title **II** higher education act

2024 TITLE II REPORTS
National Teacher Preparation Data

IN

Purdue University
Traditional Report AY 2022-23
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

243780

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

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CITY

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SALUTATION

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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), 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

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	
13.1306	Teacher Education - Foreign Language	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))**

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	● Yes	○ No	● Yes	○ No
Fingerprint check	○ Yes	● No	○ Yes	● No
Background check	● Yes	○ No	● Yes	○ No
Minimum number of courses/credits/semester hours completed	● Yes	○ No	● Yes	○ No
Minimum GPA	● Yes	○ No	● Yes	○ No
Minimum GPA in content area coursework	● Yes	○ No	● Yes	○ No
Minimum GPA in professional education coursework	● Yes	○ No	● Yes	○ No
Minimum ACT score	○ Yes	● No	○ Yes	● No
Minimum SAT score	○ Yes	● No	○ Yes	● No
Minimum basic skills test score	○ Yes	● No	○ Yes	● No
Subject area/academic content test or other subject matter verification	○ Yes	● No	● Yes	○ No
Recommendation(s)	○ Yes	● No	○ Yes	● No

Element	Admission		Completion	
Essay or personal statement	○ Yes	● No	○ Yes	● No
Interview	○ Yes	● No	○ Yes	● No
Other Specify: Teacher Education Program Application and Acknowledgement of Misdemeanors …	● Yes	○ No	○ Yes	● 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:

2021-2022 was the inaugural year for the implementation of the Purdue University West Lafayette Teacher Education Program Innovation Initiative (I-2): a comprehensive curricular reform across all traditional teacher education program areas. 2022-2023 is year two for the continuation of the I-2 curricular reform fulfillment. Necessary adjustments were made to account for emerging and sunsetting transitional, programmatic necessities and student-centered needs. It is expected that the reform's implementation evolution will continue for 2023-2024 and 2024-2025, including adaptations to program milestones (formerly gates/gateways) reflective of both quantitative and qualitative attributes, artifacts, and assessments. The 2022-2023 Teacher Education Program (TEP) requires a minimum Overall, Content, and Professional Education Grade Point Average (GPA) for admission, retention, and completion. Program areas determine the minimum GPA and other TEP and degree requirements. The former of which are approved by the university level Teacher Education Council (TEC). The TEP GPA range among all program areas is 2.5/4.0 to 3.0/4.0. A grade of C or better is required in three foundational courses for TEP admission. Program progression and completion require a minimum grade of C in all professional education courses among other measurable criteria to qualify for successful milestone passage.

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	○ Yes	○ No	○ Yes	○ No
Fingerprint check	○ Yes	○ No	○ Yes	○ No
Background check	○ Yes	○ No	○ Yes	○ No
Minimum number of courses/credits/semester hours completed	○ Yes	○ No	○ Yes	○ No
Minimum GPA	○ Yes	○ No	○ Yes	○ No
Minimum GPA in content area coursework	○ Yes	○ No	○ Yes	○ No

Element	Admission		Completion	
Minimum GPA in professional education coursework	○ Yes	○ No	○ Yes	○ No
Minimum ACT score	○ Yes	○ No	○ Yes	○ No
Minimum SAT score	○ Yes	○ No	○ Yes	○ No
Minimum basic skills test score	○ Yes	○ No	○ Yes	○ No
Subject area/academic content test or other subject matter verification	○ Yes	○ No	○ Yes	○ No
Recommendation(s)	○ Yes	○ No	○ Yes	○ No
Essay or personal statement	○ Yes	○ No	○ Yes	○ No
Interview	○ Yes	○ No	○ Yes	○ No
Other Specify: [_____]	○ Yes	○ No	○ Yes	○ 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 2022-23. **(§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	130
Number of clock hours required for student teaching	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	15
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	24
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	201
Number of students in supervised clinical experience during this academic year	174

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

Beginning 2021-2022, Purdue University West Lafayette Teacher Education Program areas include a field component beginning their first semester, year one of the program and continues for each subsequent semester or year. Placements are designated for specific schools to provide consistency, focused training, and flow of communication. Purdue University's College of Education (COE) and Teacher Education Program areas believe in delivering strong field-based experiences designed to introduce candidates to authentic learning settings early on in their program. Through high-quality P-12 and community partnerships, candidates are provided opportunities for real-world engagement that build in complexity and expectations as the candidates move toward the professional semester of student teaching. The school setting can be a preschool, 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. Clock hours are averages from all programs.

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

2022-23 Total	
Total Number of Individuals Enrolled	575
Subset of Program Completers	174

Gender	Total Enrolled	Subset of Program Completers
Male	92	37
Female	483	137
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	3
Black or African American	11	4
Hispanic/Latino of any race	25	3
Native Hawaiian or Other Pacific Islander	0	0
White	502	155

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	18	4
No Race/Ethnicity Reported	6	5

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	18	4
No Race/Ethnicity Reported	6	5

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

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2022-23.

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 2022-23**

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**	27

CIP Code	Subject Area	Number Prepared
13.1202	Teacher Education - Elementary Education	84
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1210	Teacher Education - Early Childhood Education	9
13.1301	Teacher Education - Agriculture	19
13.1302	Teacher Education - Art	2
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	8
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	3
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	7
13.1311	Teacher Education - Mathematics	6
13.1312	Teacher Education - Music	0
13.1314	Teacher Education - Physical Education and Coaching	0
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science Teacher Education/General Science	0
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	0
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	8
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	16
13.1329	Teacher Education - Physics	0

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	0
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	0
13.99	Education - Other Specify: TE Economics (16), TE Govt & Citizenship (16), TE Sociology (1)	33

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2022-23. 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 2022-23**

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	27
13.1202	Teacher Education - Elementary Education	84
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1210	Teacher Education - Early Childhood Education	9
13.1301	Teacher Education - Agriculture	19
13.1302	Teacher Education - Art	2
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	8
13.1306	Teacher Education - Foreign Language	0

CIP Code	Academic Major	Number Prepared
13.1307	Teacher Education - Health	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	3
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	7
13.1311	Teacher Education - Mathematics	6
13.1312	Teacher Education - Music	0
13.1314	Teacher Education - Physical Education and Coaching	0
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - General Science	0
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	16
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	8
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	0
13.1331	Teacher Education - Speech	0
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	0
13.99	Education - Other Specify:	0
01	Agriculture	0
03	Natural Resources and Conservation	0
05	Area, Ethnic, Cultural, and Gender Studies	0

CIP Code	Academic Major	Number Prepared
09	Communication or Journalism	0
11	Computer and Information Sciences	0
12	Personal and Culinary Services	0
14	Engineering	0
16	Foreign Languages, Literatures, and Linguistics	0
19	Family and Consumer Sciences/Human Sciences	0
21	Technology Education/Industrial Arts	0
22	Legal Professions and Studies	0
23	English Language/Literature	0
24	Liberal Arts/Humanities	0
25	Library Science	0
26	Biological and Biomedical Sciences	0
27	Mathematics and Statistics	0
30	Multi/Interdisciplinary Studies	0
38	Philosophy and Religious Studies	0
40	Physical Sciences	0
41	Science Technologies/Technicians	0
42	Psychology	0
44	Public Administration and Social Service Professions	0
45	Social Sciences	0
46	Construction	0
47	Mechanic and Repair Technologies	0
50	Visual and Performing Arts	0
51	Health Professions and Related Clinical Sciences	0
52	Business/Management/Marketing	0

CIP Code	Academic Major	Number Prepared
54	History	0
99	Other Specify:	0

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:**

   A comprehensive, multi-year, curricular, and programmatic reform and implementation strategies were applied throughout 2021-2022 and continued in 2022-2023. 2021-2022 served as the inaugural year for the reform known as the Innovation Initiative (I-2). A combination of themes and integrated strands provides a reliable framework to prepare Purdue University West Lafayette Teacher Education graduates in rigorous content knowledge and professional education at the highest quality while increasing responsivity for 1.) Social Justice and Diversity (social class - low income and at-risk student populations - race, ethnicity, gender), 2.) Language Proficiency (English Learners), 3.) Cognitive Abilities, 4.) Exceptionalities (including high ability/gifted and talented), 5.) P-12 STEM Education, Innovation, Collaboration, Advancement, and Leadership. Purdue University West Lafayette was the first university in Indiana to adopt the Blended and Online Teaching (BOT) teacher preparation standards for its Traditional Teacher Education

Program areas. This program strategically models the instructional performances expected of each student and requires every student to incorporate these skills and attributes within lesson plans and clinical practices. Authentic artifacts are generated by each student and evaluated by a team of objective specialists. The measurable outcomes are a component of course requirements and result in being awarded multiple badges based on the BOT standards. The successful completion of each badge is a program completion requirement. The above innovation ensures teacher education 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. Students access information about schools and class content through a learning management system and how to use technology to facilitate organization, assessment, and student achievement. The following are addressed: 1.) The nature and role of educational technology, 2.) Fundamentals of education technology, including the integration of instructional design, media, computer, and related technologies within the classroom setting, 3.) Students explore and evaluate how, when, and why technology should be infused into education, 4.) Students experience how different tools are used to create, manage, present, and evaluate instructional materials, 5.) Students learn how the computer, other forms of media, and instructional design techniques are integrated, utilized, and evaluated within the classroom, and 6.) Students use technology to gather resources to understand its effective use in the classroom. Technological applications in special education, including microcomputers, interactive video, auditory and visual enhancement, and other adaptive devices for individuals with disabilities including learning and cognitive disabilities and visual, sensory, and physical impairments are also introduced. 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. 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. The Purdue University Teacher Education Program has partnerships with schools in rural, suburban, and urban school settings in Indiana. The school can be a preschool, 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 West Lafayette 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 engage regularly with our partner schools and practicing elementary and secondary teachers. Faculty members and clinical practitioners generate and/or serve as scholars for cutting-edge, research-based pedagogies and instructional strategies. 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 early learning, elementary and secondary school settings. For a deeper dive and/or an additional license in Special Education, ABA, English Language Learning, or High Ability teacher education majors are required to complete one or two courses in one of the above concentrations. Some program areas require the student to complete a concentration for program completion.

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

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in mathematics in 2022-23?

If no, leave remaining questions for 2022-23 blank (or clear responses already entered).

- ● Yes
- ○ No

2. Describe your goal.

The 2022-2023 Mathematics Education Goal is to prepare ten (10) mathematics teachers within the Traditional, Undergraduate Teacher Education Program. This goal is based on program admission, enrollment, and the projected time to completion.

3. Did your program meet the goal?

- ○ Yes
- ● No

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

Six traditionally prepared mathematics educators successfully completed the Purdue University West Lafayette Teacher Education Program in 2022-2023. An increase in recruitment, advertisement, and continuous support by program faculty, academic advisors, and clinical practitioners have been implemented. Many viable mathematics educator candidates elect to pursue Mathematics with the future goal of entering a graduate level Transition to Teaching Program. Additionally, many of our STEM-focused students in all categories of initial licensure, elect to add mathematics to their initial licensure through exam. These licensure additions, although occurring simultaneously within a traditional teacher education program, do not qualify to be counted as initially licensed educators for Title II purposes.

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

Continue to coordinate recruitment and retention strategies among existing key partners and expand this partnership to include program alumni.

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

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in mathematics in 2023-24? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

The 2023-2024 Mathematics Education Goal is to prepare eight (8) mathematics teachers within the Traditional, Undergraduate Teacher Education Program. This goal is based on program admission, enrollment, and the projected time to completion. The reduction in this projection takes into consideration that several traditional teacher education students are adding mathematics via examination and non-teacher education STEM majors seek instead to enter an alternative, graduate level Purdue Transition to Teaching Program after graduating.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in mathematics in 2024-25? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

The 2024-2025 Mathematics Education Goal is to prepare eight (8) mathematics teachers within the Traditional, Undergraduate Teacher Education Program. This goal is based on program admission, enrollment, and the projected time to completion. This projection takes into consideration that several traditional teacher education students are adding mathematics via examination and non-teacher education STEM majors seek instead to enter an alternative, graduate level Purdue Transition to Teaching Program after graduating.

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

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in science in 2022-23?

If no, leave remaining questions for 2022-23 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

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

3. Did your program meet the goal?

- ● Yes
- ○ No

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

An increase in recruitment, advertisement, and continuous support by program faculty, academic advisors, and clinical practitioners were implemented.

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

Continue the current strategies and increase our partnership with program alumni to assist with recruitment and clinical field experience support.

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

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in science in 2023-24? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

The 2023-2024 Science Education Goal is to prepare 6 science teachers within the Traditional, Undergraduate Teacher Education Program.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in science in 2024-25? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

The 2024-2025 Science Education Goal is to prepare 7 science teachers within the Traditional, Undergraduate Teacher Education 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))**

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 (2022-23)

1. Did your program prepare teachers in special education in 2022-23?

If no, leave remaining questions for 2022-23 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

The 2022-2023 Special Education Goal is to prepare thirty-nine (39) special education teachers within the Innovation Initiative (I-2) Traditional Undergraduate Teacher Education Program. This goal 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, seventy (70) junior and senior Special Education candidates were admitted to the Teacher Education Program. The latter includes twenty-three (23) Inclusion/Mild and Intense (K-6), 12 Mild and Intense (K-6 and 5-12), and 35 Early Childhood and Mild (P-3).

3. Did your program meet the goal?

- ○ Yes
- ● No

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

Thirty-six special education teachers completed the Purdue University West Lafayette Special Education Program. Twenty-seven (K-5 and 5-12) and nine (P-3). Three projected program completers elected to pursue Elementary Education instead of their original goal to complete both an Elementary and Special Education initial education license.

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

The following steps have been outlined to improve the recruitment and retention of traditional special education program completers: Continue the current recruitment and retention strategies among program faculty, academic advisors, and clinical practitioners; Increase partnerships with program alumni to assist with recruitment and clinical field experience support; Streamline the program to enable ease of accessing required courses, within an eight semester sequence, in both depth and breadth i.e., Mild, Intense, and P-12.

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

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in special education in 2023-24? If no, leave the next question blank.

- ◉ Yes
- ○ No

8. Describe your goal.

The 2023-2024 Special Education Goal is to prepare twenty-four (24) special education teachers within the Innovative Initiative Traditional Undergraduate Teacher Education Program.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in special education in 2024-25? If no, leave the next question blank.

- ◉ Yes
- ○ No

10. Describe your goal.

The 2024-2025 Special Education Goal is to prepare twenty-four (24) special education teachers within the Traditional Undergraduate Special Education Teacher Education 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))**

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 (2022-23)

1. Did your program prepare teachers in instruction of limited English proficient students in 2022-23?

If no, leave remaining questions for 2022-23 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 (2023-24)

7. Is your program preparing teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

- ○ Yes
- ● No

8. Describe your goal.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in instruction of limited English proficient students in 2024-25? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

The State of Indiana does not provide an Initial Instructional License in English Language Learning (ELL). An additional program in ELL may be added with successful completion of coursework and examination. Purdue University West Lafayette has designed and will be offering an optional, additional undergraduate ELL licensure pathway/concentration that can be coupled with other teacher education majors. The completion of this program will be defined as an additional license - although completed simultaneously with an undergraduate teacher education major.

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 (%)
ETS5701 -AGRICULTURE Educational Testing Service (ETS) Other enrolled students	5			
ETS5701 -AGRICULTURE Educational Testing Service (ETS) All program completers, 2022-23	18	168	18	100
ETS5701 -AGRICULTURE Educational Testing Service (ETS) All program completers, 2021-22	4			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	2			

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) All program completers, 2021-22	4			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	8			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	3			
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 All program completers, 2022-23	1			
PIN0009 -CAREER AND TECH EDUC-AGRICULTURE Evaluation Systems group of Pearson All program completers, 2021-22	7			
PIN0009 -CAREER AND TECH EDUC-AGRICULTURE Evaluation Systems group of Pearson All program completers, 2020-21	18	254	18	100
PIN0011 -CAREER AND TECH EDUC-FAMILY AND CONSUMER SCI Evaluation Systems group of Pearson All program completers, 2021-22	1			
PIN0011 -CAREER AND TECH EDUC-FAMILY AND CONSUMER SCI Evaluation Systems group of Pearson All program completers, 2020-21	4			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	1			
PIN0004 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	2			
PIN0004 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	20	233	17	85
PIN0014 -EARLY CHILDHOOD GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PIN0014 -EARLY CHILDHOOD GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	22	234	19	86
PIN0015 -EARLY CHILDHOOD GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	5			
PIN0015 -EARLY CHILDHOOD GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	22	246	21	95
PIN0016 -EARLY CHILDHOOD GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2021-22	5			
PIN0016 -EARLY CHILDHOOD GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2020-21	22	240	21	95
PIN0017 -EARLY CHILDHOOD GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2021-22	5			
PIN0017 -EARLY CHILDHOOD GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2020-21	22	238	20	91
ETS5028 -EARLY CHILDHOOD: MATH & SCIENCE Educational Testing Service (ETS) Other enrolled students	14	180	13	93
ETS5028 -EARLY CHILDHOOD: MATH & SCIENCE Educational Testing Service (ETS) All program completers, 2022-23	9			
ETS5028 -EARLY CHILDHOOD: MATH & SCIENCE Educational Testing Service (ETS) All program completers, 2021-22	13	178	13	100
ETS5027 -EARLY CHILDHOOD: READING & SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	13	176	13	100
ETS5027 -EARLY CHILDHOOD: READING & SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2022-23	9			
ETS5027 -EARLY CHILDHOOD: READING & SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	13	176	13	100
ETS5911 -ECONOMICS Educational Testing Service (ETS) Other enrolled students	19	156	13	68
ETS5911 -ECONOMICS Educational Testing Service (ETS) All program completers, 2022-23	16	162	15	94

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5911 -ECONOMICS Educational Testing Service (ETS) All program completers, 2021-22	17	151	14	82
ETS5008 -ELEM ED: MATH & SCIENCE Educational Testing Service (ETS) Other enrolled students	50	175	47	94
ETS5008 -ELEM ED: MATH & SCIENCE Educational Testing Service (ETS) All program completers, 2022-23	84	174	78	93
ETS5008 -ELEM ED: MATH & SCIENCE Educational Testing Service (ETS) All program completers, 2021-22	72	176	70	97
ETS5007 -ELEM ED: READING & SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	49	174	44	90
ETS5007 -ELEM ED: READING & SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2022-23	84	173	82	98
ETS5007 -ELEM ED: READING & SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	72	176	72	100
PIN0005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	12	248	12	100
PIN0005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	81	248	81	100
PIN0060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	15	237	15	100
PIN0060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	89	239	85	96
PIN0061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	14	250	14	100
PIN0061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	88	251	84	95
PIN0062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2021-22	14	255	14	100
PIN0062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2020-21	89	245	86	97

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, 2021-22	14	238	14	100
PIN0063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2020-21	89	235	80	90
PIN0018 -ENGINEERING AND TECHNOLOGY EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	1			
PIN0021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2020-21	10	227	9	90
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	9			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2022-23	8			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2021-22	14	181	14	100
PIN0024 -EXCEPTIONAL NEEDS-INTENSE INTERVENTION Evaluation Systems group of Pearson All program completers, 2020-21	12	238	11	92
PIN0025 -EXCEPTIONAL NEEDS-MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2021-22	7			
PIN0025 -EXCEPTIONAL NEEDS-MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2020-21	40	242	36	90
PIN0064 -EXCEPTIONAL NEEDS-MILD INTERVENTION: READING INST Evaluation Systems group of Pearson All program completers, 2020-21	11	227	8	73
ETS5122 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) Other enrolled students	2			
ETS5122 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2022-23	3			
ETS5122 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2021-22	6			
ETS5122 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2020-21	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PIN0030 -FINE ARTS-VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2021-22	5			
PIN0030 -FINE ARTS-VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2020-21	3			
ETS5931 -GOVERNMENT POLITICAL SCIENCE Educational Testing Service (ETS) Other enrolled students	16	157	11	69
ETS5931 -GOVERNMENT POLITICAL SCIENCE Educational Testing Service (ETS) All program completers, 2022-23	16	167	16	100
ETS5931 -GOVERNMENT POLITICAL SCIENCE Educational Testing Service (ETS) All program completers, 2021-22	18	163	16	89
PIN0035 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) Other enrolled students	6			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	6			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	10	184	9	90
PIN0035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22	3			
PIN0035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	14	239	14	100
PIN0007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	2			
PIN0007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	16	252	16	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	10	176	9	90
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2022-23	62	177	62	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2021-22	69	175	68	99
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2020-21	5			
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) Other enrolled students	1			
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2022-23	7			
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2021-22	15	167	15	100
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	16	179	16	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2022-23	76	179	76	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2021-22	76	178	76	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2020-21	5			
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) Other enrolled students	4			
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) All program completers, 2022-23	12	176	12	100
ETS5625 -PRINC LEARNING AND TEACHING PRE K-12 Educational Testing Service (ETS) All program completers, 2021-22	17	175	17	100
PIN0043 -SCIENCE-CHEMISTRY Evaluation Systems group of Pearson All program completers, 2020-21	2			
PIN0044 -SCIENCE-EARTH SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2021-22	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, 2021-22	1			
PIN0045 -SCIENCE-LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2020-21	1			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) Other enrolled students	16	166	15	94
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2022-23	27	173	26	96
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2021-22	32	173	32	100
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2020-21	3			
ETS5545 -SE CK AND SEVERE TO PROF APPL Educational Testing Service (ETS) Other enrolled students	1			
ETS5545 -SE CK AND SEVERE TO PROF APPL Educational Testing Service (ETS) All program completers, 2022-23	6			
ETS5545 -SE CK AND SEVERE TO PROF APPL Educational Testing Service (ETS) All program completers, 2021-22	10	183	10	100
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	1			
PIN0006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	1			
PIN0006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	6			
PIN0006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	63	252	63	100
PIN0048 -SOCIAL STUDIES-ECONOMICS Evaluation Systems group of Pearson All program completers, 2021-22	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PIN0048 -SOCIAL STUDIES-ECONOMICS Evaluation Systems group of Pearson All program completers, 2020-21	11	225	8	73
PIN0050 -SOCIAL STUDIES-GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2021-22	4			
PIN0050 -SOCIAL STUDIES-GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2020-21	12	246	12	100
PIN0051 -SOCIAL STUDIES-HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2021-22	4			
PIN0051 -SOCIAL STUDIES-HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2020-21	13	234	11	85
ETS5952 -SOCIOLOGY Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5051 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) Other enrolled students	3			
ETS5051 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2022-23	7			
ETS5051 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) Other enrolled students	18	161	15	83
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2022-23	16	168	16	100
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2021-22	18	163	17	94
ETS5941 -WORLD AND U.S. HISTORY CK Educational Testing Service (ETS) All program completers, 2020-21	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 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

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2022-23	174	166	95
All program completers, 2021-22	203	198	98
All program completers, 2020-21	196	180	92

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

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 West Lafayette 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. Purdue University West Lafayette was the first university in Indiana to adopt the Blended and Online Teaching (BOT) teacher preparation standards for its Traditional Teacher Education Program areas. This program strategically models the instructional performances expected of each student and requires every student to incorporate these skills and attributes within lesson plans and clinical practices. Authentic artifacts are generated by each student and evaluated by a team of objective specialists. The measurable outcomes are a component of course requirements and result in being awarded multiple badges based on the BOT standards. The successful completion of each badge is a program completion requirement. The above innovation ensures teacher education 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. Students access information about schools and class content through a learning management system and how to use technology to facilitate organization, assessment, and student achievement. The following are addressed: 1.) The nature and role of educational technology, 2.) Fundamentals of education technology, including the integration of instructional design, media, computer, and related technologies within the classroom setting, 3.) Students explore and evaluate how, when, and why technology should be infused into education, 4.) Students experience how different tools are used to create, manage, present, and evaluate instructional materials, 5.) Students learn how the computer, other forms of media, and instructional design techniques are integrated, utilized, and evaluated within the classroom, and 6.) Students use technology to gather resources to understand its effective

use in the classroom. Technological applications in special education, including microcomputers, interactive video, auditory and visual enhancement, and other adaptive devices for individuals with disabilities including learning and cognitive disabilities and visual, sensory, and physical impairments are also introduced. 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. With the exception of Early Childhood Education majors, the above results in every Purdue University West Lafayette TEP student qualifying for an additional license in Blended and Online Teaching beginning with incoming students 2022-2023.

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**

    A comprehensive curricular and program reform known as the Innovation Initiative (I-2) has been under development since 2017-2018. Beginning in the Fall of 2021, this newly revised program was implemented for incoming first-year students. Within the new program professional education courses routinely integrate instructional differentiation techniques and other curricular innovations and assessments designed to comprehensively support students with exceptional needs. Since inclusion is part of all Teacher Education Program areas, 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. Every teacher education candidate may initiate and complete specialized preparation via one of four learner pathways/concentrations: 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 enable general education candidates in all content areas to apply their understanding. Candidates will demonstrate and develop instructional performances via expanded field experiences, residency, 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.***

    The purpose and integration of the Individuals with Disabilities Education Act are introduced early on and reinforced at multiple junctures throughout the Teacher Education Program. The IEP process and the roles and responsibilities of the general education and special education teachers are modeled via scenarios, role play, and authentic participation in field experiences and student teaching.

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

    A comprehensive curricular and program reform known as the Innovation Initiative (I-2) has been under development since 2017-2018. Beginning in the Fall of 2021, this newly revised program was implemented for incoming first-year students. Within the new program professional education courses routinely integrate instructional differentiation techniques and other curricular innovations and assessments designed to comprehensively support students who are limited English proficient. The 2024-2025 plan of study has been adapted from graduate level courses to align undergraduate coursework ensuring ease of access and successful completion. Every teacher education candidate may initiate and complete specialized preparation via one of four learner pathways/concentrations: Special Education, English Language Learners, High Ability, and Applied Behavioral Analysis. Successful completion may lead to an additional license or academic certificate. Clinical experiences serving diverse populations are prevalent at every stage of the program. Students encounter authentic opportunities under supervision to apply instructional techniques, professional dispositions, and other skills necessary to familiarize themselves with the richness found in diverse cultures and languages. Candidates will demonstrate and develop instructional performances via expanded field experiences, residency, student teaching, community-based experiences, and virtual learning environments to solidify their understanding and expertise. Although taken and completed concurrently with the major, the above pathways/concentrations are required upon completion to be recorded as additional, not initial licensure. The Special Education and ABA options are introductory in nature as an eight semester undergraduate program does not enable sufficient time for completion at the undergraduate level.

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 was implemented in the Fall of 2021 with increased emphasis on both Mild and Intense for grade levels K-6 and 5-12. Beginning Fall 2024, this program will continue its in-depth preparation in both mild intervention and intense intervention but will extend permanently to P-12.

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 purpose and integration of the Individuals with Disabilities Education Act are introduced early on and reinforced at multiple junctures throughout the Special Education Program. The IEP process and the roles and responsibilities of the general education and special education teachers are modeled via scenarios, role play, and authentic participation in field experiences and student teaching.

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

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 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 contextual information about your program, and update as needed.

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

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.

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). Purdue University has been preparing teachers since 1908. 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, LiberalArts, 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 of 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.

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:

Dr. Joy Garton Krueger

TITLE:

Director, Purdue University 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:

Dr. Joy Garton Krueger

TITLE:

Director, Purdue University Office of Teacher Education and Licensure