
PIN0030 -FINE ARTS-VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2019-20	6			
PIN0030 -FINE ARTS-VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2018-19	7			
ETS5931 -GOVERNMENT POLITICAL SCIENCE Educational Testing Service (ETS) Other enrolled students	2			
PIN0066 -HEALTH Evaluation Systems group of Pearson All program completers, 2019-20	1			
PIN0035 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	4			
PIN0035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	14	239	14	100
PIN0035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	6			
PIN0035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	9			
PIN0007 -P-12 EDUCATION Evaluation Systems group of Pearson Other enrolled students	2			
PIN0007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	17	252	17	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PIN0007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	13	255	13	100
PIN0007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	10	244	10	100
PIN0067 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	1			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	3			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2020-21	3			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) Other enrolled students	1			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	4			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2020-21	1			
PIN0043 -SCIENCE-CHEMISTRY Evaluation Systems group of Pearson All program completers, 2020-21	2			
PIN0043 -SCIENCE-CHEMISTRY Evaluation Systems group of Pearson All program completers, 2018-19	2			
PIN0044 -SCIENCE-EARTH SPACE SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
PIN0044 -SCIENCE-EARTH SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	1			
PIN0045 -SCIENCE-LIFE SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
PIN0045 -SCIENCE-LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2020-21	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PIN0045 -SCIENCE-LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	5			
PIN0045 -SCIENCE-LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	3			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) Other enrolled students	3			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5545 -SE CK AND SEVERE TO PROF APPL Educational Testing Service (ETS) All program completers, 2020-21	1			
PIN0006 -SECONDARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	8			
PIN0006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	63	252	63	100
PIN0006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	85	252	85	100
PIN0006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	72	250	72	100
PIN0048 -SOCIAL STUDIES-ECONOMICS Evaluation Systems group of Pearson Other enrolled students	2			
PIN0048 -SOCIAL STUDIES-ECONOMICS Evaluation Systems group of Pearson All program completers, 2020-21	11	225	8	73
PIN0048 -SOCIAL STUDIES-ECONOMICS Evaluation Systems group of Pearson All program completers, 2019-20	26	217	14	54
PIN0048 -SOCIAL STUDIES-ECONOMICS Evaluation Systems group of Pearson All program completers, 2018-19	14	225	12	86
PIN0050 -SOCIAL STUDIES-GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson Other enrolled students	2			
PIN0050 -SOCIAL STUDIES-GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2020-21	12	246	12	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PIN0050 -SOCIAL STUDIES-GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2019-20	26	235	19	73
PIN0050 -SOCIAL STUDIES-GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2018-19	14	236	13	93
PIN0051 -SOCIAL STUDIES-HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson Other enrolled students	2			
PIN0051 -SOCIAL STUDIES-HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2020-21	13	234	11	85
PIN0051 -SOCIAL STUDIES-HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2019-20	24	225	19	79
PIN0051 -SOCIAL STUDIES-HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2018-19	14	228	13	93
PIN0052 -SOCIAL STUDIES-PSYCHOLOGY Evaluation Systems group of Pearson All program completers, 2019-20	3			
PIN0052 -SOCIAL STUDIES-PSYCHOLOGY Evaluation Systems group of Pearson All program completers, 2018-19	1			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) Other enrolled students	3			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2019-20	2			

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 RTI'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, 2020-21	194	177	91
All program completers, 2019-20	243	228	94
All program completers, 2018-19	187	182	97

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\(a\)\(1\)\(E\)](#))

Note: This section is preloaded from the prior year's IPRC.

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

THIS PAGE INCLUDES:

>> [Use of Technology](#)

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

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.

Purdue University is known for its STEM focus, research, and integration in multiple fields. Teacher Education at Purdue has continuously ensured technology integration within the curriculum and demonstrated its instructional and administrative benefits via the tools and skills necessary to collect, evaluate, and make sound instructional decisions for P-12 students. Technology is required throughout the Purdue University Teacher Education Program. Students complete EDCI 27000, Introduction to Educational Technology and Computing, and in the core/foundational courses (EDCI 20500, EDCI 28500, EDPS 23500, and EDPS 26500), 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. 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 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. This 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 a foundation of Teacher Education at Purdue University. Beginning Fall 2021-2022, every incoming Purdue University Teacher Education student in all content areas will develop and acquire online and blended instructional skills through an intentional, embedded set of experiences, artifacts, and performances that lead to a Blended and Online Teaching additional license; the first in the State of Indiana. This unique innovation is one of many to be comprehensively implemented via the Innovation Initiative (-I-2).

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Note: This section is preloaded from the prior year's IPRC.

Teacher Training

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

a. Teach students with disabilities effectively

For 2020-2021 and prior, candidates complete EDPS 26500 The Inclusive Classroom, a foundational course. Teacher Education candidates are introduced to the characteristics of various exceptionalities and how those present in the classroom. Activities include the following: -Lesson plan including accommodations for students with disabilities in the Theory into Practice classroom. -Diverse needs paper describing chosen accommodations for case studies and a rationale for the decision. -Midterm & final exams that cover the content of effectively teaching students with disabilities. A comprehensive reform initiative known as the Innovation Initiative (I-2) has been under development since 2017-2018. Implementation for this newly revised program is scheduled for 2021-2022. Within the new program release, professional education courses will routinely integrate instructional differentiation techniques and other curricular innovations and assessments designed to comprehensively support students with exceptional needs. Every teacher education candidate may initiate and complete specialized preparation via one of four learner pathways: Special Education, English Language Learners, High Ability, and Applied Behavioral Analysis. Successful completion may lead to an additional license or academic certificate. Significant field-based opportunities at every stage of the program will enable general education candidates in all content areas to apply their understanding. Candidates will demonstrate and develop instructional performances via expanded field experiences, year-long student teaching, community-based experiences, and virtual learning environments.

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*.

During the foundational course, EDPS 26500 The Inclusive Classroom, the IEP process is discussed as well as the general and special education roles and participation in the process. The purpose and integration of the Individuals with Disabilities Education Act via the role and integration of the IEP, will be expanded in the newly revised Innovation Initiative beginning in 2021-2022.

c. Effectively teach students who are limited English proficient.

For 2020-2021, EDCI 37001, Teaching English Learners in the Elementary School, focuses on the design of materials and instructional strategies for English Language Learners. The course addresses current issues as well as techniques for instructing and assessing students who are at the beginning or intermediate stages of English language development in the school context. Activities include student observations, lesson planning, English Learning planning, teacher-student interaction, lesson plan reflection, and follow-up lessons. A comprehensive reform initiative known as the Innovation Initiative (I-2) has been under development since 2017-2018. Implementation for this newly revised program is scheduled for 2021-2022. Within the new program release, professional education courses will routinely integrate instructional differentiation techniques and other curricular innovations and assessments for students who are limited English proficient. For a deeper understanding, every teacher education candidate will have the opportunity for specialized preparation in a particular pathway that focuses on a unique learner population. Every teacher education candidate may initiate and complete specialized preparation via one of four learner pathways: Special Education, English Language Learners, High Ability, and Applied Behavioral Analysis. Significant field-based opportunities at every stage of the program will enable general education candidates in all content areas to apply their understanding via expanded field experiences, year-long student teaching, community-based experiences, and virtual learning environments.

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

A newly reformed special education program is to be implemented in 2021-2022, with increased emphasis on both Mild and Intense for grade levels K-6 and 5-12. The current 2020-2021 reporting year remains consistent with previous years where special education majors selected Mild or Intense and were licensed P-12. The latter is highlighted below. Candidates complete the following methods courses: EDPS 46000 Strategies for Teaching Individuals with Mild and Moderate Disabilities Primary and Elementary Grades EDPS 46200 Strategies for Teaching Individuals with Mild and Moderate Disabilities Middle and High School, and EDPS 46300 Teaching Individuals with Severe Disabilities. These courses address mild and intense educational supports and curriculum across all content areas at the P-12 grade levels. In addition, practica in Strategies for Teaching Individuals with Disabilities and a sixteen-week student teaching experience are completed to ensure candidates are provided the opportunity for clinical practice.

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*.

For the 2020-2021 reporting year, the course, EDPS 41001 Collaboration and Transition Practices for Individuals with Disabilities, focuses on collaboration and transition, particularly in participating in the IEP process collaboratively.

c. Effectively teach students who are limited English proficient.

For 2020-2021, EDCI 37001, Teaching English Learners in the Elementary School, focuses on the information necessary to the design of materials and instructional strategies for English Language Learners. The course addresses current issues as well as on techniques for instructing and assessing students who are at the beginning or intermediate stages of English language development in the school context. Activities include student observations, lesson planning, English Learning planning, teacher-student interaction, lesson plan reflection, and follow up lessons.

Contextual Information

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

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.

Additional Clarification for Quantitative Results Please note that the additional program area (#15) is the Inclusion Program; a dual major for Elementary Education and Special Education. Description of Purdue University 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). 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/licensure/>

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