



# **SECONDARY EDUCATION**

## **PROGRAM GUIDE, including Program Assessment System**

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**Purdue University Fort Wayne**

**College of Professional Studies**

**and**

**College of Arts and Sciences**

Dear Teacher Candidates,

Welcome to the secondary education initial teacher licensure program at Purdue University Fort Wayne. This program, which has been in existence since 1964, is available through the School of Education (SOE), one of the four units in the College of Professional Studies (CPS), and the College of Arts and Sciences (COAS). Based upon your chosen specialization, you will complete (1) a B.S. in Education with teacher licensure in Middle School education (CPS); (2) a B.S. in Education with teacher licensure in Earth Space Science (CPS); or (3) a double degree involving a B.S. in a content field (COAS) with a B.S. in Education (CPS). In any case, you will graduate with a strong background in both professional education and your chosen content area(s) for your chosen developmental level.

Your program will include three distinct academic strands: (1) coursework in general education; (2) coursework in professional education; and (3) coursework in your desired content major or concentrations. In addition, extensive field assignments in various school settings will provide practical experiences as you prepare to enter the teaching profession.

The SOE faculty has created a secondary program that will challenge you academically and personally while helping you develop pedagogical skills and professional dispositions that are framed within the context of the contemporary educational environment. Each content area within the secondary education program is built on a strong foundation of local expectations (i.e., Conceptual Framework) as well as state and national standards for content and pedagogy.

You will experience diverse faculty members during your time at Purdue Fort Wayne, both on- and off-campus as you enter into field experience placements in local schools. These faculty members bring a wealth of academic and practical experience to their work with teacher candidates.

This program guide explains program components and expectations and is intended to assist you in planning your undergraduate educational experience. The faculty and staff of the CPS look forward to working with you as you progress toward a rewarding career in secondary education!

## Structure of the Program

### Degree Programs: Content Major, Degree, and College Determination

Depending on the content major chosen, teacher candidates in the secondary education program complete either: (1) a B.S. in Education with initial teacher licensure from the College of Professional Studies or (2) a B.A. or B.S. in a major from the College of Arts and Sciences along with a B.S. in Education. The following chart outlines the available options.

Content Major	Degree	College
Chemistry	B.S./B.S.	COAS/CPS
Earth Space Science	B.S.	CPS
English / Language Arts	B.A./B.S.	COAS/CPS
History	B.A./B.S.	COAS/CPS
Life Science	B.S./B.S.	COAS/CPS
Mathematics	B.S./B.S.	COAS/CPS
Middle School Education	B.S.	CPS
Physics	B.S./B.S.	COAS/CPS
Spanish	B.A./B.S.	COAS/CPS

The secondary education program also provides professional courses for teacher candidates seeking All-Grade certification in art or music (choral or instrumental). Detailed information about these instructional areas may be obtained through their respective departments in the College of Visual and Performing Arts (VPA).

A general physical science certification with an emphasis on either chemistry or physics is also available, as are minors/certifications in economics, French, sociology, political science, psychology, special education, and teaching English as a new language (TENL).

### Certification-Only Program

An individual who has already earned a bachelor's degree from an accredited college or university may gain teacher licensure through the secondary education program. Licensure is obtained by completing all required education coursework (including student teaching) and passing the appropriate content major and pedagogical licensure exams.

### Program Rigor

In keeping with regulations enacted by the Indiana Department of Education (IDOE) and regardless of the degree chosen, each secondary education teacher candidate completes at least the same content major coursework as a non-teacher education student in his/her specialization if Purdue Fort Wayne has a major in that field. In addition, various academic (GPA) requirements for secondary education teacher candidates are higher than corollary requirements for non-teacher candidates. Further standards and program foundations are described in the Appendix.

## Course of Study

Each teacher candidate is provided a copy of the curriculum sheet and a 4-year plan of study when first enrolled in courses at Purdue Fort Wayne. This information is also available on the [CPS website](#). While each content area has unique features, this section provides a general overview of requirements. Please always follow the curriculum sheet for your specific content area.

### Key Decision Points within the Secondary Education Program

Several clearly articulated key decision points define teacher candidates' passage through the secondary education program. These points assure that each teacher candidate is making satisfactory progress. In addition, they are tracked throughout the program in order to determine scheduling needs and priorities and to support the advising process. Specific details are available on your curriculum sheet.

### General Education

All secondary/middle school education teacher candidates complete the campus general education requirements. In some cases, specific courses should be selected in order to simultaneously meet those requirements and other education program requirements.

### Professional Education

#### Pre-Professional Education Coursework (6-9 Semester Hours)

EDU 20000	Examining Self as Teacher
EDU 10100	Field Experience (co: EDU 20000) (30 hours)
EDU 20002	Using Computers in Education (depends on program plan)
EDU 34001	Education and American Culture (counts as General Education B-5)

#### Professional Education Coursework, Block 1 (9 Semester Hours)

EDU 30600	Teaching Students with Special Needs in Secondary Classrooms
EDU 25000	Educational Psychology
EDU 40500	Middle & Junior High School
EDU 30100	Field Experience (30 hours; combined experiences for all courses in block)*

#### Professional Education Coursework, Block II (9 Semester Hours)

EDU 44X00	Methods of Teaching High School (Content Areas)
EDU 47500	Adolescent Development and Classroom Management
EDU 40101	Critical Reading in the Content Area
EDU 40100	Field Experience (60 hours; combined experience for all courses in block)*

\* With the exception of individuals majoring in middle level education, all teacher candidates participate in both middle school and high school experiences. In addition, field placements are assigned to ensure that all teacher candidates experience diverse school settings.

Professional Education Clinical Coursework (12 Semester Hours)

EDU 48000      Student Teaching in the Secondary School

### **Content Area Major Coursework (Variable Hours)**

As noted above, secondary education majors complete at least the same major course work as non-teacher education majors in their respective fields of study if Purdue Fort Wayne offers a major in the field. Details regarding major coursework are provided on the various content-area curriculum sheets (see next section) or by viewing requirements in the catalog and using myBLUEprint.

### **Specific Program Information**

Curriculum sheets may be obtained through the [CPS website](#), the Student Success Center (SSC; Neff 243) advising office for programs offered by the CPS, or in the offices of the respective departments in COAS.

### **Special Program Notes**

Primary advising for teacher candidates earning degrees from the CPS occurs in SSC (Neff 243). Most teacher candidates are advised by the Advising Coordinator for the first two years of their respective programs (i.e., until admission to Block 1) and by the Director of Licensing and Advising for the final two years of their respective programs (i.e., after admission to Block 1). Teacher candidates earning degrees from the COAS are advised by staff in the various COAS departments, with assistance provided by CPS faculty and staff. Teacher candidates are urged to meet with their advisors at least once per semester; ideally, this advising occurs shortly after the class schedules for upcoming semesters are posted online. Faculty in various program areas also advise students as needed.

Each teacher candidate is required to have a current Criminal History Check (CHC) on file when participating in a school-based field experience. In keeping with policies established by most of the area school systems with which the CPS has a working relationship, the CHC must be no more than one (1) year old at the time the field experience is to be completed.

### **Program Assessment System**

The program assessment system for secondary/middle school education (i.e., the key assessment system) is implemented during the professional education stage of the program (i.e., Block 1, Block 2, and during student teaching). The key assessment system is designed to monitor several

factors, including: (1) subject matter competency; (2) pedagogy; (3) awareness of cultural factors that inform teaching and learning; and (4) self-analysis. As key assessments are aligned with InTASC standards, CAEP expectations for teacher competency, and Specialized Professional Association (SPA) expectations for subject matter competency, they vary by content areas. Data for the key assessments are stored primarily in three systems: Banner (Assessments #1 and #2), Qualtrics (Assessment #4), and Taskstream (the remaining 5 assessments). These data, when examined individually and holistically, allow faculty to monitor the development of content knowledge, pedagogical knowledge, pedagogical content knowledge, and professional dispositions for each candidate and the program.

Candidates are required to maintain an active Taskstream account through which five key assessment assignments are submitted and scored. Candidates must complete all five of those key assessments and submit them to Taskstream to receive credit in the affiliated course. Teacher candidates may be requested to revise and resubmit their work in order to demonstrate their proficiency (see policy section below). It is expected that candidates view both course assessments and key assessments as opportunities to check their learning against standard criteria, for it is through that approach that they can determine areas for personal improvement. Meaningful feedback is provided to candidates as a means to assist self-assessment of their professional growth.

All program data are regularly reviewed by program faculty and shared with the CPS Assessment Team, other School of Education faculty, the Teacher Education Council, and the Education Unit Advisory Council members. Data are used to inform and monitor improvements to the program.

### **Key Assessments: Secondary/Middle School Education Program**

<b>Decision Making Point</b>	<b>Purpose</b>	<b>Tool</b>	<b>Criteria</b>	<b>Communication</b>	<b>Appeals Process</b>
Block I	Measure SPA standards	<input checked="" type="checkbox"/> Middle School Philosophy <input checked="" type="checkbox"/> Technology Lesson Plan	Assessment rubrics scored by faculty	Handbook, Taskstream, course instructor	Resubmit assessments per policy  Department chair
Block II	Measure SPA standards	<input checked="" type="checkbox"/> Content Area Unit Plan <input checked="" type="checkbox"/> Integrated Lesson Plan <input checked="" type="checkbox"/> Key assessment varies by content area	Assessment rubrics scored by faculty	Handbook, Taskstream, course instructor	Resubmit assessments per policy  Department chair

Completion of clinical practice – student teaching	Measure SPA standards	<input checked="" type="checkbox"/> Student Teaching Performance Evaluation	Rubric; no more than 2 scores at unacceptable level	ST Handbook, website, student teaching seminars	Repeat student teaching experience
	Program assessments	<input checked="" type="checkbox"/> Video and Analysis <input checked="" type="checkbox"/> Impact on Student Learning	Assessment rubrics scored by faculty	Taskstream, student teaching seminars	Resubmit assessment
Licensure	Measure content and pedagogical content knowledge	<input checked="" type="checkbox"/> Pass CORE content area exam <input checked="" type="checkbox"/> Pass CORE pedagogy exam	Pass at state requirement	Website, handbook, program sheets	Retake exam

### Additional Assessments

Grades in Content Courses: Grades in select courses will be used to provide evidence of candidates' content knowledge.

Program Completer Survey: Approximately six months after the last Purdue Fort Wayne course, each program completer is encouraged to respond to a survey on the content, instructional delivery model, and support for the secondary/middle school education program. Data remain anonymous and are used for program improvement.

Employer Survey: Principals are asked to complete a survey on the knowledge, skills, and dispositions of the Purdue Fort Wayne secondary/middle school education graduates they employ.

### Policy on Expected Levels of Performance (approved February 20, 2013)

Performance on the eight (8) key assessments will combine for all teacher candidates in the program to be used as summative assessments of our program. In this way, the faculty can use each snapshot of performance to determine at specific points in the program what our candidates know and do not know. This will allow us to better determine the strengths and weaknesses of our programs. The primary function of these assessments, therefore, is to understand how our program is preparing candidates for their future roles as teachers. However, an acceptable level of performance has been set on each assessment, so a secondary function is to ensure that each candidate possesses the knowledge and skills measured in our system.

Most key assessments are evaluated using a 3-level rubric, with levels of Target (T), Acceptable (A), and Unacceptable (U) for several individual criteria. Acceptable and Target are considered benchmark requirements for each criterion. Specifically, each candidate can have one criterion



on the rubric evaluated as “U” and still be considered as “passing” the assessment during Blocks 1 & 2. When teacher candidates have 2 or more criteria evaluated as “U,” they will have one opportunity during the current semester to redo the assessment for their personal learning, though the scores for the revised submission will not be entered into Taskstream. Instructors will assist teacher candidates regarding those areas deemed unacceptable. If teacher candidates do not improve their performance to meet the “passing” criteria described previously, they will not be able to move on in the program until that assessment is remediated during the next semester. This may or may not mean retaking the entire course or block of courses, depending on how they performed in the course(s) overall.

For the “Impact on Student Learning” and the “Video and Analysis” key assessments completed during student teaching (clinical), candidates can pass the assessments with one criterion on the rubric evaluated as “U” on each assessment. Having 2 or more criteria evaluated as “U” on the assessments means that the candidate would have one opportunity to redo the assessment during the current semester. If performance is not improved to meet the “passing” criteria, they would receive an “F” in EDU 50100 and would need to remediate and resubmit the assessments during the next semester.

Because the “Final CT/US Standard-based Evaluations” is based upon observations of classroom performance, it cannot be redone. Thus, having 2 or more criteria evaluated as “U” on this assessments would mean that candidates receive an “F” in EDU 50100 and would need to remediate and be evaluated again during the next semester.

## **Support for Your Work**

### **Education Faculty**

Each full-time faculty member in the SOE is required to hold office hours each week. Schedule a time to meet with your course instructor about a key assessment. This is not an inconvenience but rather part of each faculty member’s teaching responsibility. Faculty members are all available to assist – remember, our collective goal is to ensure that all candidates possess the knowledge and skills measured in our system. The program benefits from helping you reach your fullest potential.

### **Website and Resources**

The CPS website has resources that can be beneficial to you. When enrolling in Taskstream you will need to have a Taskstream *self-enrollment code*; this can be found on the [CPS website](#). In addition, important information regarding the completion of key assessments, especially the Video and Analysis, can be found there as well.

Studio M at Purdue Fort Wayne is a multimedia resource. This center has video cameras and tripods you can borrow. In addition, the center personnel can assist you with downloading, editing, splicing, and compressing your video. Read more about this valuable resource at [Studio M](#).

## Taskstream

The program faculty in education selected Taskstream as an electronic system for organizing, storing, and providing reports on our key assessments. It was selected for its ease of use for both teacher candidates and faculty. This electronic system allows you to upload and submit your work in a way that is similar to sending an attachment in email.

To access [Taskstream](#) and start your work, you will need to purchase an account directly from Taskstream. The cost of accounts varies depending on the number of semesters you purchase access to the system. You have to enroll in one or more program using a Taskstream *self-enrollment code* provided on the CPS website (see above) in order to upload your work. You will work in a Directed Response Folio (DRF). In other words, the program faculty has specified exactly what you need to upload and where it should be uploaded. The secondary education DRFs are organized by content areas (e.g., science has a DRF that is separate from English language arts). Then, each DRF is organized by key assessments. When you click on a key assessment, it will provide you with directions for completing it and the grading rubric.

If you are seeking dual licensure in English as a new language or special education, you will need to enroll in two programs. You will select the DRF that reflects the key assessment you are trying to upload.

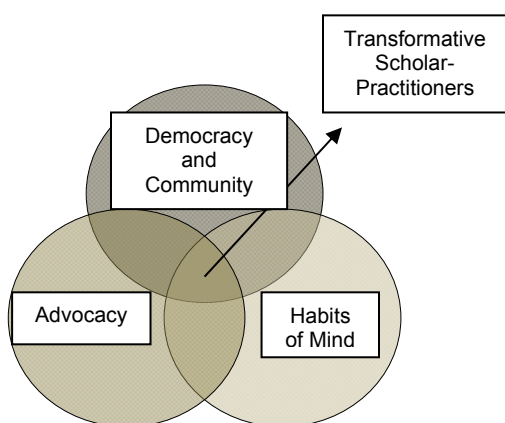
If you experience problems with actions such as getting enrolled, uploading documents, or submitting your work, please contact Taskstream directly. Their Mentoring Services department hires persons who are very skilled at answering questions. Instead of getting frustrated and not working productively, contact them to get your questions answered quickly and accurately at 1-800-311-5656 or [help@taskstream.com](mailto:help@taskstream.com).

## Appendix: Foundations of the Program

The secondary education program is based on **five guiding** elements.

### I. The Conceptual Framework

Transformative scholar-practitioners are broadly defined as leaders in education and public policy who weave between research and practice and theory and experience, constantly working within communities to foster learning and a just, democratic society. Graduates of our program use their strong foundation of knowledge of content, methodologies, and exemplary practices as well as their habits of mind to critically reflect on those components. They advocate for public policies and practices that benefit the people they serve, the community, and their profession while striving to build a more just, inclusive, democratic community and to expand and strengthen public voice and identity.



Specifically, the SOE strives to prepare future leaders who thoroughly understand, consciously apply, and intentionally use democracy and community, habits of mind, and advocacy in their professional endeavors. We define those concepts as follows:

#### Democracy and Community

Transformative scholar-practitioners need to be a part of a dynamic, diverse professional community. They actively explore what it means to live and participate in a diverse, just, and global world. They use that knowledge to inform effective practice that demonstrates their respect for and valuing of our multicultural, multilingual, and multi-abled society. In doing so, they work to develop communities that are more cognizant of and compassionate toward

democratic encounters over moral, cultural, social, political and economic differences. Therefore, the SOE supports transformative scholar-practitioners who strive for and create democratic, just, inclusive communities.

#### Habits of Mind

Transformative scholar-practitioners develop deep knowledge of content, methodologies, and exemplary practices. However, they realize that such knowledge alone is not sufficient. They practice critical thinking and reflection as they explore the reciprocal relationship between scholarship and practice. Within the context of a compassionate, caring community, transformative scholar-practitioners foster habits of mind such as investigating, inquiring, challenging, critiquing, questioning, analyzing, synthesizing, and evaluating. They view such habits of mind as necessary for engaging students, clients, community members, and the public in the process of teaching and learning. Consequently, the SOE fosters transformative scholar-practitioners who integrate critical habits of mind in all aspects of their professional work.

## **Advocacy**

Transformative scholar-practitioners develop and support the rights of students, clients, and community members as they advocate for the people they serve and the profession. They cultivate professional, public visions informed by historical and cultural perspectives. They strive to set the highest goals for themselves and the profession while inspiring their colleagues to do likewise. Transformative scholar-practitioners resolve professional and ethical challenges through the convergence of knowledge, theory, and practice. Consequently, the SOE facilitates transformative scholar-practitioners' development as professional and community advocates.

### **II. Secondary Education Vision Statement**

Focusing on the development of skill, experience, and expertise in content knowledge, pedagogical knowledge, and pedagogical content knowledge, the secondary education program supports initial certification with the goal of developing teacher candidates who are well prepared to meet the rigorous demands found in the contemporary secondary classroom.

### **III. School of Education Mission Statement**

To prepare professionals in teaching, counseling, and leadership who demonstrate the capacity and willingness to continuously improve schools and related entities so that they become more effective with their clients by:

- Becoming more caring, humane, and functional citizens in a global, multicultural, democratic society;
- Improving the human condition by creating positive learning environments;
- Becoming change agents by demonstrating reflective professional practice;
- Solving client problems through clear, creative analysis;
- Assessing client performance, and creating and executing effective teaching, counseling and educational leadership by utilizing a variety of methodologies reflecting current related research;
- Utilizing interdisciplinary scholarship, demonstrating technological and critical literacy, and effectively communicating with all stakeholders.

### **IV. National Standards for Secondary Programs**

Each content area within the secondary education program offered by the SOE is aligned with standards established by five content-oriented and one development-level Specialized Professional Associations (SPAs). Detailed information regarding these associations may be obtained by accessing the following websites.

American Council on the Teaching of Foreign Languages:

<http://www.actfl.org/>

Association for Middle Level Education:

<http://www.amle.org/>

National Council of Teachers of English:

<http://www.ncte.org/>

National Council of Teachers of Mathematics:

<http://www.nctm.org/>

National Council for the Social Studies:

<http://www.ncss.org/>

National Science Teachers Association:

<http://www.nsta.org/>

## **V. Indiana Standards for Educators – Secondary Education**

The Indiana Department of Education (IDOE) has set forth two different sets of standards for secondary and middle school education programs: (1) content knowledge and (2) developmental standards.

### **(1) Content Standards**

The various content areas are aligned to the Teacher Effectiveness Standards established by the Indiana Department of Education. These standards may be obtained from the following webpage: [REPA Educator Standards](#).

### **(2) Developmental Standards**

Teachers at the secondary and middle school levels are expected to have a broad and comprehensive understanding of the knowledge and skills needed to help students prepare for the challenges and opportunities of the twenty-first century. Teachers must foster the development of students' habits of mind as they identify, comprehend, analyze, synthesize, and evaluate basic principles, fundamental concepts, and essential skills and abilities specific to each content area. Instruction must be engaging, meaningful, and challenging. Students must be assessed in ways that are ongoing, authentic, and accessible to each learner so they can demonstrate and apply newly acquired knowledge and skills. Developmental standards may be obtained from the following webpages: [Secondary Developmental Standards](#) and [Middle School Developmental Standards](#).

### **Standard 1: Student Development and Diversity**

Teachers at the secondary level/Middle school teachers have a broad and comprehensive understanding of student development and diversity and demonstrate the ability to provide

instruction that is responsive to student differences and that promotes development and learning for all students.

#### Standard 2: Learning Processes

Teachers at the secondary level/Middle school teachers have a broad and comprehensive understanding of learning processes and demonstrate the ability to facilitate student learning.

#### Standard 3: Instructional Planning and Delivery

Teachers at the secondary level/Middle school teachers have a broad and comprehensive understanding of instructional planning and delivery and demonstrate the ability to plan and deliver standards-based, data-driven differentiated instruction that engages students, makes effective use of contemporary tools and technologies, and helps all students achieve learning goals.

#### Standard 4: Assessment

Teachers at the secondary level/Middle school teachers have a broad and comprehensive understanding of assessment principles and practices and demonstrate the ability to use assessment to monitor student progress and to use data to guide instructional decision making.

#### Standard 5: Learning Environment

Teachers at the secondary level/Middle school teachers have a broad and comprehensive understanding of student learning environments and demonstrate the ability to establish positive, productive, well-managed, and safe learning environments for all students.

#### Standard 6: The Professional Environment

Teachers at the secondary level/Middle school teachers have a broad and comprehensive understanding of professional environments and expectations and demonstrate the ability to collaborate with others to improve student learning, to engage in continuous professional growth and self-reflection, and to adhere to legal and ethical requirements of the profession.

#### Standard 7: Reading Instruction

Teachers at the secondary level/Middle school teachers have a broad and comprehensive understanding of content-area and disciplinary literacy skills, and demonstrate the ability to plan and deliver integrated content area reading instruction that is based on student learning standards, student literacy needs and strengths as reflected in ongoing student data, and scientifically based reading research.