

AAQEP Annual Report for 2021

For instructions on how to complete this report, who should complete which sections, and how to submit the final report, please refer to [this guidance document](#).

Provider/Program Name: Grand Canyon University – Initial Teacher Licensure Programs

End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited): 6/30/2026

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs encompassed in its AAQEP review.

Grand Canyon University

Grand Canyon University (GCU) was founded in 1949 as a small Southern Baptist university, located in Prescott, Arizona. After relocating to Phoenix, the University maintained its small and denominational affiliation; however, it fell into financially difficult times. With the help of some innovative investors in 2004, the University became a for-profit institution and began to both build its online learning and grow its traditional campus. Moving away from the Baptist roots and toward a non-denominational Christian university, GCU continued to grow and develop. Growth in the traditional campus, including becoming Division 1 level in sports, continued as well as its non-traditional online community. On July 1, 2018, after having applied to HLC to return to its non-profit status, GCU was granted the request and became, once again, a non-profit Christian university.

Today, GCU is a large, interdenominational University, located in the heart of Phoenix, Arizona, still committed to distinctively Christian beliefs, values, and practices in accord with its mission and vision. This strong sense of mission, along with a commitment to developing, supporting, and improving the community has led candidates, faculty, and staff to invest efforts into improving the surrounding community, regardless of whether the community is local to Phoenix, to communities across the country, and even in communities around the world. This desire to uplift communities is an example of the commitment to living out the University's Christian faith within the context of a missional community.

College of Education

The College of Education at Grand Canyon University is part of a rich heritage of service to the community. For over 60 years, the College of Education has proudly maintained its place as a prestigious teaching college, ensuring programs continue to meet the changing, diverse needs in education and in local communities, and provide opportunities that create meaningful learning experiences for the candidates. The College places great importance on the development of meaningful and authentic partnerships from practicum through student teaching. This work goes from embedded partnerships in the greater Phoenix area to affiliation agreements across the country. With each, knowing what schools and districts value and what our candidates need to have the best learning experiences remain at the forefront of the College's clinical work.

Learning, Leading, and Serving are the foundational components of the College of Education's conceptual framework. These words symbolize the College's diverse learning opportunities where faculty and administrative staff work diligently to create a culture of mutual respect, fellowship, and servant leadership within the educational community. GCU's placement of candidates directly reflects GCU's commitment to promoting servant leadership in educational communities.

The mission of the College of Education is to inspire excellence in pedagogy and scholarship; advance reflective, innovative, and collaborative teaching practices to maximize student learning and achievement; promote servant leadership in educational communities; and engage a diverse and global community of learners with purpose and passion. The College of Education develops educators who are classroom ready through programs and processes that exemplify excellence in pedagogy, scholarship, and service while engaging a diverse and global community of learners. The desire is to prepare purposeful and passionate educators who strive to deliver quality education and enrich lives across a variety of school and community settings.

As a Christian university, GCU and COE take a proactive approach to developing students' servant leadership skills and ensuring the success of our alumni in educational settings. While the college's accredited programs are designed to equip students for a career in education, our faculty, staff and college leaders understand the unique challenges a career in education might occasionally present. We promise to actively assist all COE graduates who need support in an educational setting. Since 1984, we

have upheld this promise to provide additional support. To honor this promise, we ask graduates to pledge to uphold a high level of excellence in the educational setting.

College of Education Pledge

I pledge to:

- Be fully prepared every day.
- Inspire all students to achieve their greatest potential.
- Support unique learning needs.
- Model integrity and professional ethics.
- Be a lifelong learner.
- Learn, lead, and serve.

AAQEP Accredited Programs

Undergraduate Initial Licensure Programs

The College of Education currently offers five undergraduate initial teacher licensure programs, some with various emphasis areas. The initial teacher licensure programs fall under the categories of early childhood education, a dual degree in early childhood education and early childhood special education, elementary education, a dual degree in elementary education and special education, and secondary education. The College of Education collaborates and shares the secondary and K-12 education programs with other GCU colleges that are aligned with the specific content areas. These content areas include English, History, Mathematics, Chemistry, Biology, Physical Education, Business, Music, Theatre, and Dance.

Graduate Initial Licensure Programs

At the graduate level, the College supports candidates in five initial teacher licensure programs, including early childhood education, a dual degree in early childhood and early childhood special education, elementary education, secondary education, and special education.

Public Posting URL

If the provider is publicly posting data from this report, that information can be found at the following URL (web address):

<https://www.gcu.edu/academics/accreditation/college-of-education>

2. Enrollment and Completion Data

Table 1 shows enrollment and completion data from the most recently completed academic year for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2020-2021

AAQEP Accredited Initial Teacher Licensure Programs			
Degree or Certificate granted by the institution/organization	AZ State Certificate, License, Endorsement, or Other Credential (AZ approved programs, unless otherwise noted)	Number of Candidates in 2020-21	Number of Completers in 2020-21
Bachelor of Arts in Dance Education (Leads to Initial Teacher Licensure)	Dance Education, PreK-12	6	5
Bachelor of Arts in Dance for Secondary Education (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	5	-
Bachelor of Arts in English for Secondary Education (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	451	70
Bachelor of Arts in History for Secondary Education (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	624	53
Bachelor of Arts in Music Education-Choral: Voice (Leads to Initial Teacher Licensure)	Music Education, PreK-12	9	2
Bachelor of Arts in Music Education-Instrumental: Brass, Woodwind, Percussion, or Strings (Leads to Initial Teacher Licensure)	Music Education, PreK-12	9	2
Bachelor of Arts in Music Education-Instrumental: Piano (Leads to Initial Teacher Licensure)	Music Education, PreK-12	1	1
Bachelor of Arts in Theatre Education (Leads to Initial Teacher Licensure)	Theatre Education, PreK-12	8	3
Bachelor of Arts in Theatre for Secondary Education (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	6	-
Bachelor of Science in Biology for Secondary Education (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	21	7
Bachelor of Science in Business for Secondary Education (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	36	5
Bachelor of Science in Chemistry for Secondary Education (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	6	1
Bachelor of Science in Early Childhood Education (Leads to Initial Teacher Licensure)	Early Childhood Education, Birth -Grade 3	1,297	179

Bachelor of Science in Early Childhood Education and Early Childhood Special Education (Leads to Initial Teacher Licensure)	Early Childhood Education, Birth -Grade 3, Early Childhood Special Education, Birth -Grade 3	905	69
Bachelor of Science in Elementary Education (Leads to Initial Teacher Licensure)	Elementary Education, K-8	3,306	879
Bachelor of Science in Elementary Education and Special Education (Leads to Initial Teacher Licensure)	Elementary Education, K-8, Mild/Moderate Disabilities, K-12	2,499	373
Bachelor of Science in Elementary Education with an Emphasis in Christian Education (Leads to Initial Teacher Licensure)	Elementary Education, K-8	74	10
Bachelor of Science in Elementary Education with an Emphasis in English as a Second Language (Leads to Initial Teacher Licensure)	Elementary Education, K-8	179	37
Bachelor of Science in Elementary Education with an Emphasis in STEM (Leads to Initial Teacher Licensure)	Elementary Education, K-8	74	-
Bachelor of Science in Elementary Education with an Emphasis in Teaching Reading (Leads to Initial Teacher Licensure)	Elementary Education, K-8	54	-
Bachelor of Science in Mathematics for Secondary Education (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	261	53
Bachelor of Science in Physical Education (Leads to Initial Teacher Licensure)	Physical Education, PreK – 12	25	5
Master of Education in Early Childhood Education (Leads to Initial Teacher Licensure)	Early Childhood Education, Birth -Grade 3	508	197
Master of Education in Early Childhood Education (Nevada ARL)(Leads to Initial Teacher Licensure)	Early Childhood Education, Birth -Grade 2 (Nevada)	1	-
Master of Education in Early Childhood Education and Early Childhood Special Education (Leads to Initial Licensure)	Early Childhood Education, Birth -Grade 3, Early Childhood Special Education, Birth -Grade 3	420	139
Master of Education in Elementary Education (Leads to Initial Teacher Licensure)	Elementary Education, K-8	1,426	823
Master of Education in Elementary Education (Nevada ARL)(Leads to Initial Teacher Licensure)	Elementary Education, K-8 (Nevada)	7	4
Master of Education in Elementary Education and Special Education (Leads to Initial Licensure)	Elementary Education, K-8, Mild/Moderate Disabilities, K-12	76	-
Master of Education in Secondary Education (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	53	627
Master of Education in Secondary Education with an Emphasis in Humanities (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	546	13
Master of Education in Secondary Education with an Emphasis in STEM (Leads to Initial Teacher Licensure)	Secondary Education, 6-12	361	16
Master of Education in Secondary Humanities Education (Nevada ARL)	Secondary Education, 7-12 (Nevada)	6	2

(Leads to Initial Teacher Licensure)			
Master of Education in Secondary STEM Education (Nevada ARL) (Leads to Initial Teacher Licensure)	Secondary Education, 7-12 (Nevada)	5	1
Master of Education in Special Education (Leads to Initial Teacher Licensure)	Mild/Moderate Disabilities, K-12	1,471	1,015
Master of Education in Special Education (Nevada ARL) (Leads to Initial Teacher Licensure)	Generalist (Mild to Moderate), K-12 (Nevada)	7	5
Master of Education in Special Education: Moderate to Severe (Leads to Initial Teacher Licensure)	Moderate/Severe Disabilities, K-12	108	-
	TOTALS:	14,851	4,596

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

Retired Programs

There were no retired initial teacher licensure programs during the 2020-2021 year.

New Programs

The following programs are new programs that have launched in 2020-2021

Degree or Certificate granted by the institution/organization	AZ State Certificate, License, Endorsement, or Other Credential (AZ approved programs, unless otherwise noted)
Master of Education in Elementary Education and Special Education (Leads to Initial Licensure)	Elementary Education, K-8, Mild/Moderate Disabilities, K-12
Graduate Certificate of Completion in L.E.A.P. to Teach Elementary Education (Leads to Initial Licensure)	Elementary Education, K-8
Graduate Certificate of Completion in L.E.A.P. to Teach Secondary Education (Leads to Initial Licensure)	Secondary Education, 6-12

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

<p>1. Total enrollment in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.</p>
<p>During the 2020-2021 year, there were 14,851 unique candidates enrolled in our AAQEP-accredited initial teacher licensure programs.</p>
<p>2. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.</p>
<p>During the 2020-2021 year, there were 4,596 unique graduates from our AAQEP-accredited initial teacher licensure programs.</p>
<p>3. Number of recommendations for certificate, license, or endorsement included in Table 1.</p>
<p>In the 2020-2021 year, there were 4,596* initial teacher licensure graduates recommended for certification. Of those graduates, 581* graduates were recommended for certification in more than one area as a result of graduating from a dual licensure program.</p> <p><i>*Not all states require recommendations and not all candidates request recommendations.</i></p>
<p>4. Cohort completion rates for candidates who completed the various programs within their respective program's expected timeframe and in 1.5 times the expected timeframe.</p>
<p>The cohort completion rates below reflect cohorts with expected graduates in the 2020-2021 year. Newer program versions will have cohort completion rates once cohorts reach their expected graduation dates.</p> <p>Of the programs with cohort completion rates, the expected completion timeframes are as follows:</p> <ul style="list-style-type: none">• 54 months for undergraduate initial teacher licensure programs.• Between 25-30 months for graduate initial teacher licensure programs. See the table below for the expected timeframes for each program. <p>Completion rates that have fallen below the average rate for comparable AAQEP accredited programs are reviewed annually along with other program data to determine the need for review prior to the scheduled program review cycle.</p>

AAQEP Accredited Initial Teacher Licensure Programs:

Program	Expected Timeframe (Months)	100% Expected Timeframe	100-150% Expected Timeframe	Total Completion Within 150%
Bachelor of Arts in Dance Education**	54	22.22%	3.70%	25.93%
Bachelor of Arts in History for Secondary Education	54	6.45%	3.23%	9.68%
Bachelor of Arts in Music Education-Choral: Voice	54	11.11%	0.00%	11.11%
Bachelor of Arts in Music Education-Instrumental: Brass, Woodwind, Percussion, or Strings	54	43.75%	6.25%	50.00%
Bachelor of Arts in Music Education-Instrumental: Piano	54	*	*	*
Bachelor of Arts in Theatre Education**	54	8.33%	0.00%	8.33%
Master of Education in Early Childhood Education (Leads to Initial Teacher Licensure)	27	44.50%	8.95%	53.45%
Master of Education in Early Childhood Education and Early Childhood Special Education (Leads to Initial Licensure)	25	11.06%	29.33%	40.38%
Master of Education in Elementary Education (Leads to Initial Teacher Licensure)	30	47.26%	8.59%	55.85%
Master of Education in Secondary Education (Leads to Initial Teacher Licensure)	26	41.55%	7.88%	49.43%
Master of Education in Secondary STEM Education (Nevada ARL)	29	*	*	*
Master of Education in Special Education (Leads to Initial Teacher Licensure)	30	48.35%	9.78%	58.14%
Initial Teacher Licensure Program Total		42.98%	9.86%	52.85%

*No cohort completion rate. Completion rates are only calculated for programs with 10 or more students in the cohort.

** Program retired in the 2019-2020 year.

5. Summary of state license examination results, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

All College of Education initial teacher licensure programs are approved by the Arizona State Board of Education. The state of Arizona has utilized the Pearson National Evaluation System (NES) series of content and professional knowledge tests since 2013, except for early childhood testing, which uses the Pearson Arizona Educator Proficiency Assessments (AEPA).

The most recent content knowledge and professional knowledge pass rates from the 2021 Title II Report are listed below. Data below is based on program completers from the 2019-2020 year.

2019-2020 Title II Pass Rates

Test Type	Assessment Code	Assessment Name	Takers	Passers	Pass Rate
Content Knowledge	001	Elementary Education	*	*	*

	036	Early Childhood Education	145	136	94
	NT102	Elementary Education (Subtests I)	657	604	92
	NT103	Elementary Education (Subtests II)	646	561	87
	NT301	English Language Arts	29	29	100
	NT302	History	17	16	94
	NT304	Mathematics	17	14	82
	NT305	Biology	*	*	*
	NT306	Chemistry	*	*	*
	NT309	Business Education	*	*	*
	NT504	Music	*	*	*
	NT506	Physical Education	*	*	*
Professional Knowledge	093	Professional Knowledge: Early Childhood	100	84	84
	NT051	Professional Knowledge: Elementary	495	481	97
	NT052	Professional Knowledge: Secondary	202	201	100
	083	Special Ed.: Early Childhood	36	20	56
	**NT601	Special Education	339	312	92

***Pass rates are not calculated for exams with less than 10 test takers.*

***The **Bachelor of Science in Early Childhood Education and Early Childhood Special Education** and **Master of Education in Early Childhood Education and Early Childhood Special Education** programs are currently under revision based on the results from recent Program Reviews. With the revision, steps will be taken to address student and completer preparedness for the AZ083 Special Ed.: Early Childhood exam.*

6. Narrative explanation of **evidence available from program completers**, with a characterization of findings.

Evidence available from program completers is compiled using highlighted information from the GCU End of Program (EOP) Survey and the College of Education Alumni Survey. End of Program Survey results from 2020 indicate our initial teacher licensure program completers rate their program satisfaction above 90%.

An alumni survey that included more AAQEP and program aligned questions was deployed in 2021 to gather additional information from our 2019 initial program completers. Selected responses from this piloted version of the College of Education Alumni Survey demonstrate how program completers rate their impact on student learning and how their program prepared them to be culturally responsive. In terms of impact on student learning, 83.3%* of initial teacher licensure respondents report that their program prepared them to impact student learning. Completers cited evidence from a variety of student achievement data (standardized tests, formative and summative assessments, etc.). When asked how their program prepared them to become culturally responsive educators, 83.3%* of initial teacher licensure graduates felt their program prepared them. We will continue to gather additional data to review and determine expected outcomes and next steps.

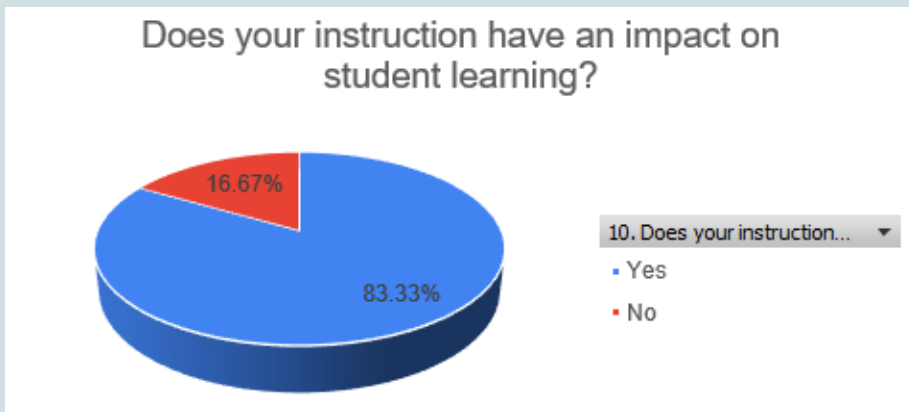
**Preliminary feedback from the 2019 College of Education Alumni Survey*

Initial Teacher Licensure Programs

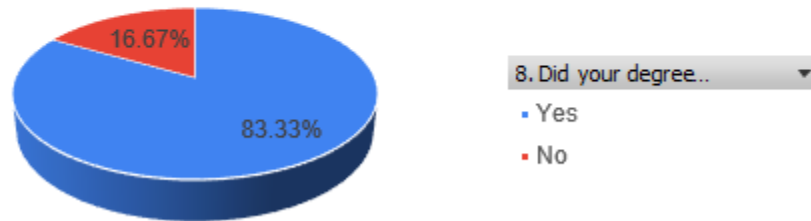
1) GCU End of Program (EOP) Survey results from 2020 indicate a 91.22% program satisfaction rating.

ProgramType	OverallSatisfactionResponseCnt	OverallSatisfaction
TRADITIONAL	206	90.05%
NONTRADITIONAL	1,294	91.40%
Total	1,500	91.22%

2) Preliminary responses from the 2019 Graduation Year - College of Education Alumni Survey - Initial Teacher Licensure Programs



Did your degree program prepare you to be a culturally inclusive and responsive teacher able to address diverse learner's needs?



7. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings.

The College of Education gathers formal and informal information on their graduates from three primary sources – survey/interviews with local and Arizona principals and district officials, information from partnership projects, and targeted national principal survey on a rotating cycle. At this time, the State of Arizona does not do any survey of principals or districts for any information on candidates or graduates. The results and findings from these sources demonstrate that the GCU graduates in general are in high demand for jobs, are prepared for the demands of teaching, are professionals with good character and values, and are responsive to student needs. The findings are similar from both local and national perspectives. While the College of Education is always on a path of continuous improvement, we do take note that our graduates appear to be learning, leading, and serving in their communities.

Examples of Evidence Available from Employers of Program Completers:

Lopes Leap to Teach and Lead is a biannual event hosted by the College for schools and districts to build relationships with our candidates and graduates for potential placement in their schools. Surveys and interviews are conducted at each event to gather information regarding our graduates and ways to better serve the communities. Due to continued COVID-19 restrictions, the spring 2021 event was held virtually. The fall 21 event was held on November 16, 2021. Forty-four employers and 200 students were in attendance. Seventeen respondents representing schools and districts in Arizona were interviewed.

- **Question 1 - “Do you currently have GCU candidates or alumni at your school?”**
17 responded they had candidates and graduates in their schools in the following ways:

- Practicum/field experiences and/or student teaching (11)
 - Contracted employees (15) (Some sites have both current students and contracted employees.)
- **Question 3 – “What qualities do GCU students/alumni possess that other students/graduates do not?”**
 - Responses included – “compassionate and a heart that understands education is a calling,” “appreciative of the opportunity to intern,” “knowledge of their content area and technology skills,” “strong work ethic, reliability and professionalism,” “good understanding of the community and area they serve”
 - **Question 4 – “How could the College of Education help you in both preparing teachers and filling the different needs at your school?”**
 - Responses included – “more preparation on lesson planning,” “additional theology background,” “focus on challenges specific to Arizona – familiarity with the school’s family community and diverse backgrounds,” “continued events and ways to connect with candidates,” “increased and stronger partnerships”

Student Teaching Intern Certificate – GCU worked with local districts and other state entities to meet the needs of the local teacher shortage to develop a Student Teaching Intern Certificate that allows certain candidates to fill open positions in local schools, provided they meet certain requirements and fulfill the requirements of their institution of higher education. Since Fall 2017, 197 GCU Student Teaching Intern candidates have filled these positions in local schools. This includes 42 candidates in the 2020-2021 school year.

Canyon L.E.A.P. to Teach – Due to the successes of the GCU candidates and graduates in the field, local districts asked to partner with us to create a local alternative pathway to teaching for GCU candidates. Implemented in late Fall 2020, 6 local districts have partnered with the College of Education to create the Canyon **Local Education Agency Pathway (L.E.A.P.) to Teach** program. The pilot has been completed and 14 graduates have completed the program. We are now offering graduate certificate program pathways.

Local School Embedded Partnership – The College of Education’s conceptual framework heralds learning, leading, and serving. As such, intentional partnerships with local schools and districts are critical. These partnerships are typically grown from a need that local schools or districts have that they believe the College of Education programs and their graduates could help fill. The embedded partnership model the COE established many years ago continues to be a successful addition to local school communities. In one example, fulltime faculty member, Dr. Jim Mostofo, helped lead this initiative by providing regular support to Empower College Prep and its teachers. Dr. Mostofo has observed and delivered feedback to eight individual teachers, including five first year teachers. The feedback was implemented, and a follow-up observation continued the support and progress. In addition, ongoing discussions with Dr. Mostofo and school administration leadership revealed school-wide needs, which were addressed through two professional development sessions led by Dr. Mostofo.

Emergency Substitution Partnership – In 2021, a new partnership was established with the Phoenix Elementary School District and the Murphy School District. Organized and led by fulltime faculty member, Claudia Coleman, GCU students collaborated with district administrators to complete training and documentation necessary to receive an emergency substitute certification through the Arizona Department of Education. Claudia Coleman observed the GCU students in the classroom during the first three days of substitute teaching. She provided feedback and resources to the COE students. Currently, there is one student with an emergency substitute teaching certificate participating in this opportunity with Phoenix Elementary School District. There are five students awaiting their certificate to begin subbing positions in January. There are nine students awaiting their certificates to begin teaching with Murphy School District in January.

National Survey Data

The most recent national data collected was from a survey conducted by the national educational research firm Eduventures for the College of Education. The survey informed the College of how completers have engaged in their relevant professional practice and what strategies learned in their program were used in the classroom. In the survey, principals were asked about College of Education graduates, and some of their primary findings included GCU graduates excel at “making learners feel valued, taking responsibility for learners’ growth, observing thoughtfully, using technology, and collaborating with families and communities.” Our next cycle for a national survey of principals would have been conducted in Spring 2020, but due to COVID-19, has been rescheduled for late 2022.

8. Employment (and/or more schooling) rates for the immediate prior year’s completers, if known.

Initial Teacher Licensure Programs

GCU End of Program (EOP) survey data from the 2020 graduation year shows a 72% employment and graduate school rate for our initial teacher licensure programs at the time of program completion.

Additionally, GCU alumni survey data from the 2019 graduation year shows a 90% employment and graduate school rate for graduates of our AAQEP-accredited initial teacher licensure programs.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for successful performance and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Standard 1: Initial Teacher Licensure Programs							
Provider Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation					
Content and Professional Knowledge Testing	All College of Education initial teacher licensure programs are approved by the Arizona State Board of Education. The state of Arizona has utilized the Pearson National Evaluation System (NES) series of content and professional knowledge tests since 2013, except for early childhood testing, which uses the Pearson Arizona Educator Proficiency	As provided from the 2021 Title II report, completers from GCU's initial teacher licensure programs have an overall content exam pass rate of 90% and an overall professional knowledge pass rate of 94%. While these overall pass rates meet the expectation, the College of Education continues to develop resources for our candidates to enhance their SUCCESS.					
		2021 Title II Report Pass Rates (completers from the 2019-2020 year)					
		Test Type	Assessment Code	Assessment Name	Takers	Passers	Pass Rate
		Content Knowledge	001	Elementary Education	*	*	*
			036	Early Childhood Education	145	136	94
			NT102	Elementary Education (Subtests I)	657	604	92
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			NT304	Mathematics	17	14	82
			NT305	Biology	*	*	*
			NT306	Chemistry	*	*	*
			NT309	Business Education	*	*	*
		Professional Knowledge	NT504	Music	*	*	*
NT506	Physical Education		*	*	*		
093	Professional Knowledge: Early Childhood		100	84	84		
NT051	Professional Knowledge: Elementary		495	481	97		
	NT052	Professional Knowledge: Secondary	202	201	100		

	<p>Assessments (AEPA).</p> <p>Content knowledge and professional knowledge pass rates for 2020-2021 program completers are provided from the 2021 Title II Report.</p> <p>The College of Education uses an average pass rate of 80% as the benchmark for the two types of tests, which matches the industry pass rates.</p>	<table border="1" data-bbox="436 175 1738 245"> <tr> <td>083</td> <td>Special Ed.: Early Childhood</td> <td>36</td> <td>20</td> <td>56**</td> </tr> <tr> <td>NT601</td> <td>Special Education</td> <td>339</td> <td>312</td> <td>92</td> </tr> </table> <p><i>*Pass rates are not calculated for exams with less than 10 test takers.</i></p> <p><i>**The Bachelor of Science in Early Childhood Education and Early Childhood Special Education and Master of Education in Early Childhood Education and Early Childhood Special Education programs are currently under revision based on the results from recent Program Reviews. With the revision, steps will be taken to address student and completer preparedness for the AZ083 Special Ed.: Early Childhood exam.</i></p> <p>As part of our commitment to continuous improvement, several test preparation efforts have been put in place commencing in the 2020-2021 year including:</p> <ul style="list-style-type: none"> The College of Education continues to offer Explore More Sessions. Explore More sessions help candidates get the most out of their academic experience by providing support from faculty and staff on a variety of topics related to the field of education. For example, test preparation Explore More topics include general test preparation and content area preparation in the areas of early childhood education, elementary education, and special education. As recently as 2020, these sessions have been pre-recorded and posted to our Student Success Center (a GCU student resource website) to expand the reach of these sessions to a broad range of College of Education candidates. The Explore More test preparation videos are well viewed. For example, as of December 21, 2021, the NES Elementary Exam Explore More video had 504 views. In partnership with McGraw-Hill, the College of Education created the Teacher Certification Preparation (TCP) offering designed to help candidates prepare for the elementary Math, Science, and the Arts, Health and Fitness portions of teacher certification subject knowledge tests. This offering includes a variety of subject knowledge questions aligned to teacher certification test competencies as well as pre- and post-exams to help candidates track individual progress. This offering is provided to all candidates enrolled in academic programs centered around elementary education and has been available since August of 2021. The College of Education shares our undergraduate secondary programs with other GCU colleges who have created content support and resources in a variety of secondary content areas. Content workshops have been offered and planning discussions are taking place to create additional content support in areas such as English, Math, and History, similar to the Teacher Certification Preparation offering. 	083	Special Ed.: Early Childhood	36	20	56**	NT601	Special Education	339	312	92
083	Special Ed.: Early Childhood	36	20	56**								
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<p>Student Teaching Evaluation of Performance (STEP)</p>	<p>GCU's Student Teaching Evaluation of Performance (STEP) assignment is utilized during the student</p>	<p>In the 2020-2021 year, candidates scored above the 90% College of Education threshold in all areas of the STEP.</p> <table border="1" data-bbox="436 1344 1759 1463"> <thead> <tr> <th>Student Teaching Evaluation of Performance (STEP)</th> <th>Fall 2020</th> <th>Spring 2021</th> </tr> </thead> <tbody> <tr> <td>STEP Standard 1 - Contextual Factors: Knowing Your School and Community</td> <td>95.42%</td> <td>95.26%</td> </tr> </tbody> </table>	Student Teaching Evaluation of Performance (STEP)	Fall 2020	Spring 2021	STEP Standard 1 - Contextual Factors: Knowing Your School and Community	95.42%	95.26%				
Student Teaching Evaluation of Performance (STEP)	Fall 2020	Spring 2021										
STEP Standard 1 - Contextual Factors: Knowing Your School and Community	95.42%	95.26%										

	<p>teaching course as a final demonstration of teaching for the candidate.</p> <p>The STEP serves as a work sample that is aligned to standards and acts as a demonstration of teaching by the teacher candidate. Evaluation of each standard within the STEP is completed by the course instructor.</p> <p>The College of Education has set a minimum threshold for level of success at 90% for all Student Teaching Evaluation of Performance (STEP) standards.</p>	<table border="1"> <tr> <td data-bbox="428 168 1438 228">STEP Standard 2 - Writing Standards-Based Measurable Objectives and the Learning Goal</td> <td data-bbox="1438 168 1589 228">92.60%</td> <td data-bbox="1589 168 1753 228">92.80%</td> </tr> <tr> <td data-bbox="428 228 1438 277">STEP Standard 3 - Assessment and Data Literacy</td> <td data-bbox="1438 228 1589 277">93.43%</td> <td data-bbox="1589 228 1753 277">94.40%</td> </tr> <tr> <td data-bbox="428 277 1438 326">STEP Standard 4 - Unit and Lesson Planning</td> <td data-bbox="1438 277 1589 326">94.13%</td> <td data-bbox="1589 277 1753 326">93.47%</td> </tr> <tr> <td data-bbox="428 326 1438 375">STEP Standard 5 - Implementation of Instructional Unit</td> <td data-bbox="1438 326 1589 375">90.88%</td> <td data-bbox="1589 326 1753 375">92.03%</td> </tr> <tr> <td data-bbox="428 375 1438 423">STEP Standard 6 - Analysis of Student Learning</td> <td data-bbox="1438 375 1589 423">97.07%</td> <td data-bbox="1589 375 1753 423">96.63%</td> </tr> <tr> <td data-bbox="428 423 1438 472">STEP Standard 7 – Reflecting on Instruction to Improve Student Progress</td> <td data-bbox="1438 423 1589 472">96.90%</td> <td data-bbox="1589 423 1753 472">96.32%</td> </tr> <tr> <td data-bbox="428 472 1438 521">Grand Total</td> <td data-bbox="1438 472 1589 521">95.11%</td> <td data-bbox="1589 472 1753 521">94.93%</td> </tr> </table>	STEP Standard 2 - Writing Standards-Based Measurable Objectives and the Learning Goal	92.60%	92.80%	STEP Standard 3 - Assessment and Data Literacy	93.43%	94.40%	STEP Standard 4 - Unit and Lesson Planning	94.13%	93.47%	STEP Standard 5 - Implementation of Instructional Unit	90.88%	92.03%	STEP Standard 6 - Analysis of Student Learning	97.07%	96.63%	STEP Standard 7 – Reflecting on Instruction to Improve Student Progress	96.90%	96.32%	Grand Total	95.11%	94.93%	
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Clinical Practice Evaluations	The student teaching evaluations, aligned to InTASC standards, are one measure of teacher candidate content, pedagogy, and	<p>During the fourth and final Clinical Practice Evaluation during the student teaching experience, the GCU Faculty Supervisor evaluates the teacher candidate on the InTASC standards. This allows for better understanding of teacher candidate performance in the field directly correlated to key areas needed for effective teaching.</p> <p><i>AAQEP 1.a. Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought</i></p> <p>Clinical Practice Evaluation – InTASC Standards 4 and 5</p>																						

professionalism. Each teacher candidate has a GCU faculty supervisor assigned who performs four evaluations in collaboration with their cooperating teacher. Clinical Practice Evaluation 4 provides a summative measure of candidate performance on the InTASC standards.

The College of Education has set a minimum threshold for level of success at 90% for all evaluation InTASC standards.

InTASC Standards 4 and 5 (Content Knowledge and Application of Content) within the Clinical Practice Evaluation provide one measure of candidates' content and pedagogical knowledge, specifically candidates' understanding and ability to apply the central concepts and structures of the content area or areas. The College of Education closely assesses the performance of its teacher candidates on these standards. Data in the table below shows the average performance of our teacher candidate related to Content Knowledge and Application of Content by semester. The minimum threshold for these standards is set at 90% and have been met with increased performance semester over semester.

Clinical Practice Evaluation 4 InTASC Standards 4 & 5		Content Knowledge			Application of Content	
Semester	Total Score	InTASC 4.1	InTASC 4.2	InTASC 4.3	InTASC 5.1	InTASC 5.2
Fall 2020	94.50	94.58	94.72	94.55	93.75	93.57
Spring 2021	94.80	94.65	94.80	94.63	94.09	93.84
Grand Total	94.65	94.62	94.76	94.59	93.92	93.70

AAQEP 1.b. Learners; learning theory, including social, emotional, and academic dimensions; and application of learning theory

Clinical Practice Evaluation – InTASC Standards 1 and 2

A central way the College of Education measures learners' knowledge, learning theory, and the application of learning theory in its teacher candidates is through the assessment of InTASC Standards 1 and 2 (Student Development and Learning Differences) within the Clinical Practice Evaluation, specifically examining candidates' understanding of students' unique developmental processes and social, emotional, and academic needs.

Data in the table below shows the average performance of our teacher candidate related to Student Development and Learning Differences by semester. The minimum threshold for these standards is set at 90% and have been met with increased performance semester over semester, as shown below.

Clinical Practice Evaluation 4 InTASC Standards 1 & 2		Student Development		Learning Differences		
Semester	Total Score	InTASC 1.1	InTASC 1.2	InTASC 2.1	InTASC 2.2	InTASC 2.3
Fall 2020	94.50	94.51	94.56	93.99	93.75	93.97
Spring 2021	94.80	94.71	94.63	94.47	94.23	94.37
Grand Total	94.65	94.61	94.60	94.23	93.99	94.17

AAQEP 1.d. Assessment of and for student learning, assessment and data literacy, and use of data to inform practice

The College of Education measures its teacher candidates' understanding of assessment of and for student learning, assessment and data literacy, and the use of data to inform practice through the assessment of InTASC Standard 6 (Assessment) in the Clinical Practice Evaluation, which focuses on multiple means of assessing student learning, monitoring growth, and adjusting instruction as a result of assessment data.

Data shown in the table below shows the average performance of our teacher candidate related to Assessment by semester. The minimum threshold for these standards is set at 90% and have been met with increased performance semester over semester, as shown below.

Clinical Practice Evaluation 4 InTASC Standard 6		Assessment		
Semester	Total Score	InTASC 6.1	InTASC 6.2	InTASC 6.3
Fall 2020	94.50	93.65	93.67	93.58
Spring 2021	94.80	94.13	94.18	94.10
Grand Total	94.65	93.89	93.92	93.84

AAQEP 1.e. Creation and development of positive learning and work environments

InTASC Standard 3 emphasizes building learning environments that are engaging, positive, and focused on self-motivation. Clinical Practice Evaluation 4 specifically asks the GCU Faculty Supervisor to evaluate the teacher candidate on Learning Environments via InTASC Standard 3, including both subsets in Standard 3. The following summarizes assessment results for InTASC Standard 3 for both semesters of academic year 2020-2021. The results show steady improvement semester over semester.

Clinical Practice Evaluation 4 InTASC Standard 3		Learning Environments	
Semester	Total Score	InTASC 3.1	InTASC 3.2
Fall 2020	94.50	94.78	95.06
Spring 2021	94.80	94.89	95.13
Grand Total	94.65	94.84	95.09

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Standard 2: Initial Teacher Licensure Programs																				
Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation																		
<p>GCU College of Education Teacher Preparation Program Questionnaire</p>	<p>The College of Education piloted the GCU College of Education Teacher Preparation Program Questionnaire to gather data on Teacher Candidate's perceived level of preparedness upon completing the student teaching experience and entering the classroom.</p> <p>In alignment with AAQEP standard 2.d, and in an effort to understand how our teacher candidates, influence international and global perspectives in their classrooms, question 7 asks <i>"I feel prepared to facilitate students' ability to develop diverse social and cultural perspectives."</i></p> <p>We will continue to collect survey data and additional evidence in future semester which will be used to develop performance expectations in this area.</p>	<p>In the Fall 2020 and Spring 2021 semesters, completers were asked to provide information on how prepared they were to facilitate their students' ability to develop diverse social and cultural perspectives. In the Fall 2020, 96.74% of respondents felt prepared or highly prepared in this area. In Spring 2021, 96.33% of respondents felt prepared or highly prepared.</p> <p>The College of Education will continue to review the results of the questionnaire during the upcoming semesters to evaluate additional action steps needed to broaden Teacher Candidate's international and global perspectives.</p> <table border="1" data-bbox="751 829 1556 1000"> <thead> <tr> <th>Response to Question 7</th> <th>Fall 2020</th> <th>Spring 2021</th> </tr> </thead> <tbody> <tr> <td>Highly prepared</td> <td>58.47%</td> <td>59.16%</td> </tr> <tr> <td>Prepared</td> <td>38.27%</td> <td>37.17%</td> </tr> <tr> <td>Somewhat prepared</td> <td>3.21%</td> <td>3.55%</td> </tr> <tr> <td>Unprepared</td> <td>0.05%</td> <td>0.11%</td> </tr> <tr> <td>Grand Total</td> <td>100.00%</td> <td>100.00%</td> </tr> </tbody> </table>	Response to Question 7	Fall 2020	Spring 2021	Highly prepared	58.47%	59.16%	Prepared	38.27%	37.17%	Somewhat prepared	3.21%	3.55%	Unprepared	0.05%	0.11%	Grand Total	100.00%	100.00%
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<p>COE Pilot Alumni Survey</p>	<p>The College of Education piloted the College of Education Alumni Survey to gather data on how their teacher preparation program has impacted various aspects of their instruction and preparedness to teach.</p> <p>In alignment with AAQEP standard 2.c, creating productive</p>	<p>In an effort to gather completer feedback in the area of creating productive learning environments, completers were questioned on a range of topics, but the survey concluded with <i>"does your instruction have an impact on student learning?"</i></p> <p>Of the respondents to the 2019 College of Education Alumni Survey, 83.3%* reported having an impact on student learning citing evidence such as standardized test scores, formative and summative assessments, etc.</p>																		

	<p>learning environments, the College of Education gathered pilot completer survey data to see how candidates were impacting student learning in the field.</p> <p>We will continue to collect survey data and additional evidence in future semesters which will be used to develop performance expectations in this area.</p>	<p>To collect additional information in this area, the 2020 graduate year College of Education Alumni Survey is planned for Spring 2022. The College is currently collaborating with the University's Alumni Relations department to strengthen deployment of surveys and survey response rates. Additionally, the COE will be piloting alumni focus groups within to gather additional information on how our completers are impacting student learning.</p> <p><i>*Preliminary feedback from the 2019 College of Education Alumni Survey</i></p>
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5. Notes on Progress, Accomplishment, and Innovation

This section describes recent program accomplishments, efforts to address challenges, current priorities, and innovations that are in plan or process.

Program Accomplishments

Due to the COVID-19 pandemic, the College continued to collaborate with stakeholders, external partners, and internal departments to develop solutions, specifically with regards to field experience. School districts and educational organizations nationwide have varying specifications for visitors, creating challenges for our teacher candidates, who span the United States, to complete their practicum/field experiences. This has included the collection and use of high-quality instructional videos and additional partnerships with organizations and districts. The College understands in-person field experiences typically offer the most impactful learning opportunities for students. Therefore, the College prioritizes finding opportunities for traditional field experience opportunities. Furthermore, the College understands the need for flexibility as school sites determine appropriate formats, including virtual, hybrid, and rotating schedules. As such, the COE supports students in mirroring mentor teacher roles in these various modalities.

The College revised the Clinical Practice Attempt (CPA) meeting in which a committee meets to review situations of teacher candidates who have had an unsuccessful attempt at student teaching. The newly named Professional Practices Committee (PPC) is more aligned to university-wide process followed by the other internal colleges. An integral part of the PPC is a support process called the Personal Improvement Plan (PIP), which was developed to provide more targeted remediation with supports and reflections facilitated by GCU Faculty. See *Innovations in Progress* section for further detail.

The College implemented regularly monthly trainings with Field Experience and Teacher Placement Counselors to further clarify and emphasize key programmatic expectations and counselor guidance to best support candidates at the beginning, middle and end of their program. See *New Program Development* section for further detail.

The College worked with the State Compliance and Legal departments to revise and improve our fingerprint clearance policy to ensure compliance with states' requirements for field experiences and clear for counselors to follow. This policy change entailed collaborating with several stakeholders, completing the policy change through the thorough committee review process, as well as deploying multiple communications and conducting trainings for stakeholders. The goal with the revision and improvement to our fingerprint clearance policy was to support student success in our initial licensure programs. More specifically, our students are located around the United States, and the COE aims to provide ample support to students in their pursuit of initial licensure.

The College prioritized revising how the GCU Faculty Supervisors are evaluated based on certain performance criteria. The College will continue to regularly review evaluations completed by Supervisors with a revised rubric which allows for more in-depth analysis of supervisor performance, feedback, and communications with teacher candidates. See *Current Priorities* section for further detail.

The College continues to produce highly qualified teachers and leaders each year. In fall 2020-spring 2021, the College successfully supported over 4,500 student teachers in our initial teacher licensure programs. As there is an extremely high need for educators in the field, the College aims to assist in addressing the teacher shortage by preparing an ample quantity of quality new teacher candidates across the nation to support the needs of the field of education and fill job openings in schools and districts.

Efforts to Address Challenges

COVID-19 created challenges with course practicum requirements as well as the student teaching components for all initial licensure programs. The College worked with a variety of stakeholders to create alternative assignments following health and safety protocols for students, faculty, and schools. These alternative assignments included video viewings supporting various classroom instructional strategies, management strategies, and meeting the diverse needs of students in the classroom. These carefully crafted alternative assignments require candidates to complete a written assessment demonstrating knowledge and learning for future practices.

Due to the COVID-19 pandemic, it continues to be a challenge to secure placements for practicum and student teaching candidates. In an effort to protect the safety of their students and staff, many schools around the country remained closed to outside persons. More specifically, the courses requiring 60 practicum hours in the early childhood special education programs have presented many challenges for placement. The College has worked to identify partners nationwide that have been willing to accept students during the current pandemic climate. The efforts to locate placement, support COVID-19 health and safety precautions, and meet Arizona Department of Education certification requirements have been a challenge over the past few semesters. The collaboration efforts between the COE departments, the Faculty Training and Development department, as well as faculty have innovatively created a process that has provided effective experiences for students in either an in-person classroom, a virtual classroom, or alternative assignments that would benefit the knowledge needed for effective teachers.

To assist with our practicum candidates completing their programmatic requirements, the College of Education created a video library of relevant supplemental videos for candidates to watch in lieu of observing an in-person classroom. Candidates were encouraged to seek out alternative settings when possible to have an in-person experience such as before/after school care centers, tutoring centers, churches, etc. In addition, monthly communications for both candidates and faculty are sent to provide regular updates on the expectations for completing field experiences. Student teachers were able to be placed with an in person or synchronous virtual setting. In addition to the challenge of securing placements, some schools/districts are requiring site-specific affiliation agreements. COE has a standard affiliation agreement that many schools/districts accept; however, we have had to revise to meet certain needs based on COVID-19 protocols and new site-specific requirements.

To streamline our fingerprint clearance policy for progression into practicum/field experience courses, the College worked with the State Compliance and Legal departments to update our fingerprint clearance policy which helps to ensure compliance with states' requirements for field experiences and clear for counselors to follow. This was a challenging process as the College of Education has candidates in states across the nation with varying state and federal requirements and processes for proper clearances.

Part of teacher certification requirements for many states is the passing of various tests including content exams. COVID-19 created a challenge for some teacher candidates to complete the content exams due to testing site closures and lack of available appointment times. The College of Education created additional support to help teacher candidates prepare for the exams. In addition, a one-time exception was offered to submit a Student Petition Form outlining evidence of teacher candidate's attempts to schedule exams with an acknowledgement that without passing

content exam(s), teacher candidates may have an unsuccessful attempt at student teaching and understanding that it is required for many states for initial teacher certification.

Current Priorities

Developing high-quality academic programs is an ongoing priority for the College of Education. New programs are developed through collaboration and partnerships with State Compliance, Curriculum Design and Development, Clinical Practice, subject matter experts, counselors, and the Programs Team. The College identifies areas of need in education to determine program viability within the state of Arizona as well as nationally. For example, during the 2020-2021 academic year, several graduate certificate programs were developed for alternative routes to licensure, unique areas of special education, and virtual learning strategies and engagement. These programs are awaiting approval from the State Board before the College can begin offering to current and prospective students. The College is also in the initial stages of revising existing programs to meet a wider range of students through licensure and endorsement requirements with the intention of furthering the reach of GCU teacher preparation programs nationally.

In addition to new programs, the College prioritizes the revisions of existing programs to maintain a high standard of efficacy. Through collaboration of the same partners that support new program development, the College identifies necessary updates to national standards, state specific requirements, and current trends in education. Additionally, faculty and student feedback through End of Course Surveys is analyzed to identify potential areas of growth. The College identifies specific programs to revise with consideration of need and Arizona Department of Education submission requirements. Since the College prioritizes the implementation of highly effective educator preparation programs, this is a continuous initiative.

Due to the COVID-19 pandemic, schools have adjusted structures and policies that effect student teaching and practicum practices. To provide teacher candidates with the necessary experience for licensure, the College is revisiting policies and procedures related to field experience. For instance, the COE is prioritizing revising how the GCU Faculty Supervisors are evaluated based on certain performance criteria. The GCU Faculty Supervisors play an integral role in supporting teacher candidates through their student teaching experience. Our Clinical Field Experience Specialists will continue to regularly review evaluations completed by Supervisors with a revised rubric which allows for more in-depth analysis of supervisor performance, feedback and communications with teacher candidates. This updated process provides additional opportunities for our Clinical Field Experience Specialists to provide targeted suggestions and feedback for GCU Faculty Supervisors to improve their practice. In addition, a cohort of lead supervisors was created to establish norms, assess expectations, and collaborate on areas of continuous improvement. The College has also offered virtual practicum options when teacher candidates are unable to partner with schools in person. Additionally, the College allows students to engage in various student teaching modalities, including traditional in-person, hybrid, and virtual teaching experiences. Since school modalities differ across districts and states, the College works with teaching candidates and student teaching supervisors to adapt to school-specific and state-specific requirements. Since the College believes that in-person field experiences typically provide the most beneficial learning opportunity, it is a current priority of the College to partner with local organizations and districts that will accept on-campus student teachers. Furthermore, the College collaborates with State Compliance to determine state requirements in regard to field experience placements to support teacher candidates in pursuit of licensure.

In the 2020-2021 academic year, the Arizona Department of Education has mandated state institutions to provide a suicide prevention training for education initial licensure programs as required by the Mitch Warnock Act. Although GCU does not fall under this mandate as it is a private

institution, the College prioritizes best practices and current trends in education. Therefore, the College is collaborating internally and externally to develop an initiative that will meet the requirements of the Mitch Warnock Act. Additional details are provided in section 9.

Innovations in Progress

With COVID-19 still causing institutes of higher education to pivot across the nation, opportunities for the College to think creatively and shift our approach in preparing our teacher candidates was at the forefront of our efforts. As there were still states and schools with limited to no access to classrooms to apply the knowledge learned, the College piloted approaches for teacher candidates to showcase their growth and development. Hybrid models for instruction were applied to support our teacher candidates and faculty. Faculty applied a variety of tech tools and resources to keep students engaged, such as utilizing Padlet to promote conversation and brainstorming. In addition, faculty promoted both in-person and virtual office hours to meet the needs of their students. Virtual applications to provide collaborative feedback, like GoReact was piloted in our elementary programs' method courses. During the Fall 2021 semester, the GoReact program was piloted in conjunction with an LMS migration, for all EDU-330 sections. The EDU-330 course is included in all eight secondary education programs at the bachelor's level, early childhood education, early childhood special education, educational studies, elementary education, and both K-12 education programs. Due to the positive feedback from both faculty and staff, the College will be incorporating GoReact into all four of the methodology courses within the Elementary Education program in the next phase of this innovation. Additional virtual supports created to support our teacher candidates, faculty, and staff include course revisions to fit the learning and applications required; library for resources to support virtual learning; collaboration with site supervisors and our LEA partners to allow for these evaluation visits to be completed virtually; and providing a space for faculty and students to create content for a virtual format in COE's new Maker's Space.

Teacher candidates who are in College of Education's Alternative Teaching Special Education program are unique in that they are teachers as well as students. To address their unique needs the College of Education created a pilot program to support them in a scaffolded manner which promoted equity and student success. These candidates had an opportunity to meet virtually throughout the year with representatives from these two teams along with special education faculty and other professionals in the field on topics such as compliance, instructional strategies, professional organizations, and community support, as well as self-care and mindfulness.

The College also recognized the need for additional alternative pathways to support the recruitment and retention of teachers here in Arizona. COE launched various modules within a new platform called Comevo. Comevo allows for documents, links, videos, and other content to be added to a self-paced online tool for students to complete for areas including testing support, orientations, remediation support, and other training options. The Programs Team also worked to develop virtual trainings to support our enrollment team since these meetings were no longer able to be held in person. The team developed a guided handout to provide information on all program offerings as well as a short video and slide presentation to highlight each program.

The College also was successful in continuing its scholarship and presentation opportunities, even despite COVID-19. Multiple faculty and staff collaborated, attended, and presented at state, regional and national conferences. Sample scholarship below:

- Blair, J., Farkas, E., Hollis II, N. (2021, December). Growing through the Virtues: An Overview of The Building Blocks of Character.
 - Presented at the Building Virtues: Character Education Conference.

- Hollis II, N., & Palomino, N. (2021, April). Building an Equity Force in Higher Education to Enhance Student Success.
 - Presented at the virtual 2021 Higher Learning Commission (HLC) Annual Conference
- Hollis II, N., Martin, J., Norwood, L., & Hannafin, S. (2021, April). Addressing Diversity, Equity, and Inclusion, and Systemic Racism.
 - Presented at the 2021 Arizona Professors of Education Leadership (APEL) Conference, Breaking the Mold: Challenges of Preparing School Leaders for Supporting Transformative Teaching and Learning Environments in a Post-COVID World.
- Juarez, B. (2021, August). Arizona Department of Education. AASA and Az SCI Community Review Committee
 - AZ Dept. of Ed. state director of K-12 assessment, community members, and Pearson representatives. Committee critiqued, revised, and provided support regarding bias for the new AASA and AzSCI K-12 assessments.
- Long, K. (2021, July). Canyon Professional Development
 - SEL Developmental Benchmarks and Conceptual Understanding in Math for 35 K-3 teachers at an elementary school in Phoenix.
- Long, K (2021, September). Canyon Professional Development
 - SEL Strategies for the Classroom for 35 K-3 teachers virtually for an elementary school in Phoenix.
- McCabe, C., & Nilsen, S. (2021, December). Trauma-Informed Teaching: Helping Every Child Flourish
 - Presented at the Building Virtues: Character Education Conference.

The College has worked to disseminate the expertise of GCU faculty and community leaders on educational topics of relevance to current and up and coming educators through the virtual platform of a blog, podcast, and social media campaign. The weekly blog posts were tagged with “Teaching Tuesday” and promoted on the College’s social media platforms. In addition, the College recorded and deployed episodes through its highly rated podcast, *Top of the Class*, in areas such as culturally responsive teaching, educational technology, and more. Finally, the College has implemented a social media campaign to assist in uplifting the field of education by helping to put a face to the teaching profession. The social media campaign includes highlights and stories from key events, opportunities in the field, as well as spotlights on faculty, staff, and alumni. For example, one continuing story highlight on the College’s Instagram, “Life of Shay”, includes a continued story following one recent graduate in her first year of teaching 6th grade. As a result, the College has seen a 400% increase in engagement on the social media account. The purpose behind the College’s use of these virtual platforms is to highlight both faculty and students and help build relationships and connections beyond the course walls.

The College has developed innovations in the areas of testing regarding the national teacher shortage. In collaboration with the Programs Team and Counselors, clearly defined testing pathways have been developed to support teacher candidates progressing in their program while concurrently preparing them for the required content exams. The preferred pathway for testing is for teacher candidates to attempt and pass the required content exams. At times, candidates do not pass on their first attempt and need additional practice and support to be content prepared. With an attempt on file for each required exam without a passing score, candidates may complete other pathway such as the new Teacher Certification Preparation (TCP) offering or one of the newly developed Teacher Support Plan (TSP) content modules. Teacher Certification Preparation Exam (TCP) may be completed as many times as needed to demonstrate content preparedness. The TCP is available for all

candidates in our elementary and dual special education programs with plans to grow this for additional programs upon assessing current implementation. Lastly, candidates may complete the alternative Testing Support Plan (TSP) option. The TSP is currently available for the elementary, secondary, early childhood, and special education programs through modules that provide testing supports and resources. Part of the TSP innovation was using a new technology platform, Comevo. The Comevo platform allows for the College of Education to create streamlined modules that can embed required videos, quizzes, and certificates of completion. The College of Education is in the process of moving many current trainings and modules to Comevo for consistency and ease of use for students as well as creating new modules to further support candidates.

The College of Education also revised the Clinical Practice Attempt (CPA) meeting in which a committee meets to review situations of teacher candidates who have had an unsuccessful attempt at student teaching. The newly named Professional Practices Committee (PPC) is more aligned to university-wide process followed by the other internal colleges. In the new PPC committee, voting members include staff from the Office of Clinical Practice, Programs Team, and faculty. The process, bylaws, and remediation have been revised to better support teacher candidates in the second and final attempt at student teaching. An integral part of the PPC is a support process called the Personal Improvement Plan (PIP), which was developed to provide more targeted remediation with supports and reflections facilitated by GCU Faculty. The PIP is a 4-week plan in which candidates meet weekly with the PIP Faculty Facilitator to discuss reflections, progress, and next steps. Upon completion of the PIP, candidates will be scheduled for their second and final attempt at student teaching. This new process demonstrates our commitment to supporting our candidates with successful program completion as well as preparation for the classroom. Changes include a thorough review process within the PPC meeting by a formal committee, targeted approach to remediation in which the supports are tailored to the deficiencies outlined by cooperating teachers and school administration at the placement site, and remediation is now facilitated by faculty.

To continue to serve as educational advocates by addressing the teacher shortage, the College of Education has developed the Canyon L.E.A.P. to Teach program, described in more depth in section 3. This program is an accelerated program to help current teachers of record without teacher licensure to complete graduate coursework that meets Arizona Department of Education requirements for alternative pathway for initial teacher certification. Candidates complete mandatory professional development sessions, (2) 15-week courses that include supervision and evaluation by a GCU Faculty Supervisor, and (4) teacher education courses. The hope is that this program will help retain highly qualified teachers in the field and provide alternative options to licensure.

To aid in offering the highest quality programs for our students, the review of assessment and program data is an ongoing priority for the College. In addition to GCU's annual assessment processes and quarterly Provost Assessment Summits, the College offered its own Assessment Summit in Fall 2021. The summit brought together over 50 faculty, staff, and College leaders to review our programmatic assessment results, Assessment of Student Learning results, and to develop program specific Improvement Action Plans for the upcoming academic year.