Welcome Back!

Maryann Santos de Barona, Dean
College of Education

Welcome to a new academic year! And to all the new faculty and staff across teacher education programs at Purdue...we are so glad you are here!

The College of Education is pleased to launch this quarterly e-newsletter to keep you informed of all things "Teacher Ed." We have a large teacher education program with faculty appointed across six Purdue colleges. As such, accurate and timely communication relevant to teacher education is sometimes a challenge. We hope this e-newsletter will provide you the information and updates you need to continue to effectively serve our programs and students.

What’s in this edition?
In this first newsletter, you will find articles on the current and future work of the Program Convener Council (PCC), highlights from faculty and staff involved in recruitment activities, important information from Academic Services, and news about three initiatives that will involve all of teacher education: recruitment, standardized assessment, and the new foundational assessment literacy course. Future issues will continue to provide updates relevant to curriculum, accreditation, academic services, and assessment.

Of course, a new academic year and new newsletter wouldn’t be complete without noting some the upcoming activities and agenda items for teacher education in 2014-15. This fall, we will actively recruit future teacher education students through a mass mail campaign to high school juniors and seniors in Indiana who indicated education as an area of interest. Academic Services staff will disseminate teacher education information to school counselors at the Indiana School Counselor Association annual conference. In the spring, look for opportunities to interact with high school teacher cadets during a day on campus as well as meet and greet students who are accepted to Purdue and teacher education fields as we encourage them to commit to Purdue.

As always, please know that the Leadership Team and I welcome your thoughts and questions – so feel free to be in touch. Have a great semester!

edTPA and Standardized Assessment
Purdue’s Teacher Education Council (TEC) approved the adoption of the edTPA for use across teacher education programs beginning this fall. Read about the plans for embedding this standardized assessment across teacher education for all candidates.

Assessment Literacy
Originally proposed by the P-12 Assessment Taskforce in 2012-13, a new foundational course focused on assessment literacy is moving through the faculty approval process. Read more about this course and how it will fit into Purdue’s teacher education program.
Program Convener Council

The Program Convener Council (PCC) is a collaborative advisory body to the Teacher Education Council (TEC) comprised of the program conveners of all initial and advanced teacher licensure programs at Purdue. Its purpose is to encourage and support teacher education programs across all six colleges, encourage networking and information sharing, and serve as an advisory body to the TEC.

During the 2013-14 academic year, several items were presented and discussed during PCC meetings. Recommendations included:

- Assessment literacy course development
- Adoption of the edTPA as the standardized assessment to use across teacher education
- Adoption of a COE Honors Curriculum
- Examining the new CAEP and InTASC requirements
- Indiana legislative updates and their impact on teacher education

During this academic year, PCC leaders participated in a convener’s retreat (9/12) and over the next several months will discuss and make recommendations pertaining to the following over the academic year:

- edTPA implementation issues across teacher education programs
- Embedding assessment content throughout the curriculum

HOLD THE DATES – PCC MEETINGS

October 27 BRNG 1284 at 1:30 pm
November 20th BRNG 1284 at 9:00 am
January 15th BRNG 1284 at 1:30 pm
February 9th BRNG 1284 at 10:00 am
March 11th BRNG 1284 at 2:00 pm
April 16th BRNG 1284 at 9:30 am

Calling All Future Teachers

What is happening this year?

The 2014-15 academic year will see a continuation of activities begun last year. There will be more school visits, increased marketing (new postcard series, updated web presence, more handwritten notes), new recruitment videos, and greater opportunities for secondary students to visit campus and engage with faculty and current students.

Faculty will have an opportunity to interact with prospective students during new fall and spring semester events. This spring, we will host secondary students involved in teacher cadet programs in a 1-day visit to campus to participate in a day of education-related fun!

We also plan to host a Meet & Greet event in the Indianapolis and Lafayette areas for all accepted prospective students, their parents, and school counselors.

Keep an eye out for opportunities to participate in many on- and off-campus recruitment activities. Your involvement often serves as the key factor influencing potential students to select Purdue University and teacher education for their professional preparation.

Recruiting our future classes of undergraduates into teacher education remains a priority. The recruitment committee along with the Office of Advising and Recruitment launched numerous initiatives during the 2013-14 academic year. Specific activities included the development of a longitudinal strategic plan, marketing materials, recruitment videos, writing and mailing over 400 handwritten “welcome” notes to all applicants where were accepted to Purdue, and visits to over 100 Indiana high schools to encourage prospective students to come to Purdue.
Academic Service Happenings

Many new staff joined the CoE Department of Academic Services in recent months. Last spring and over the summer months, six new staff joined our College of Education team and those serving teacher education. Joining us in Academic Services since January are:

- **Jackie Richeson** serves as the primary clerical support in the graduate studies area.
- **Jennifer Barce** is the new licensing advisor in the Office of Professional Preparation and Licensure.
- **Cynthia Bonwell** serves as the primary clerical support for Teacher Education and the Office of Professional Preparation and Licensure.
- **Nicole Wilson** joins us as the new Director of Diversity Initiatives
- **Angela White** provides clerical support for the Office of Field Experiences and the Office of Professional Preparation and Licensure.
- **Casey Spencer** beginning Oct. 6th, will provide primary clerical support in the Office of Advising and Recruiting.

**Office of Field Experiences (OFE)**

**Required documents:** All students in teacher education must complete a criminal background check and sign a professionalism agreement prior to any field experience. Students should also be reminded to regularly check the OFE site for upcoming deadlines for student teaching.

**Award Nominations:** Each spring, the Association of Teacher Educators – Indiana seek nominations for several awards. Look for information on nomination deadlines for Outstanding Cooperating Teacher (nomination due in mid March), Outstanding University Supervisor (nomination due in mid May), and Outstanding/Successful School Award (due mid July). Award recipients are recognized during the ATE-I annual conference during an awards banquet each fall. It is a terrific opportunity to recognize those who contribute so much to our programs.

**Student Teaching:** Fall 2015 and Spring 2016 student teachers must register for and attend a Student Teaching Application Workshop at least one year in advance of the student teaching semester. See this memo for details: [http://www.education.purdue.edu/fieldexp/pdf/STA_Workshop_Memo15-16.pdf](http://www.education.purdue.edu/fieldexp/pdf/STA_Workshop_Memo15-16.pdf)

**Office of Professional Preparation and Licensure (OPPL)**

All teacher education candidates are required to take and pass several tests for teacher education. In addition, all candidates must complete the **CPR-AED** certification through an approved provider, and the **suicide prevention** training before licensure.

**CASA:** The Core Academic Skills Assessment (CASA) replaces the Praxis I for assessing basic skills. To be admitted to teacher education, all students must earn a passing score of 220 or complete an alternative:

- **SAT sum (critical reading/math)** ≥ 1100
- **ACT average (math, reading, grammar and science)** ≥ 24
- **GRE ≥ 1100** (prior to 8/1/11); **≥ 301** (on or after 8/1/11)
- Earned a master’s degree from a regionally accredited institution

It is important to note that beginning in mid-January, the CASA exam will be recalibrated in Indiana to allow for slightly lower scores than were previously accepted. Students taking the CASA prior to mid-January and not passing under the current score requirement will still need to retake the exam.

**Content Tests:** All teacher education candidates MUST pass their **content area test(s)** prior to student teaching. Candidates will not be allowed to proceed to student teaching without first passing this test with a minimum score of 220 for each section. Advisors and faculty should encourage candidates to take this test as early as possible to avoid delays in their program of study.

**Pedagogy Test:** Any teacher education candidate seeking a teaching license must...
take and pass a pedagogy test prior to a recommendation for an Indiana teaching license. Candidates may take this exam at any time but it is typically taken during or just after the student teaching semester.

**Office of Advising and Recruiting (OAAR)**

Academic advisors are actively engaged in serving undergraduate students interested in becoming a teacher. This fall, target recruitment activities include numerous high school college fairs and Purdue Fall Preview Days (Oct. 17, 24, 30, 31).

**Office of Graduate Studies (OGS)**

**$30,000 Stipend Teaching Fellowship:**
The CoE is currently recruiting its 2015 cohort for the STEM Goes Rural/Woodrow Wilson Indiana Teaching Fellowship Program and seeks talented, committed individuals with STEM backgrounds to teach in high-need Indiana middle and secondary rural schools. This program offers a $30,000 stipend, a master’s degree, and lifelong membership in the prestigious national network of Woodrow Wilson Fellows. Eligible applicants include current undergraduates, recent college graduates, mid-career professionals, and retirees who majored in or had careers in STEM fields. Application deadlines are October 13, November 14, and January 31. For further information, contact Kathy Dietz, CoE Office of Graduate Studies, 494-2345 STEMGoesRural@purdue.edu.

**Office of Diversity Initiatives (ODI)**

**New Director of Diversity Initiatives:** Ms. Nicole J. Wilson earned her B.S. from Ohio University and Masters of Education in student personnel in higher education from the University of Florida. She will lead diversity initiatives including recruitment and retention among all 14 teacher education programs, advising Students in Education Enhancing Diversity (S.E.E.D); chairing the Teacher Education Diversity Committee; and coordinating the EXCITE! Summer camp. She will also serve as the COE representative for several campus-wide diversity awareness initiatives.

---

**STEM Goes Rural**

STEM Goes Rural (SGR) is an alternative teacher preparation program that began at Purdue in 2008. Funded by the Woodrow Wilson Foundation, some of the best and brightest graduates with degrees and experience working in STEM fields (e.g., engineering, biology, chemistry, physics, mathematics) undergo a rigorous screening process before being accepted into this teacher training program. By accepting the fellowship, these students agree to teach STEM content in rural Indiana schools for at least 2 years. Some of our early graduates are now in their 4th and 5th years as rural Indiana teachers!

This summer, the 6th cohort of fellows began their preparation in teacher education. Nine students joined Purdue’s previous 43 STEM Goes Rural (SGR) fellows as they train to become STEM educators. At a press conference in June, Gov. Mike Pence welcomed these new fellows and noted their potential impact in educating Indiana’s secondary students in STEM areas.

Under the early leadership of Sidney Moon (who originally brought SGR to Purdue), Vic Lechtenberg, John Hill, and Kathy Dietz, this educator preparation program has built partnerships with over 60 rural school corporations. Beginning in their first year, students are immersed into the rural school culture and classrooms to practice teaching the content they know so well.

Over the years, the SGR coaching model was instrumental in the success of this program. Jessica Weller (EDCI) serves as the SGR coach providing students with emotional and instructional support as they make the transition to the classroom. The coaching model is developmental and allows students to gradually develop their teaching skills. In their first year, students focus on general teaching skills and being reflective practitioners. By their second year, these skills are honed to ensure each student is skilled in instructional practices, classroom management, and networking skills. Students complete their master’s degrees at this time and move into the classroom as full-time teachers. Ongoing coaching is provided in years 3 and 4 to ensure continuous growth and support for fellows.

With continuous efforts to nationally attract STEM experts to the teaching profession, this program will continue to positively impact Indiana’s rural students. As Arthur Levine, President of the Woodrow Wilson Foundation noted in Chicago this July...over 500 fellows have completed these programs... *just think of the millions of children who will benefit!*
Launch of edTPA and Standardized Assessment

Standardized assessment is here. Last spring, the Teacher Education Council (TEC) voted to adopt edTPA (formerly the Teacher Performance Assessment) as the standardized assessment now required for national accreditation under CAEP. This year, teacher education programs at Purdue will begin integrating edTPA elements across the curriculum to provide teacher education candidates a consistent set of expectations and experiences in meeting professional skills around planning, instruction, and assessment.

This fall, an interdisciplinary teacher education faculty team will be formed to guide the implementation of edTPA elements across the curriculum. Beginning with foundational courses, faculty will integrate and emphasize professional skills that are ultimately demonstrated in a final capstone portfolio. By the final portfolio submission, candidates demonstrate their ability to use academic language; justify planning decisions; analyze teaching; engage in planning, instruction, and assessment; link their practice to research, and ensure student learning.

Elements of the edTPA include scoring across 15 rubrics (18 for elementary education) under the domains of planning, instruction, and assessment. Many of these elements are already included in some programs; however, not all elements are consistently present. For example, not all programs require candidates to videotape their instruction. Along with a written piece, the edTPA requires all candidates to submit a sample video of their teaching in a real classroom setting. This video then becomes part of the professional portfolio that is viewed by trained scorers and is part of the evidence of the candidate’s readiness to teach effectively.

Developed over a 25-year period by educators at Stanford University, edTPA is a performance assessment based on functional knowledge and skills of teaching. It is aligned to InTASC standards and is designed to support candidate learning and preparation that coordinates with our curriculum. There is also a heavy focus on candidates’ ability to use assessment for analyzing student learning, recording learning data, and providing a graphic or narrative summary that summarizes student learning for the entire learning group.

Key tasks for edTPA include the following:

- **The Context for Learning Information**—candidates will describe the school setting where instruction occurs, the class featured in the portfolio, and information about the students in the class/group who are featured in the portfolio.
- **Planning Commentary**—candidates provide a detailed description about their lesson including a description of the central lesson focus, links to standards and learning objectives, how knowledge of students is used to inform teaching, discussion on how student learning is supported in the content area and development of academic language, and how student learning will be assessed.
- **Instruction Commentary**—candidates will describe the lessons they teach as illustrated in their instructional video, how they promote a positive learning environment and ensure student safety, how students are engaged in learning, how the candidate builds on student responses to promote deep student learning, and a reflective analysis of their own teaching as reflected in their teaching sample video.
- **Assessment Commentary**—candidates provide an analysis of student learning, illustrate how feedback was provided to students to increase learning, evidence of how language understanding and use was assessed, and how assessment is used to inform instruction.

edTPA website
To gain access to the many edTPA resources, go to: [www.edtpa.aacte.org](http://www.edtpa.aacte.org). Click on the Member Log In or Create A Profile link to register. If it is your first time, once you register, TJ Oakes or Richard Frisbie will approve your access.

Welcome future teachers!

Recruitment videos
Check out our YouTube site: [https://www.youtube.com/user/PurdueTeacherEd?featu</p>
New Assessment Literacy Course

A new assessment literacy course is coming! This spring semester 2015, a variable credit (1-3 credit) assessment literacy course will be launched to introduce teacher education students to a foundational level of assessment content knowledge. This course was designed as a broad overview of the important assessment knowledge and skills they will need to be successful in meeting their students’ learning needs in today’s classrooms.

Beginning with the P-12 Assessment Task Force (2012-13) recommendation calling for the development of an assessment course in teacher education, faculty worked during the 2013-14 academic year to develop a draft syllabus for meeting foundational assessment literacy content. This draft is currently undergoing a final edit with the faculty in Educational Psychology who will teach this important content to teacher education students. Assignments in this course will be differentiated according to the number of course credits for which a student is registered.

Students taking the new assessment literacy course will focus on the following topics: assessment definitions, purposes of valid assessment, history of assessment including the relationship to the curriculum, types and purposes of assessment, how to design assessments, data collection and visual representation of data, interpreting test data, high stakes assessment and evaluation, involving P-12 students in the assessment process, tools for assessment, and reflecting on student learning.

All topics covered in the new assessment literacy course are aligned with InTASC, JCSEE, and edTPA standards and requirements for assessment. While this course will provide a foundational overview of assessment content, faculty will elaborate on these assessment elements within content area courses. For most secondary education courses, assessment literacy and practices will occur within methods courses and student teaching. For others, assessment may be addressed throughout multiple courses.

No additional credit hours will be added to a teacher education student’s program of study with the addition of this assessment literacy course. Rather, credit hours will be borrowed from EDST 20000 and EDPS 43000. Both of these courses also will be offered as variable credit (1-3 cr.).

EDST 20000 is currently undergoing considerable revisions to focus more on education history, policy, and critical issues. EDPS 43000 will serve Elementary and Special Education majors as well as secondary content area majors to cover content required under REPA related to classroom management, students with disabilities, English Language Learners, and students with gifts and talents.

It is anticipated that this new course and the reconfiguration of others will better prepare our candidates for today’s classrooms.