



Purdue University Northwest
Traditional Report AY 2019-20
Indiana



REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

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

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

IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

Gregory

PHONE

(219) 989-2201

EMAIL

anne.gregory@pnw.edu

List of Programs

THIS PAGE INCLUDES:

>> [List of Programs](#)

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

(§205(a)(C))

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

- [Teacher Preparation Program](#)

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	
13.1202	Elementary Education	UG	
13.1	Special Education	UG	
13.1322	Teacher Education - Biology	UG	
13.1323	Teacher Education - Chemistry	UG	
13.1305	Teacher Education - English/Language Arts	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	

Total number of teacher preparation programs:

10

Program Requirements

THIS PAGE INCLUDES:

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

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

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

- Yes
 No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

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

Element	Admission	Completion
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: State required completion of the training of CPR and child suicide prevention	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

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

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.)

2.8

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

Postgraduate Requirements

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

- Yes
 No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

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

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

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

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

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

Supervised Clinical Experience

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

Are there programs with student teaching models?

- Yes
 No

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

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	<input type="text" value="368"/>
Number of clock hours required for student teaching	<input type="text" value="640"/>

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

- Yes
 No

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

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

All Programs

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

7

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

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

14

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

154

Number of students in supervised clinical experience during this academic year

249

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

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

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

(§205(a)(1)(C)(ii))

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

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

Enrollment and Program Completers

2019-20 Total	
Total Number of Individuals Enrolled	249
Subset of Program Completers	97

Gender	Total Enrolled	Subset of Program Completers
Male	39	12
Female	210	85
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	1	1
Asian	1	1
Black or African American	3	1
Hispanic/Latino of any race	38	8
Native Hawaiian or Other Pacific Islander	0	0
White	201	85

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	4	1
No Race/Ethnicity Reported	1	0

Teachers Prepared

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

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

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

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

- [Academic Major](#)

THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

Teachers Prepared by Subject Area

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

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

What are CIP Codes?

No teachers prepared in academic year 2019-20

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

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<input type="text"/>
13.1202	Teacher Education - Elementary Education	34 <input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	7
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	6
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	2
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - Science Teacher Education/General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	3
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	3
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text" value="Elementary/Special Education Dual License"/>	42

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2019-20. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

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

[What are CIP Codes?](#)

Do participants earn a degree upon completion of the program?

- Yes
 No

No teachers prepared in academic year 2019-20

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

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text"/>
13.1202	Teacher Education - Elementary Education	34
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	7
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	<input type="text"/>
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	2
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>
01	Agriculture	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>
09	Communication or Journalism	<input type="text"/>

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	<input type="text"/>
12	Personal and Culinary Services	<input type="text"/>
14	Engineering	<input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
21	Technology Education/Industrial Arts	<input type="text"/>
22	Legal Professions and Studies	<input type="text"/>
23	English Language/Literature	6
24	Liberal Arts/Humanities	<input type="text"/>
25	Library Science	<input type="text"/>
26	Biological and Biomedical Sciences	<input type="text"/>
27	Mathematics and Statistics	2
30	Multi/Interdisciplinary Studies	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
40	Physical Sciences	1
41	Science Technologies/Technicians	<input type="text"/>
42	Psychology	<input type="text"/>
44	Public Administration and Social Service Professions	<input type="text"/>
45	Social Sciences	<input type="text"/>
46	Construction	<input type="text"/>
47	Mechanic and Repair Technologies	<input type="text"/>
50	Visual and Performing Arts	<input type="text"/>
51	Health Professions and Related Clinical Sciences	<input type="text"/>
52	Business/Management/Marketing	<input type="text"/>
54	History	3

CIP Code	Academic Major	Number Prepared
99	Other Specify: <input data-bbox="289 121 1260 163" type="text" value="Elementary/Special Education/Dual License"/>	<input data-bbox="1292 90 1572 132" type="text" value="42"/>

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

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

Program Assurances

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No
 Program does not prepare special education teachers

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

All programs provide teacher candidates with field experiences throughout their programs of study and this culminates with a 16-week clinical experience in the candidate's final semester. The EPP provides resources (i.e., field guides that are unique to each of the preparation strand field experience as well as student teaching handbooks) to support and foster relationships with the districts for clinical placements. The Office of Partnerships and Outreach (OPO) within the School of Education and Counseling (SoEC) uses data from assessments (which include input from clinical educators and students) to determine the needs of our community partners, alignment with our partners' annual goals with specific university coursework and learning outcomes. In order to be responsive to our partner school districts, the OPO strategically places candidates in diverse classrooms with experienced and dedicated mentor teachers. Additionally, an electronic tracking system that stores the details of the candidates' field and clinical experiences has been created and employed to ensure that we meet these assurances and includes the following information: District, school, teacher, grade, type of environment, supervisor, semester and year. This tracking and monitoring system, the Site Tracker of the EPP (STEPP) is maintained by

the OPO to ensure that candidates are afforded diverse clinical placements. While some partnerships have been in existence for several years, the EPP continually seeks new partnerships with districts that may provide candidates opportunities for additional experiences with diverse students or opportunities for candidates to explore innovative practices and technologies. New partnerships are being sought by the OPO, especially after the data of past field experiences was loaded into STEPP and it was evident that candidates were not consistently receiving diverse experiences. A specific example includes a pilot program with a district who is struggling to find highly qualified teachers. Recent discussions with this partner district resulted in student teaching candidates' placements in lower SES school environments where they are serving as teachers with supervision from the school principal, the director of the SoEC, the associate director of the SoEC, and a university supervisor. The OPO continually seeks out partnerships with the goal of ensuring candidates receive diverse experiences in rural, urban, and suburban environments.

Annual Goals: Mathematics

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

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

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

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

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

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

- Yes
 No

2. Describe your goal.

To increase the number of candidates in mathematics education by three candidates during the 2019-2020 academic year.

3. Did your program meet the goal?

- Yes
 No

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

We employed the use of internal communications with academic advisors working in the department of mathematics and statistics to help us communicate the concentration in mathematics teaching, we created internal documents (e.g., secondary education pathway), and worked with the department to clarify the plan of study and offerings of coursework so that courses were able to be offered and completed in a timely manner. Additionally, outreach to counselors and advisors of high school extracurricular activities (i.e., future educator clubs, math clubs, etc.) began, but had to be halted with the onset of the pandemic. At these events, candidates, Candidates, Student Ambassadors, and Advisors from the School of Education and Counseling provide information and share their experiences at PNW at these events to encourage students to pursue education as a career.

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

We were successful in obtaining our goal and have learned the following: Plans of study within the secondary teaching concentrations needed to be updated Communication of these concentrations were not widely known and/or understood by academic advisors outside of the School of Education and Counseling Identification of secondary candidates earlier their plans of study is necessary to ensure that they are able to be supported in their goals to become educators

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

The School of Education and Counseling is continuing to explore means for supporting all candidates in becoming educators. Identification of these prospective candidates as well as the supports they may require is being undertaken by the Office of Recruitment and Retention in the SoEC.

Review Current Year's Goal (2020-21)

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

- Yes
 No

8. Describe your goal.

The goal for the 20-21 academic year is to increase the number of candidates pursuing the teaching concentration in mathematics by 3 candidates.

Set Next Year's Goal (2021-22)

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

- Yes
 No

10. Describe your goal.

To reach the goal of increasing the enrollment in the mathematics concentration by three, the following steps will be taken: Work with the Department of Mathematics and Office of Concurrent Enrollment Programs to create opportunities for high school students enrolled in concurrent enrollment mathematics courses to visit campus, participate in on-site university courses and/or clubs. Continue to refine communication processes between academic advisors within the School of Education and Counseling and those within the academic/content departments to ensure the early identification of candidates so that they may interview for admission to the EPP at the desired point in their program of study. Once candidates are identified and interviewed, create and offer the supports that will enable them to be successful. This includes but is not limited to, access to the Purdue Educational Leaders Fellowship program, testing supports (CORE vouchers, study sessions, etc), and connection with peer mentors. We have hired a retired mathematics educator to support mathematics candidates specifically during their student teaching experience so that they receive appropriate support for both pedagogical and content knowledge from PNW during their experience

Annual Goals: Science

THIS PAGE INCLUDES:

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

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

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

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

- [Quantifiable Goals](#)

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

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

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

- Yes
 No

2. Describe your goal.

To increase the number of candidates in various science education concentrations by three candidates during the 2019-2020 academic year.

3. Did your program meet the goal?

- Yes
 No

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

We employed the use of internal communications with academic advisors working in the different departments where science teaching concentrations are housed (biology-- life science; chemistry and physics-- chemistry and physics) to help us communicate the various concentrations in science teaching, we created internal documents (e.g., secondary education pathway), and worked with the departments to clarify the plans of study and offerings of coursework so that courses were able to be offered and completed in a timely manner. Additionally, outreach to counselors and advisors of high school extracurricular activities (i.e., future educator clubs, science clubs, etc.) began, but had to be halted with the onset of the pandemic. At these events, Candidates, Student Ambassadors, and Advisors from the School of Education and Counseling are to provide information and share their experiences at PNW at these events to encourage students to pursue education as a career.

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

We were not successful in obtaining our goal, but have learned the following: Plans of study within the secondary teaching concentrations needed to be updated Communication of these concentrations were not widely known and/or understood by academic advisors outside of the School of Education and Counseling Identification of secondary candidates earlier their plans of study is necessary to ensure that they are able to be supported in their goals

to become educators The pandemic created additional obstacles to outreach and communication efforts which limited our efforts to meet this goal.

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

The School of Education and Counseling is continuing to explore means for supporting all candidates in becoming educators. Identification of these prospective candidates as well as the supports they may require is being undertaken by the Office of Recruitment and Retention in the SoEC.

Review Current Year's Goal (2020-21)

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

- Yes
 No

8. Describe your goal.

The goal for the 20-21 academic year is to increase the number of candidates pursuing the teaching concentration in the different science teaching concentrations by 3 candidates.

Set Next Year's Goal (2021-22)

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

- Yes
 No

10. Describe your goal.

To reach the goal of increasing the enrollment in the various science teaching concentration areas by three, the following steps will be taken: Work with the Departments of Biology, Chemistry, and Physics and Office of Concurrent Enrollment Programs to create opportunities for high school students enrolled in concurrent enrollment science courses to visit campus, participate in on-site university courses and/or clubs. Continue to refine communication processes between academic advisors within the School of Education and Counseling and those within the academic/content departments to ensure the early identification of candidates so that they may interview for admission to the EPP at the desired point in their program of study. Once candidates are identified and interviewed, create and offer the supports that will enable them to be successful. This includes but is not limited to, access to the Purdue Educational Leaders Fellowship program, testing supports (CORE vouchers, study sessions, etc), and connection with peer mentors.

Annual Goals: Special Education

THIS PAGE INCLUDES:

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

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

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

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

- [Quantifiable Goals](#)

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

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

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

- Yes
 No

2. Describe your goal.

To increase the number of candidates in pursuing dual licensure in special education and elementary education by 45 candidates during the 2019-2020 academic year.

3. Did your program meet the goal?

- Yes
 No

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

Unfortunately, we were not successful in adding 45 new candidates in the dual licensure area. However, we were able to increase the number of candidates pursuing dual licensure/special education-elementary education by 34. While this number fell short of our established goal, it indicates that efforts to recruit qualified candidates in this area were successful. We employed the use of internal communications through academic advisors working in the School of Education and Counseling to communicate the demand for qualified special educators in the field. Further, we have created a new plan of study to include more courses focusing on work with learners with exceptionalities across the lifespan, increased field experiences for candidates in this area, and worked to clarify the plan of study and offerings of coursework so that courses were able to be offered and completed in a timely manner. Additionally, outreach to counselors and advisors of high school extracurricular activities (i.e., future educator clubs, PALS, etc.) has begun. Candidates, Student Ambassadors, and Advisors from the School of Education and Counseling provide information and share their experiences at PNW at these events to encourage students to pursue education as a career.

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

We have learned that changes to programs of study need to be communicated clearly and often with future and current candidates. Academic advisors are integral in this process, helping candidates select coursework and pathways that align with their interests and experience, facilitating their matriculation through the program of study. Additionally, we have learned that there was variation in the quality of experiences candidates were having in regard to work with learners with exceptionalities; to address this issue we created and implemented the use of the Site Tracker of the EPP (STEPP) to ensure that all candidates were being provided with a variety of experiences, that these included providing service to learners who have exceptionalities, and that collaboration with cooperating teachers occur in meaningful ways and follow/be modeled a “case load”. Further, field guides continue to be revised to better align theory of the university course with the practice of their field experience. Further, these have helped to ensure the quality of experiences are similar. By providing more explicit and direct connections with the field, learners and educators within it we believe we will be able to more effectively recruit candidates.

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

The School of Education and Counseling (SoEC) is continuing to explore means for supporting all candidates in becoming educators. Identification of these prospective candidates as well as the supports they may require is being undertaken by the Office of Recruitment and Retention in the SoEC. Additionally, the SoEC has better aligned coursework and CORE licensure assessments and provided vouchers to candidates for these assessments at that time to better ensure that they are successful in completing all requirements for licensure.

Review Current Year’s Goal (2020-21)

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

- Yes
 No

8. Describe your goal.

The goal for the 20-21 academic year is to increase the number of candidates pursuing the dual licensure, special education-elementary education degree by 45 candidates.

Set Next Year’s Goal (2021-22)

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

- Yes
 No

10. Describe your goal.

The goal for the 20-21 academic year is to increase the number of candidates pursuing the dual licensure option by 45 candidates. The following steps will be taken: Communicate program changes which include a new concentration area within the Elementary Education major to include early childhood special education. This is an area of high demand in NWI and the country. Once candidates are identified and interviewed, create and offer the supports that will enable them to be successful. This includes but is not limited to, access to the Purdue Educational Leaders Fellowship program, testing supports (CORE vouchers, study sessions, etc), and connection with peer mentors.

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

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

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

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

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

- [Quantifiable Goals](#)

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

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

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

- Yes
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
 No

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

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

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

Review Current Year's Goal (2020-21)

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

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2021-22)

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

- Yes
 No

10. Describe your goal.

Assessment Pass Rates

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

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

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

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

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
004 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	3			
004 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	5			
004 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	8			
014 -EARLY CHILDHOOD GENERALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	4			
014 -EARLY CHILDHOOD GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	5			
014 -EARLY CHILDHOOD GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	8			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
015 -EARLY CHILDHOOD GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	5			
015 -EARLY CHILDHOOD GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	8			
016 -EARLY CHILDHOOD GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2019-20	5			
016 -EARLY CHILDHOOD GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2018-19	8			
017 -EARLY CHILDHOOD GENERALIST SUBTEST 4 Evaluation Systems group of Pearson Other enrolled students	3			
017 -EARLY CHILDHOOD GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2019-20	5			
017 -EARLY CHILDHOOD GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2018-19	8			
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	19	227	13	68
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	72	239	64	89
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	65	243	59	91
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	14	223	8	57
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	76	230	64	84
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	69	233	56	81
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	14	233	9	64
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	73	238	64	88

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	68	240	59	87
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	13	224	8	62
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2019-20	75	236	69	92
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2018-19	68	238	62	91
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson Other enrolled students	13	224	7	54
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2019-20	74	230	64	86
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2018-19	67	231	57	85
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2019-20	5			
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	6			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson Other enrolled students	1			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2019-20	38	237	31	82
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2018-19	39	237	33	85
035 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1			
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	1			
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
043 -SCIENCE—CHEMISTRY Evaluation Systems group of Pearson All program completers, 2019-20	2			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	2			
046 -SCIENCE—PHYSICAL SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	1			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	12	251	12	100
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	16	245	16	100
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson Other enrolled students	2			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2019-20	3			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2018-19	2			
059 -WORLD LANGUAGES—SPANISH Evaluation Systems group of Pearson All program completers, 2018-19	1			

Summary Pass Rates

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

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

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

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

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2019-20	94	68	72
All program completers, 2018-19	94	73	78

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

Low-Performing

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

- Yes
- No

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

- State
- CAEP
- AAQEP
- Other specify:

ACEI, CEC, NCTE, NAEYC

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

- Yes
- No

Use of Technology

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

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

THIS PAGE INCLUDES:

[>> Use of Technology](#)

Use of Technology

1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. ([§205\(a\)\(1\)\(F\)](#))

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes
 No

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

Yes
 No

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

Yes
 No

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

Yes
 No

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

Technology is foundational as both a tool and as an essential component of pedagogical and content knowledge and skills. The vision and the mission of technology and its uses within the EPP are led by the newly-formed Technology Task Force, comprised of EPP faculty members, clinical partners as well as university staff (e.g., Supervisor of the Office of Instructional Technology). The Technology Task Force is charged with guiding the EPP in its uses of technology as well as informing the program areas about appropriate and relevant innovations in technology related to curriculum and instruction, assessment of candidate knowledge and skills as well as communication and processes. The standards established by the International Society for Technology in Education (ISTE Standards) have been adopted by the Educator Preparation Program (EPP) at Purdue University Northwest. These serve as the framework for the integration of technology skills developed by teacher candidates throughout their program. The standards address the needs of both educators and learners. ISTE Standards for Educators define the requisite skills and pedagogical knowledge for educators to teach, work and learn. They are designed to “deepen...practice, promote collaboration with peers, challenge...to rethink traditional approaches and prepare students to drive their own learning.” (ISTE, 2020). Simultaneously, candidates are expected to apply the ISTE Standards for Students as they develop learning segments, prepare instructional materials and complete assessments to demonstrate student learning. The ISTE Standards for Students describe the “skills and knowledge students need to grow, thrive and contribute in a global, interconnected and constantly changing society.” (ISTE, 2020). The ISTE Standards are embedded in courses across each degree program, and aligned to the core standards and assessments adopted by the EPP, including

InTASC, Specialized Professional Assessment (SPA) Standards, and the North Dakota Common Metrics Skills of Teaching Observation Tool (STOT). The ISTE Standards have further been aligned with diversity standards to ensure that teacher candidates receive an education that is mindful of the importance of both traditional and digital equity (Matrix of ISTE Standards by Course). Teacher candidates engage with both the ISTE Standards for Students and the ISTE Standards for Educators during their program of study. However, they are measured by the ISTE Standards for Educators with regard to their coursework. To illustrate this point a bit more, teacher candidates are required to take the “Educational Technology for Teaching and Learning” course which focuses on helping them develop the foundational knowledge and skills to effectively integrate technology into curricula and instruction. In this project-based course, candidates use a variety of technological tools to develop materials highlighting technology’s role in professional productivity and the learning process. Candidates discuss how technology can be used to help differentiate instruction to meet the individual needs of learners, and complete an assignment researching adaptive/assistive technologies. As technology is a cross-cutting theme in our programs of study, candidates are required to use technology to collect and analyze data, and to identify and implement research-based practices that will improve students’ learning, engagement and outcomes. Toward this end, resources are made available to candidates to enhance their ability to understand and purposefully utilize technology in their instruction. Some of these resources are: iPads, MacBook Air laptops, and smartboards. Additionally, they are required to use the principles of universal design for learning to differentiate instruction through the use of a variety of technology. The use of technology within the classroom (i.e., clinical field placement) provides opportunities for candidates to experiment with pedagogy, democratize the learning space, and better engage learners. In this way, technology facilitates interaction between educator and learners. As part of their field-based experiences, candidates are required to develop and implement lessons that incorporate technology. In this way, candidates bridge theory to practice and build on the content learned in the university classroom through the application in the field-based experience. Field guides for these experiences as well as the university course syllabi specify the technological integrations candidates are to employ within the experience. Further, candidates engage in the edTPA as a means for demonstrating how they are able to analyze data to monitor their impact on learning in the classroom during their final semester in program (i.e., student teaching). Technology is a critical element of the communication processes adopted by the EPP, including recruitment and retention efforts. Electronic reporting tools such as the SoEC Newsletter, the STAR Report and the databases used to track prospective and incoming candidates allow the EPP to be focused and targeted in the communication to stakeholders. Further, technology is employed by the EPP in its communications with community partners, clinical educators, and candidates. It is an integral aspect of recruiting, selecting, and monitoring candidate academic progress and advancement. The Surveys of Principals and Teachers conducted by the Indiana Department of Education, (CAEP 4) also provide information about the EPP completers’ use of technology. For the indicator that the teacher was prepared to “integrate technology as appropriate to advance student learning,” the principals’ ratings were all “Agree” or “Strongly Agree.” The EPP completers responded to the same question and 89% indicated “Agree” or Strongly Agree.” This points to a relative strength in the program completers’ self-efficacy for the use of technology. Following the recommendations of the US Department of Education (2016), the EPP has aspired to provide “both faculty and pre-service teachers with regular exposure to and experience with teaching and learning technologies and strategies relevant to online, blended and face-to-face environments and their affordances and constraints.” To that end, the EPP has evidence that technology has been integrated across and throughout programs of study. Yet, the efficacy of candidate’s use and integration of technology within their pedagogical practices is not currently formally assessed. This, coupled with proposed changes to technological requirements for novice educators from the state legislature (i.e., the need for educators to teach coding), indicates that further attention to technology and coding is needed. As a means to address this concern, the EPP has created a technology task force that will make recommendations to faculty members in each of the program area that will identify specific measures for use in assessing educator progress in technology integration and where the development of ‘coding’ understandings will occur.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Teacher Training

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

a. Teach students with disabilities effectively

Currently candidates in educator preparation programs at Purdue University Northwest are required to participate in three courses which have been identified as preparing them to meet the challenges of today's classrooms. Specifically, to meet the needs of exceptional learners, all candidates take an Introduction to Special Education course (EDPS 260) and the course entitled Creating and Managing the Inclusive Classroom (EDPS 430); and to meet the needs of English Language Learners (ELLs), candidates take a Multiculturalism and Education course (EDPS 285). Candidates pursuing the literacy concentration also take two courses which provide them with opportunities to develop more in depth understandings for working with ELLs: EDCI 322 English for New Language Learners and EDCI 368 Literacy Intervention Strategies for Diverse Learners. Candidates pursuing dual licensure (special education concentration) participate in two special education methods focused courses (i.e., mild needs- EDPS 328: Teaching Students with Mild to Moderate Needs I and EDPS 450: Teaching Students with Disabilities), a special education law course (EDPS 380), Adaptive Assistive Technology (EDPS 45902), Assessment for Special Educators (EDPS 361), Collaboration and Transition Practices for Individuals with Disabilities (EDPS 411) and a student teaching experience working with exceptional learners.

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*.

Currently candidates in educator preparation programs at Purdue University Northwest are required to participate in three courses which have been identified as preparing them to meet the challenges of today's classrooms. Specifically, to meet the needs of exceptional learners, all candidates take an Introduction to Special Education course (EDPS 260) and the course entitled Creating and Managing the Inclusive Classroom (EDPS 430); and to meet the needs of English Language Learners (ELLs), candidates take a Multiculturalism and Education course (EDPS 285). Candidates pursuing the literacy concentration also take two courses which provide them with opportunities to develop more in depth understandings for working with ELLs: EDCI 322 English for New Language Learners and EDCI 368 Literacy Intervention Strategies for Diverse Learners. Candidates pursuing dual licensure (special education concentration) participate in two special education methods focused courses (i.e., mild needs- EDPS 328: Teaching Students with Mild to Moderate Needs I and EDPS 450: Teaching Students with Disabilities), a special education law course (EDPS 380), Adaptive Assistive Technology (EDPS 45902), Assessment for Special Educators (EDPS 361), Collaboration and Transition Practices for Individuals with Disabilities (EDPS 411) and a student teaching experience working with exceptional learners.

c. Effectively teach students who are limited English proficient.

Currently candidates in educator preparation programs at Purdue University Northwest are required to participate in three courses which have been identified as preparing them to meet the challenges of today's classrooms. Specifically, to meet the needs of exceptional learners, all candidates take an Introduction to Special Education course (EDPS 260) and the course entitled Creating and Managing the Inclusive Classroom (EDPS 430); and to meet the needs of English Language Learners (ELLs), candidates take a Multiculturalism and Education course (EDPS 285). Candidates pursuing the literacy concentration also take two courses which provide them with opportunities to develop more in depth understandings for working with ELLs: EDCI 322 English for New Language Learners and EDCI 368 Literacy Intervention Strategies for Diverse Learners. Candidates pursuing dual licensure (special education concentration) participate in two special education methods focused courses (i.e., mild needs- EDPS 328: Teaching Students with Mild to Moderate Needs I and EDPS 450: Teaching Students with Disabilities), a special education law course (EDPS 380), Adaptive Assistive Technology (EDPS 45902), Assessment for Special Educators (EDPS 361), Collaboration and Transition Practices for Individuals with Disabilities (EDPS 411) and a student teaching experience working with exceptional learners.

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

For dual licensure candidates (Elementary/special education) at PNW, the Introduction to Special Education course introduces the IEP process. The EDPS 328 Teaching Students with Mild to Moderate Needs I, also requires dual licensed candidates to design an IEP. This course also teaches candidates how to be contributing members of the IEP team. The performance of elementary/special education candidates in these courses are documented via an online assessment system that evaluates the ability of candidates to provide effective accommodations and adaptations in the classroom. In addition, an assessment course, EDCI 361: Assessment for Special Educators, teaches the proper interpretation of psychological evaluation data, a skill necessary to competent participation in the IEP process. In addition, in the EDPS 285, dual licensure candidates learn about teaching children for whom English is a new language. This includes simulation activities designed to promote empathy and understanding for the challenge these students experience. Both dual license and secondary candidates are required to select and design teaching strategies for students who are linguistically different. This work is documented in the online assessment system (TaskStream) through a rubric measuring skills in differentiated instruction. This project also addresses ways to differentiate instruction for students with disabilities, those at risk, children who are gifted and students who are culturally different. Last academic year, a special education methods course, EDPS 450: Methods of Teaching Children with Disabilities, taught candidates how to measure the impact of instruction on student learning; skill in the development of a behavior intervention plan was also assessed in this course. A special education law class, EDPS 380: Special Education Law for Teachers, was also approved and implemented last year; proper procedures and due process guidelines that define the IEP process are now extensively addressed in this course. Also, important, the dual licensed teacher candidates' very high pass-rates on special education licensing exams serve to further document beginning teacher competency to effectively instruct students with special needs while working effectively in the IEP development process.

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

For dual licensure candidates (Elementary/special education) at PNW, the Introduction to Special Education course introduces the IEP process. The EDPS 328 Teaching Students with Mild to Moderate Needs I, also requires dual licensed candidates to design an IEP. This course also teaches candidates how to be contributing members of the IEP team. The performance of elementary/special education candidates in these courses are documented via an online assessment system that evaluates the ability of candidates to provide effective accommodations and adaptations in the classroom. In addition, an assessment course, EDCI 361: Assessment for Special Educators, teaches the proper interpretation of psychological evaluation data, a skill necessary to competent participation in the IEP process. In addition, in the EDPS 285, dual licensure candidates learn about teaching children for whom English is a new language. This includes simulation activities designed to promote empathy and understanding for the challenge these students experience. Both dual license and secondary candidates are required to select and design teaching strategies for students who are linguistically different. This work is documented in the online assessment system (TaskStream) through a rubric measuring skills in differentiated instruction. This project also addresses ways to differentiate instruction for students with disabilities, those at risk, children who are gifted and students who are culturally different. Last academic year, a special education methods course, EDPS 450: Methods of Teaching Children with Disabilities, taught candidates how to measure the impact of instruction on student learning; skill in the development of a behavior intervention plan was also assessed in this course. A special education law class, EDPS 380: Special Education Law for Teachers, was also approved and implemented last year; proper procedures and due process guidelines that define the IEP process are now extensively addressed in this course. Also, important, the dual licensed teacher candidates' very high pass-rates on special education licensing exams serve to further document beginning teacher competency to effectively instruct students with special needs while working effectively in the IEP development process.

c. Effectively teach students who are limited English proficient.

For dual licensure candidates (Elementary/special education) at PNW, the Introduction to Special Education course introduces the IEP process. The EDPS 328 Teaching Students with Mild to Moderate Needs I, also requires dual licensed candidates to design an IEP. This course also teaches candidates how to be contributing members of the IEP team. The performance of elementary/special education candidates in these courses are documented via an online assessment system that evaluates the ability of candidates to provide effective accommodations and adaptations in the classroom. In addition, an assessment course, EDCI 361: Assessment for Special Educators, teaches the proper interpretation of psychological evaluation data, a skill necessary to competent participation in the IEP process. In addition, in the EDPS 285, dual licensure candidates learn about teaching children for whom English is a new language. This includes simulation activities designed to promote empathy and understanding for the challenge these students experience. Both dual license and secondary candidates are required to select and design teaching strategies for students who are linguistically different. This work is documented in the online assessment system (TaskStream) through a rubric measuring skills in differentiated instruction. This project also addresses ways to differentiate instruction for students with disabilities, those at risk, children who are gifted and students who are culturally different. Last academic year, a special education methods course, EDPS 450: Methods of Teaching Children with Disabilities, taught candidates how to measure the impact of instruction on student learning; skill in the development of a behavior intervention plan was also assessed in this course. A special education law class, EDPS 380: Special Education Law for Teachers, was also approved and

implemented last year; proper procedures and due process guidelines that define the IEP process are now extensively addressed in this course. Also, important, the dual licensed teacher candidates' very high pass-rates on special education licensing exams serve to further document beginning teacher competency to effectively instruct students with special needs while working effectively in the IEP development process.

Contextual Information

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

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

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

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

Announced by Purdue University Board of Trustee in 2014, the campuses of Purdue University Calumet (PUC) located in Hammond, Indiana and Purdue North Central (PNC) located in Westville, Indiana were to be unified. The unification process included application and review by the Higher Learning Commission (HLC), and in July, 2016 the two distinct campuses were unified to form Purdue University Northwest (PNW). PNW, the fifth largest public university in Indiana, is a comprehensive, regional university dedicated to serving the professional, cultural, and general educational needs of the citizens of Northwest Indiana. Prior to unification, PUC was last accredited by NCATE in 2015 and PNC was last accredited by NCATE in 2012. PNW went through the CAEP accreditation virtual visit December, 2020. The final recommendation by CAEP will be decided in April, 2021. With a total undergraduate enrollment of approximately 566, the School of Education and Counseling graduates close to 120 candidates in the Educator Preparation Program each year. Candidates enroll in courses at both campuses.

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. Anne Gregory

TITLE:

Director of School of Education and Counseling

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:

Sheila Stephenson

TITLE:

Assessment Coordinator