IA

Coe College
Traditional Report AY 2024-25
Iowa

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

153144

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

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SECTION I: PROGRAM INFORMATION

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), Postgraduate level (PG), or both. **(§205(a)(C))**

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

- Teacher Preparation Program

List of Programs

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

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	UG	
13.1302	Teacher Education - Art	UG	
13.1322	Teacher Education - Biology	UG	
13.1303	Teacher Education - Business	UG	
13.1323	Teacher Education - Chemistry	UG	
13.1305	Teacher Education - English/Language Arts	UG	
13.1306	Teacher Education - Foreign Language	UG	
13.1316	Teacher Education - General Science	UG	
13.1307	Teacher Education - Health	UG	
13.1328	Teacher Education - History	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1312	Teacher Education - Music	UG	
13.1314	Teacher Education - Physical Education and Coaching	UG	
13.1329	Teacher Education - Physics	UG	
13.1315	Teacher Education - Reading	UG	
13.1317	Teacher Education - Social Sciences	UG	
13.1318	Teacher Education - Social Studies	UG	

Total number of teacher preparation programs:

17

SECTION I: PROGRAM INFORMATION

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

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

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

- (●) **Yes**
- ( ) **No**

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

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

Essay or personal statement	◉ Yes ○ No	○ Yes ◉ No
Interview	○ Yes ◉ No	○ Yes ◉ No
Other Specify: Exit: Portfolio assessment with oral presentation	○ Yes ◉ No	◉ Yes ○ No

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

2.7

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.)

2.7

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

Candidates submit an application to the Teacher Education Program once they have taken a minimum of two EDU courses and are ready to move into our level two courses requiring admittance to the program. Candidates provide a written statement along with names of instructors who are familiar with their work. The identified instructors then receive a disposition form that once completed, is utilized by our Teacher Education Committee in the decision making process. GPA, the candidate's written statement, along with the completion of 10 field experience hours are also used in the decision making process. In accordance with Iowa HF 2618, Teacher Education programs are required to ensure that candidates in specified endorsement areas of Elementary Education (K-6), Early Childhood, Reading Specialist, Dyslexia Specialist, and K-8 Special Education have completed the Foundations of Reading Test (FoRT). Students sign-up for the Foundations of Reading exam after they have completed EDU 345 Methods of Elementary Language Arts and EDU 355 Methods of Elementary Reading. This year a new departmental policy for Elementary Education students is that they must take FoRT in order to be approved to begin a student teaching semester. The state sets the cut/passing score for FoRT. Once students take the exam, if a passing FoRT score was not achieved, students must be provided a remediation. The student must complete the remediation in order for the deparptment to recommend the student for licensure. Currently, the state does not dictate to programs the type of remediation process that must be in place; the Coe College teacher education department's choice for students' FoRT remediation is a course, EDU Reading Foundations: Development, Assessment and Instruction.

Postgraduate Requirements

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

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

○ **Yes**
◉ **No**

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

Element	Admission	Completion
Transcript	○ Yes ○ No	○ Yes ○ No
Fingerprint check	○ Yes ○ No	○ Yes ○ No
Background check	○ Yes ○ No	○ Yes ○ No
Minimum number of courses/credits/semester hours completed	○ Yes ○ No	○ Yes ○ No

Element	Admission	Completion
Minimum GPA	Yes No	Yes No
Minimum GPA in content area coursework	Yes No	Yes No
Minimum GPA in professional education coursework	Yes No	Yes No
Minimum ACT score	Yes No	Yes No
Minimum SAT score	Yes No	Yes No
Minimum basic skills test score	Yes No	Yes No
Subject area/academic content test or other subject matter verification	Yes No	Yes No
Recommendation(s)	Yes No	Yes No
Essay or personal statement	Yes No	Yes No
Interview	Yes No	Yes No
Other Specify:	Yes No	Yes No

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

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

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

Supervised Clinical Experience

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

Provide the following information about supervised clinical experience in 2024-25. (§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	120

Number of clock hours required for student teaching	560

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

- ( ) **Yes**
- (•) **No**

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

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)	
Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	
Years required of teaching as the teacher of record in a classroom	

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	3
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	9
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	53
Number of students in supervised clinical experience during this academic year	27

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

A Coe supervisor observes student teachers at least once a week. Joint meetings of student teachers, cooperating teachers and Coe supervisors occur at the beginning, middle and end of the supervised clinical placement. Students involved in pre-student teaching supervised clinical experiences are visited by college faculty several times throughout the clinical experiences. Video recordings of teaching at the pre-student teaching experiences are utilized in teaching reflections and conferences between teaching faculty and candidates. The numbers above reflect only the student teaching supervision. A pre-student teaching and mid-term meeting between the teacher candidate and the Director of Student Teaching (DST) occurs prior to the student teaching experience. The DST and the teacher candidate discuss progress toward the InTASC program standards and also identify action steps for goals. The DST and teacher candidate also meet between the two student teaching placements to determine strengths and growth areas based on the cooperating teacher and supervisor's evaluation. Further, a mock evaluation of the teacher candidate is conducted by a certified teacher twice during the student teaching semester. The teacher candidate then does a final self-evaluation using the feedback from both mock evaluations. Lastly, teacher candidates present their ePortfolio to content specialists, their student teaching supervisor and the Education Department faculty at the conclusion of their student teaching experience. Evaluation of their presentation ensures they have demonstrated the knowledge, skills and dispositions identified in the InTASC standards.

SECTION I: PROGRAM INFORMATION

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

2024-25 Total	
Total Number of Individuals Enrolled	89
Subset of Program Completers	25

Gender	Total Enrolled	Subset of Program Completers
Male	25	7
Female	64	18
No Gender Reported	0	0
Race/Ethnicity	**Total Enrolled**	**Subset of Program Completers**
American Indian or Alaska Native	1	0
Asian	1	1
Black or African American	4	1
Hispanic/Latino of any race	4	0
Native Hawaiian or Other Pacific Islander	0	0
White	75	23
Two or more races	2	0

No Race/Ethnicity Reported	2	0

SECTION I: PROGRAM INFORMATION

Teachers Prepared

THIS PAGE INCLUDES:

>> Teachers Prepared by Subject Area

>> Teachers Prepared by Academic Major

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

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

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

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

- Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2024-25.

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 2024-25**

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	
13.1202	Teacher Education - Elementary Education	12

13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	2
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	3
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	3
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	4
13.1314	Teacher Education - Physical Education and Coaching	9
13.1315	Teacher Education - Reading	11
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	2
13.1318	Teacher Education - Social Studies	4
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	2
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	1

13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2024-25. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

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

What are CIP Codes?

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

- (●) Yes
- ( ) No

☐ **No teachers prepared in academic year 2024-25**

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or clear responses already entered).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	
13.1202	Teacher Education - Elementary Education	11
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	2
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	2
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	3

13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	4
13.1314	Teacher Education - Physical Education and Coaching	4
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

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

99	Other Specify:	

SECTION I: PROGRAM INFORMATION

Program Assurances

THIS PAGE INCLUDES:

>> Program Assurances

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

Program Assurances

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

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

- (●) Yes
- ( ) No

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

- (●) Yes
- ( ) No

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

- ( ) Yes
- ( ) No
- (●) Program does not prepare special education teachers

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

- (●) Yes
- ( ) No

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

- (●) Yes
- ( ) No

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

- (●) Yes
- ( ) No

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

- (●) Yes
- ( ) No

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

With the liberal arts general education model, students must take college-level courses in math, science, social science, and the humanities (history/English). Candidates are well-prepared in all core academic subjects. We place students in various clinical experiences throughout the duration of the teacher education program. We track teacher candidates' multiple field experiences to ensure a variety of clinical placements based on school district, school building demographic data; this data is publically available from the state's Department of Education. Preparation for working with students with a wide-range of academic and social needs is embedded in all EDU courses. Our core classes, Exceptional Learners and Human Relations provide the foundation for theories, current practices, legislative requirements and instructional strategies. The state's Dyslexia Training module is taken by all candidates in Exceptional Learners. Candidates learn about differentiation in these core classes and practice instructional

strategies in their Practicum and methods courses. We track candidate progress in their ability to select instructional goals that are suitable for diverse learners; their knowledge of students' developmental characteristics, varied approaches to learning, age-appropriate skills and knowledge, interests and cultural background; ability to assess student learning and respond to assessment data from their practicum course, through their methods courses and into their student teaching semester. Candidates are introduced to the variety of community resources in Human Relations and Educational Foundations with visits to local community partners such as the Cedar Rapids Public Library, Feed Iowa First, Kids on Course, Indian Creek Nature Center Forest School and Catherine McAuley Center. The elementary science and elementary social studies course continues to participate in a teaching lab at the Jane Boyd Community Center to provide more experience for our candidates in working with local agencies to provide academic support to students from low-income families and limited English proficient students. Our candidates enrolled in these two courses work with the students at the Jane Boyd Community Center to provide science and social studies learning opportunities once a week in our two-hour lab. The instructors of these courses first model instructional strategies by teaching the first few lab sessions.

SECTION II: ANNUAL GOALS

Annual Goals: Mathematics

THIS PAGE INCLUDES:

- Report Progress on Last Year's Goal (2024-25)
- Review Current Year's Goal (2025-26)
- Set Next Year's Goal (2026-27)

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.
(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))

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

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in mathematics in 2024-25?

If no, leave remaining questions for 2024-25 blank (or clear responses already entered).

- (●) **Yes**
- ( ) **No**

2. Describe your goal.

Keep our current math endorsement seekers on target to graduate with an emphasis in mathematics. Continue to work with the Mathematics Department to encourage majors to pursue their minor in Education. Although we continued to work with our Mathematics Department, they are seeing their numbers dwindle. For students who are interested in math, the faculty of both departments work with the student as co-advisors to ensure the major and the endorsement requirements are met. We have a number of students who are learning about math endorsement options and encouraged to consider a K-8 or 5-12 endorsement.

3. Did your program meet the goal?

- (●) **Yes**
- ( ) **No**

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

We continue to support teacher candidates to be on target to graduate with that emphasis by providing advising on a regular basis and by partnering with the math department to understand how and when they will be teaching certain required courses for the Math major, as these courses are needed for the licensure endorsement. Ahead to 2025-2026 we anticipate two students in Practicum (field experiences) for mathematics, specifically; as the students continue successfully, they would student teach in Spring 2027 and Fall 2027 respectively.

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

We will continue to work with the Math department chair to identify when requirement courses are being offered in the 2-4 year department rotation. We will continue to advise and encourage students to consider math as a pathway for licensure endorsement.

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

Review Current Year's Goal (2025-26)

7. Is your program preparing teachers in mathematics in 2025-26? If no, leave the next question blank.

- (●) Yes
- ( ) No

8. Describe your goal.

Keep our current math endorsement seekers on target to graduate with an emphasis in mathematics. Continue to work with the Mathematics Department to encourage majors to pursue their minor in Education. During the summer, we will review the endorsements for both K-8 Mathematics and 5-12 Mathematics to ensure for direct pathways for students interested in teaching math. As we have had to do with other departments who are seeing a drop in majors, we will work with the department chair to identify when requirement courses are being offered in the 2-4 year rotation. We will continue to encourage students who are unsure what they want to teach to consider math and science endorsements.

Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in mathematics in 2026-27? If no, leave the next question blank.

- (●) Yes
- ( ) No

10. Describe your goal.

Keep our current math endorsement seekers on target to graduate with an emphasis in mathematics. Continue to work with the Mathematics Department to encourage majors to pursue their minor in Education. Though the Mathematics Department is yet seeing Major numbers decline, we continue to have students interested in the possibility of teaching math and considering the endorsement. We potentially have two students who will pursue Mathematics for secondary teaching. This summer we will revisit the endorsements for both K-8 Mathematics and 5-12 Mathematics to ensure for direct pathways for students interested in teaching math. Futher, we will work with the Math department chair to identify when requirement courses are offered in the 2-4 year rotation.

SECTION II: ANNUAL GOALS

Annual Goals: Science

THIS PAGE INCLUDES:

- Report Progress on Last Year's Goal (2024-25)
- Review Current Year's Goal (2025-26)
- Set Next Year's Goal (2026-27)

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.
(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))

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

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in science in 2024-25?

If no, leave remaining questions for 2024-25 blank (or clear responses already entered).

- (●) **Yes**
- ( ) **No**

2. Describe your goal.

We will add the K-8 STEM endorsement. We will continue to work with our science colleagues to encourage students who show promise in the field of science to pursue the teaching field as well.

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:

We were unable to meet this goal as the college itself narrowed the science department's offerings and curriculum available for students; this college

action/decision paused our work.

Review Current Year's Goal (2025-26)

7. Is your program preparing teachers in science in 2025-26? If no, leave the next question blank.

- ( ) Yes
- (•) No

8. Describe your goal.

Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in science in 2026-27? If no, leave the next question blank.

- ( ) Yes
- (•) No

10. Describe your goal.

SECTION II: ANNUAL GOALS

Annual Goals: Special Education

THIS PAGE INCLUDES:

>> Report Progress on Last Year's Goal (2024-25)

>> Review Current Year's Goal (2025-26)

>> Set Next Year's Goal (2026-27)

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.
(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))

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

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in special education in 2024-25?

If no, leave remaining questions for 2024-25 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 (2025-26)

7. Is your program preparing teachers in special education in 2025-26? If no, leave the next question blank.

- ( ) Yes
- (•) No

8. Describe your goal.

Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in special education in 2026-27? If no, leave the next question blank.

- ( ) Yes
- (•) No

10. Describe your goal.

SECTION II: ANNUAL GOALS

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

>> Report Progress on Last Year's Goal (2024-25)
>> Review Current Year's Goal (2025-26)
>> Set Next Year's Goal (2026-27)

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.
(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))

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

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in instruction of limited English proficient students in 2024-25?

If no, leave remaining questions for 2024-25 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 (2025-26)

7. Is your program preparing teachers in instruction of limited English proficient students in 2025-26? If no, leave the next question blank.

- (●) Yes
- ( ) No

8. Describe your goal.

As a faculty, we are drawing students' attention to EDU English Language Learners course as an important learning experience that provides essential skills and knowledge for educators. In past years this course has been offered as a once-a-week evening session. Students who are Illinois residents are especially encouraged to take this course to ensure licensure in Ilinois. However, a departmental goal is to staff the course with an instructor able to teach the course with expert qualifications and to schedule the course during the daytime hours, at least once a year in rotations of coursework.

Set Next Year’s Goal (2026-27)

9. Will your program prepare teachers in instruction of limited English proficient students in 2026-27? If no, leave the next question blank.

- (●) Yes
- ( ) No

10. Describe your goal.

A departmental goal is to increase course enrollment in the spring semester (2027) by at least two students.

SECTION III: PROGRAM PASS RATES

Assessment Pass Rates

THIS PAGE INCLUDES:

>> Assessment Pass Rates

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

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

Assessment Pass Rates

Your state does not require assessments for an initial teaching credential; thus, this section is not applicable. To acknowledge, please select "This Page is Completed" at the bottom of the page, and click "Save".

SECTION III: PROGRAM PASS RATES

Summary Pass Rates

THIS PAGE INCLUDES:

>> 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))**

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- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

Your state does not require assessments for an initial teaching credential; thus, this section is not applicable. To acknowledge, please select "This Page is Completed" at the bottom of the page, and click "Save".

SECTION IV: LOW-PERFORMING

Low-Performing

THIS PAGE INCLUDES:

>> Low-Performing

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

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

Low-Performing

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

- (●) Yes
- ( ) No

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

- [x] State
- [ ] CAEP
- [ ] AAQEP
- [ ] Other specify:

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

- ( ) Yes
- (●) No

SECTION V: USE OF TECHNOLOGY

Use of Technology

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

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

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.**

   All teacher candidates enroll in EDU 219 Instructional Technologies for Teaching and Learning in their teaching pathway at a semester after admittance into the program. They may take EDU 219 concurrently with a field experience course (Practicum or Methods courses). Students explore multiple technology tools for classroom instruction, organization, and management. Additionally, candidates enrolled in a required EDU 117 course also experience coursework that prepares them for use and applications of technologies, including use of digital tech within universal design for learning and to meet a range of needs for K-12 learners. Integration of technology has been a strength of program coursework, as noted by annual data collected from a variety of stakeholders--cooperating teachers, supervisors, faculty members, graduating candiates, novice teachers, and K12 administrators of novice candidates. Program evaluations reflect our success in providing candiates with current, relevant, and applicacable technolgies for teaching and learning. As a program, we also looked at new SmartBoard technologies to add to our main teaching classroom for EDU coursework. Second, we continue to use a video reflection component in all Practicum courses in which candidates record themselves teaching two or three times during the semester. The data (videos) are a useful tool for reflection and analysis; both the candidate and faculty member review the material and discuss strengths and areas of improvement for continuous improvement in teaching and learning. The department also maintains and uses 10 iPads for students and/or faculty to record and view candidate teaching videos. Last, all teacher candidates create and maintain an electronic portfolio. Canddiates add artifacts to the online portfolio at key points in their coursework, throughout the program. Use of this online technology and online demonstration of skills not only helps students learn to organize materials using technology, but to design an online space/environment for professional presentation in job interviews with K-12 administrators. Examples of technologies demonstrated on candidates' ePortfolios include teaching/field

placement uses of See Saw, Google technologies, Canva, Schoology, PowerSchool, and Infinite Campus, among others. Candidates use such primary technologies to present, collect, organize, manage and analyze data in K-12 school placements.

SECTION VI: TEACHER TRAINING

Teacher Training

THIS PAGE INCLUDES:

>> Teacher Training

Provide the following information about your teacher preparation program. **(§205(a)(1)(G))**

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

Teacher Training

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

   a. **Teach students with disabilities effectively**

   We continue to stabilize the department's teaching faculty for our core course focused on K-12 learners with disabilities and exceptionalities. The consistency of instructor(s) and approach helps ensure that all teacher candidates receive and apply instruction for working with students with special needs, in particular. All teacher candidates are required to successfully complete the state's Dyslexia training module. This module provides specific instructional strategies that not only support students with Dyslexia and Dysgraphia, but also can be applied for all learners struggling academically. Through the program, candidates learn about differentiation strategies, policies and procedures for working with students with special needs. In practicum and methods courses, candidates create lesson plans that demonstrate their ability to adapt curriculum while also maintaining high standards for all learners. Our K-12 partners are also focused on meeting the needs of all students. Our teacher candidates' field experiences occur in school environments in which teams of educators (PLCs) are collaborating to support all learners. Teacher candidates have multipole opportunities to share learned practices, instructional strategies and differentiation methods within their coursework and field placements. In these ways, our program teaches candidates to effecitvely work with K-12 learners who have disabilities: EDU 105 - Educational Foundations: Introduction to meeting the learning needs of all students (Guding standards: InTASC 1 Learner Development, InTASC 3 Learner Environments) EDU 117 Exceptional Learners: Introduction to categories of disability (including dyslexia and behavioral differences) (Guding standards: InTASC 1 Learner Development, InTASC Learner Differences 2) This work includes: Introduction to IEPs, 504 plans, Behavior Interventions Plans, and Functional Behavioral Assessment Introduction to general characteristics of disabilities and instructional implications Introduction to least restrictive environments and inclusion EDU 187 Human Relations: Introduction to purposes and practices of Social Emotional Learning that include discussions of building classroom community as a classroom management strategy and SEL approaches as strategy to address student concerns and behaviors. (InTASC 3 Learning Environments) EDU 215 Practicum: Review reasons for differentiation. (Reviewing and extending understanding of: InTASC 1 Learner Development, InTASC Learner Differences 2 and InTASC 3 Learner Environments) This work includes: Explore differentiation strategies to enhance student learning. Apply differentiation strategies in a re-write of CT lesson plan. Introduce classroom management and engagement strategies. Explore the work teachers do to understand the roots of difficult and violent student behavior (subtitles). Discuss classroom scenarios and possible teacher action. Attend a 504 or IEP meeting, if applicable and/or attend a planning meeting to discuss supports for students EDU (various) Methods: Continue to strengthen understanding of differentiation from EDU215: Explore strategies to enhance student learning. Apply strategies in lesson planning. Practice classroom management skills and/or engagement strategies in connection with classroom field experiences. Discuss student learning data or behavior data in connection with topics of lesson planning, instructional methods, and classroom management. (Reviewing and extending understanding of: InTASC 1 Learner Development, InTASC Learner Differences 2 and InTASC 3 Learner Environments) Student Teaching: Teaching candidates demonstrate understanding of differentiation and meeting learner differences through blogs and artifacts from their placements. Students attend a IEP meeting, Section 504, or other differentiated meeting for student needs. (Reviewing, extending, applying understandings of: InTASC 1 Learner Development, InTASC Learner Differences 2 and InTASC 3 Learner Environments)

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

   Teacher candidates are exposed to educational law in EDU 117 Exceptional Learners. In this course focused on addressing the nature and needs of students with exceptionalities in the regular classroom, candidates learn about IDEA, practice adapting materials and engage in IEP reading, assessing and writing. Candidates study the text, What You Need to Know about Special Education Law in the Classroom by Beverly Johns or Special Education for All Teachers by Colarusso. Educational law including IDEA is also explored in EDU 105 Educational Foundations- a course all teacher candidates are required to take. The department is in the process of develpoing and proposing a course (EDU 2XX) Principles of Effective Instruction. The department submitted the course proposal to Academic Program Committee (APC) and faculty for approval. This course would provide teacher candidates additional learning and opportunity to review IDEA and other pertinent educational laws during advanced coursework and closer to Methods and student teaching fied placements.

c. Effectively teach students who are limited English proficient.

Our new idea for a course EDU 2XX (mentioned above) would provide teacher candidates opportunities to review what they have learned about meeting the needs of ELLs and to learn and practice new strategies for supporting their growth. An exiting course English Language Learners (mentioned earlier in this report) provides teacher candidates with knowledge, skills, and dispositions to work with ELL students and families in ways to support students' schooling experiences and students' continuous growth in mastery of English in K-12 courses. In Educational Foundations, the first course candidates typically take, an introduction to meeting the learning needs of all students is a core instructional focus. In Exceptional Learners, candidates explore various instructional strategies to meet the needs of students who are limited in their English proficiency. In Human Relations, candidates develop the ability to identify and meet the needs of learners from a range of socioeconomic, racial, linguistic, and cultural backgrounds; develop the ability to identify and meet the needs of learners who may be at risk of not succeeding in school; and develop their knowledge of groups of students, including their developmental characteristics, their varied approaches to learning, their age-appropriate skills and knowledge and their interests and cultural heritage. In all Practicum and Methods courses, teacher candidates focus on differentiation strategies to meet the needs of K-12 learners. During K-12 field placements, teacher candidates have the opportunity to implement what they have learned.

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

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.*

c. Effectively teach students who are limited English proficient.

Contextual Information

On this page, review the contextual information about your program, and update as needed.

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

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.

Initiatives in 2025-2026 included: We continue to grow and build our partnership with area districts that use Illustrative Math. In EDU 275 Math Comprehension for Teachers, students study the content in the K-8 program. Then, in EDU 335 Methods of Elementary Mathematics, students are placed with a teacher in the district to practice the instructional strategies from the program. In class at Coe, students study the strategies, methods and resources for math instruction using Illustrative Math as their curriculum. Students learn how to adapt curriculum to meet the needs of all learners. Througout this initiative, feedback from classroom teachers has been positive and highlights the content knowledge and procedural knowledge our students are bringing into the classroom. Community engagement continues to be a program highlight. Teacher candidates in EDU 270 Literature K-12 explore strategies to motivate young readers, practice teaching approaches and curate resources for teaching as they visit and work with K-12 learners at an area school. We continue to partner with the Jane Boyd Community Center each fall to offer science and social studies enrichment. In the spring, we return to Jane Boyd to offer free reading tutoring as part of EDU 395 Diagnostic Reading and Tutorial. Our ELL course brings teacher candidates to area elementary schools for field visits and/or brings classroom teachers to Coe to share and speak about their work with K-12 learners. Our program is heavily concentrating on the development of teacher candidates' readiness for the state Foundations of Reading test. Teacher candiates take part in study sessions to practice together, discuss their reading knowledge and review test taking skills. Faculty are taking part in LETRS training offered by the Iowa Department of Education, as well. Attached is a visual representation of what our program stands for-- our conceptual framework. We will continue to revisit and review this framework as our department welcomes new faculty to full time positions this coming year.

Supporting Files

https://drive.google.com/file/d/1b--LDzOgA2FdbFBsB7vuW-BMXxQD4Ly9/view?usp=sharing	

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. Stacy Haynes-Moore

TITLE:

Chair, Education Department; Assistant Professor of Education

Certification of review of submission

☑ **I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.**

NAME OF REVIEWER:

Dr. Stacy Haynes-Moore

TITLE:

Chair, Education Department; Assistant Professor of Education