title II | higher education act

2025 TITLE II REPORTS
National Teacher Preparation Data

IA | **Coe College**
Traditional Report AY 2023-24
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

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

1220 1st Ave. NE

CITY

Cedar Rapids

STATE

Iowa

ZIP

52402

SALUTATION

Ms.

FIRST NAME

Sarah

LAST NAME

Kress

PHONE

(319) 399-8813

EMAIL

skress@coe.edu

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:

Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. **(§205(a)(1)(C)(i))**

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

- Full-time equivalent faculty supervising clinical experience
- Adjunct faculty supervising clinical experience
- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience
- Supervised clinical experience

Undergraduate Requirements

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

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

- ● Yes
- ○ No

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

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

Element	Admission		Completion	
Essay or personal statement	● Yes	○ No	○ Yes	● No
Interview	○ Yes	● No	○ Yes	● No
Other Specify: 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. This year, in accordance with Iowa HF 2618, Teacher Education programs are required to ensure that candidates in specified endorsement areas (Elementary Education (K-6), Early Childhood, Reading Specialist, Dyslexia Specialist, K-8 Special Education) have completed the Foundation of Reading Test. Our students will 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. If a passing score has not been achieved on the test, students will need to take EDU Reading Foundations: Development, Assessment and Instruction prior to being recommended for licensure.

Postgraduate Requirements

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

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

○ Yes
● No

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

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

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

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

[   ]

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

[   ]

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

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 2023-24. (§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)	7
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	61
Number of students in supervised clinical experience during this academic year	24

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

Student teachers are observed by a Coe supervisor at least once a week with joint meetings with student teachers, cooperating teachers and supervisors at the beginning, middle and end of the 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 with the Director of Student Teaching has also been implemented. Each student teacher meets with the DST prior to their student teaching experience to discuss progress towards the program standards and identify goals and action steps. They also meet between the two student teaching placements to determine strengths and growth areas based on the cooperating teacher and supervisor's evaluation. A mock evaluation is also conducted by a certified teacher twice during the student teaching semester. The student teacher then does a final self-evaluation using the feedback from both mock evaluations. Lastly, student teachers 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.

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

2023-24 Total	
Total Number of Individuals Enrolled	93
Subset of Program Completers	24

Gender	Total Enrolled	Subset of Program Completers
Male	27	7
Female	66	17
No Gender Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	1	0
Asian	1	0
Black or African American	5	2
Hispanic/Latino of any race	1	0
Native Hawaiian or Other Pacific Islander	0	0
White	77	18
Two or more races	4	2

Race/Ethnicity	Total Enrolled	Subset of Program Completers
No Race/Ethnicity Reported	4	2

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.

THIS PAGE INCLUDES:
>> Teachers Prepared by Subject Area
>> Teachers Prepared by Academic Major

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 2023-24.

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 2023-24**

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	13

CIP Code	Subject Area	Number Prepared
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	1
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	2
13.1306	Teacher Education - Foreign Language	2
13.1307	Teacher Education - Health	2
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	5
13.1314	Teacher Education - Physical Education and Coaching	4
13.1315	Teacher Education - Reading	12
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	2
13.1318	Teacher Education - Social Studies	3
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	3
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
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 2023-24. 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 2023-24**

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	13
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	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	1
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	

CIP Code	Academic Major	Number Prepared
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	5
13.1314	Teacher Education - Physical Education and Coaching	2
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	3
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	

CIP Code	Academic Major	Number Prepared
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	

CIP Code	Academic Major	Number Prepared
99	Other Specify:	

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 their program. We track candidates' multiple field experiences to ensure they have a variety of clinical placements based on student demographics. 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 provides the foundation for this work-- 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-- Cedar Rapids Library, Feed Iowa First, Kids on Course, Indian Creek Nature Center Forest School and the 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.

Annual Goals: Mathematics

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

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

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2023-24)

1. Did your program prepare teachers in mathematics in 2023-24?

If no, leave remaining questions for 2023-24 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 (2024-25)

7. Is your program preparing teachers in mathematics in 2024-25? 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. 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 starting the endorsement.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in mathematics in 2025-26? 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. 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.

Annual Goals: Science

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

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

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2023-24)

1. Did your program prepare teachers in science in 2023-24?

If no, leave remaining questions for 2023-24 blank (or **clear responses already entered**).

- ◉ Yes
- ○ No

2. Describe your goal.

We will continue to work with our science faculty partners to seek out students who show promise in the field of science to pursue the teaching field as well. We will refresh our look at adding the K-8 STEM endorsement.

3. Did your program meet the goal?

- ○ Yes
- ◉ No

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

The two elementary education students who were pursuing the K-8 science endorsement decided to drop the endorsement. We did look at our K-8 STEM proposal, but determined we would wait until we were at full staff next year.

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

Keep our current science endorsement seekers on target to graduate with an endorsement in science. Continue to work with the Biology, Chemistry and Physics Departments to encourage majors to pursue their minor in Education. During the summer, we will review the endorsements for both K-8 Science and our four 5-12 science endorsement to ensure for direct pathways for students interested in teaching science. We will continue to encourage

students who are unsure what they want to teach to consider math and science endorsements.

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

Review Current Year's Goal (2024-25)

7. Is your program preparing teachers in science in 2024-25? If no, leave the next question blank.

- ◉ Yes
- ○ No

8. 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.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in science in 2025-26? If no, leave the next question blank.

- ◉ Yes
- ○ No

10. 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.

Annual Goals: Special Education

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

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

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2023-24)

1. **Did your program prepare teachers in special education in 2023-24?**

   If no, leave remaining questions for 2023-24 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 (2024-25)

7. Is your program preparing teachers in special education in 2024-25? If no, leave the next question blank.

- ( ) Yes
- (●) No

8. Describe your goal.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in special education in 2025-26? If no, leave the next question blank.

- ( ) Yes
- (●) No

10. Describe your goal.

Annual Goals: Instruction of Limited English Proficient Students

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

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

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2023-24)

1. Did your program prepare teachers in instruction of limited English proficient students in 2023-24?

If no, leave remaining questions for 2023-24 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 (2024-25)

7. Is your program preparing teachers in instruction of limited English proficient students in 2024-25? If no, leave the next question blank.

○ Yes
● No

8. Describe your goal.

Set Next Year's Goal (2025-26)

9. Will your program prepare teachers in instruction of limited English proficient students in 2025-26? 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 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

THIS PAGE INCLUDES:

>> Assessment Pass Rates

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".

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
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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".

Low-Performing

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

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

Low-Performing

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

- ● Yes
- ○ No

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

- ☑ State
- ☐ CAEP
- ☐ AAQEP
- ☐ Other specify:

[   ]

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

- ○ Yes
- ● No

Use of Technology

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

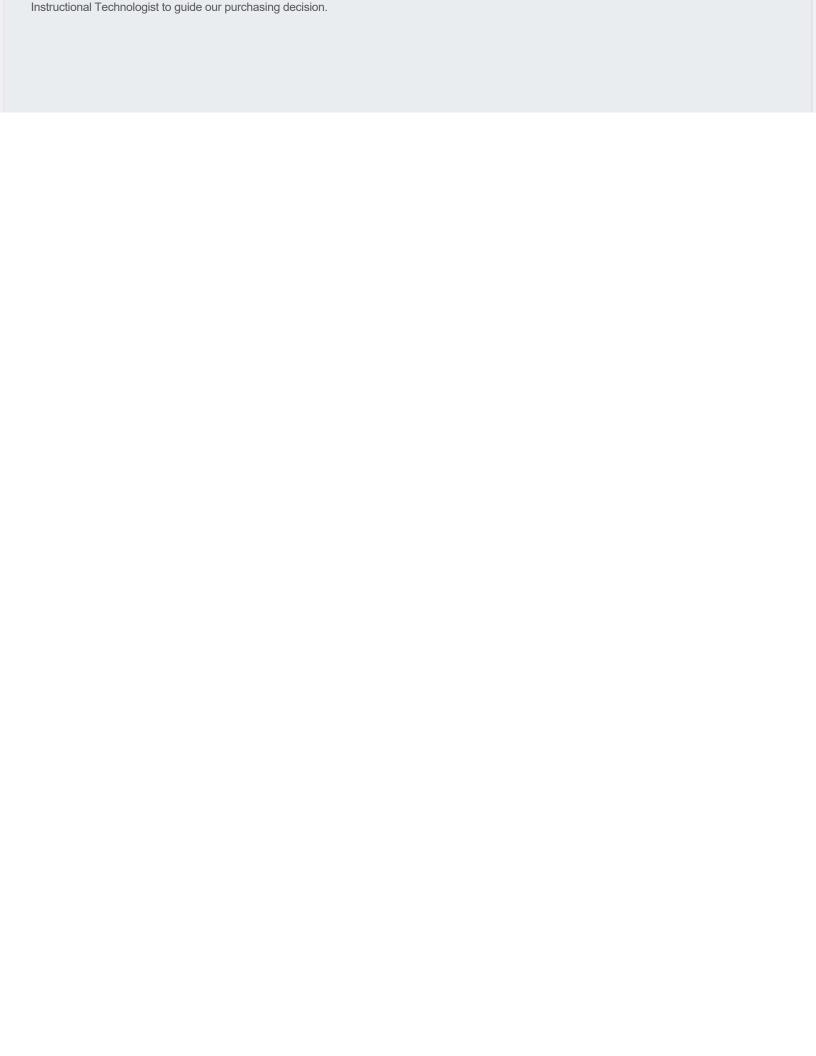**Note:** This section is preloaded from the prior year's IPRC.

Use of Technology

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

    Does your program prepare teachers to:

    a. **integrate technology effectively into curricula and instruction**

    ◉ Yes
    ○ No

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

    ◉ Yes
    ○ No

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

    ◉ Yes
    ○ No

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

    ◉ Yes
    ○ No

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

    EDU 219 Instructional Technologies for Teaching and Learning is a course taken by all teacher candidates after admittance into the program and concurrently with one of their field experience courses. Students explore multiple technology tools both for classroom instruction and organization and management. Starting their practicum semester, candidates growth in effectively utilizing technology resources for instruction and management is tracked. Cooperating teachers, supervisors, course instructors and teacher candidates all provide information on candidate progress towards integration of technology. Integration of technology has been a strength noted by cooperating teachers on the program evaluations submitted as well as by administrators of our first, second and third year teachers. We continue to infuse methods courses with applicable technology resources. We have implemented a video reflection component in all Practicum courses. All Practicum candidates record themselves teaching. The videos are used as data to improve teaching and learning. The department invested in ten iPads to use to record and view teaching videos with students in the field. From the beginning of the program to the end, all candidates create and maintain an electronic portfolio, adding artifacts to the Google site at various points in the program. This practice helps students learn how to organize materials using technology. In addition, course instructors model the use of various course management systems including Google Classroom and Moodle. In the field, candidates experience See Saw, Schoology and PowerSchool, Infinite Campus-- the primary technology used to collect, manage and analyze data in area schools. We have added a discussion with cooperating teachers about course management systems to every field observation progression sheet. This sheet provides a breakdown of opportunities Coe students should participate in while completing their required hours. As a department, we purchased ten ipads for use in the classroom last year. This year, we have been researching models of smart boards/interactive monitors for purchase for our main classroom. We have elicited the help of our college

Instructional Technologist to guide our purchasing decision.

Instructional Technologist to guide our purchasing decision.

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 have stabilized the teaching faculty for our core course on working with students with disabilities. We believe this consistency will ensure that all students are receiving and applying the same instruction for working with students with special needs. As mentioned previously, 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. In our candidates' field experiences, they are immersed in environments where teams of educators are collaborating to support all learners. Candidates are provided ample opportunities to share learned practices, instructional strategies and differentiation methods. The following is how we have laid out our program to teach our candidates to teach students with disabilities effectively: Educational Foundations: Introduction to meeting the learning needs of all students Exceptional Learners: Introduction to categories of disability (including dyslexia and behavioral differences) 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 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. Practicum: Review reasons for differentiation. 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 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. Student Teaching: Student Teachers 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. We worked this year in realigning our required standards (InTASC) to our current courses. In our realignment process, paired with our assessment meetings, we determined that one of our core classes could be dispersed into other courses to make room for a higher-level course aimed at supporting our candidates knowledge, skills in assessment and differentiation strategies. The course would involve candidates in examining evidence-based approaches for effective teaching and learning the semesters leading up to student teaching. Our goal is that this coursework would strengthen our candidates instructional decision-making skills and deepen their understanding of learners' cognitive and emotional development as connected with academic achievement. We will most likely submit the proposal to APC for eventual faculty approval early next fall.

   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 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 Educational Foundations- a course all teacher candidates are required to take. Our new course mentioned above would provide the opportunity to review IDEA and other pertinent educational law later in their progression through the program.

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

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 diverse ethnic, racial and socioeconomic 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, candidates focus on differentiation strategies to meet the needs of their learners. Candidates have the opportunity to implement what they have learned with K-12 students in the field. Our new course mentioned above would provide opportunities for students to review what they have learned about meeting the needs of ELLs and learn new strategies for supporting their growth.

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.

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 2024-2025 included: We have formed a 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. Feedback from teachers has been positive and highlights the content knowledge and procedural knowledge our students are bringing into the classroom. Our EDU 270 Literature K-12 students have the opportunity to explore strategies to motivate young readers, practice teaching approaches and curate resources for teaching as they implement course learning each week at an area school. This fall, our EDU 270 students partnered with Summit Schools to read with students each week. This community engagement is yet another opportunity for our students to embed themselves in the community, practice their craft and highlight the importance of life-long learning to area children. 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. We have added two advising/recruitment events to our program. The first is a drop-in advising session for students interested in teaching, but who may not have taken any coursework or who do not have an education advisor yet. We help this even this fall during the advising season. The second is a Teacher Education Open House for students interested in teaching to hear more about the program from faculty and current students. This event was held during the Academic Exploration Week during our spring semester. We offer a similar event for first year students as part of their orientation week. We provided a Foundations of Reading test study session for students to practice together, discuss their reading knowledge and review test taking skills. 8/11 students taking the exam took advantage of the eight sessions. We have faculty representation for the Summit of Reading conference this summer. The same faculty member is also involved in the two year LETRS training offered by the Iowa Department of Education. These opportunities to collaborate with professionals and review current reading research will strengthen the reading programing we currently offer. Lastly, one of our Education faculty members partnered with the Learning Center to provide two all campus workshops about learning accommodations at Coe and differentiation approaches for assignments and course design. Sharing our expertise in teaching and learning is a way we can have an impact on all Coe students as well as promote our visibility across campus. Attached is a visual representation of what our program stands for-- our conceptual framework. We reviewed this framework over the past fews years as new faculty joined our program.

Supporting Files

Conceptual Framework	

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:

Sarah Kress

TITLE:

Associate Professor of Education and Chair

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:

Sarah Kress

TITLE:

Associate Professor of Education and Chair